



在职攻读教育硕士专业学位

全国统一 (联合)考试大纲 英语 二

全国教育硕士专业学位教育指导委员会 编

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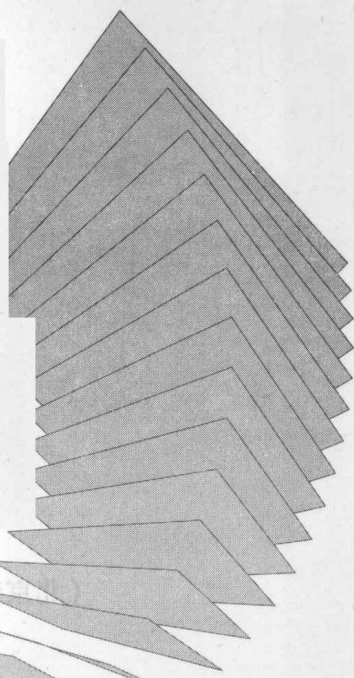
北京师范大学出版社



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图书在版编目 (CIP) 数据

在职攻读教育硕士专业学位全国统一 (联合) 考试大纲 (英语二) /
全国教育硕士专业学位教育指导委员会 编. -北京: 北京师范大学出版社,
2005. 5

ISBN 7-303-07502-X

I. 在... II. 全... III. 英语-研究生-入学考试
-考试大纲 IV. H31

中国版本图书馆 CIP 数据核字 (2005) 第 044104 号

北京师范大学出版社出版发行
(北京新街口外大街 19 号 邮政编码: 100875)
(<http://www.bnup.com.cn>)

出版人: 赖德胜

北京昌平兴华印刷厂印刷 全国新华书店经销
开本: 185mm × 260mm 印张: 4.25 字数: 95 千字

2005 年 5 月第 1 版 2006 年 8 月第 3 次印刷

定价: 7.00 元

编写说明

为了规范和改进在职攻读教育硕士专业学位全国联考科目英语二的考试工作，提高考试的科学性、权威性和针对性，全国教育硕士专业学位教育指导委员会聘请有关专家和学者编写了《在职攻读教育硕士专业学位全国统一（联合）考试大纲（英语二）》。该大纲充分考虑了在职攻读教育硕士专业学位的特点，在考试内容和考试要求等方面体现了学科教学（英语）方向的需求，在考试形式上既继承了传统语言测试的做法，也借鉴了目前国外语言水平考试的一些新题型，从而加强了对考生英语运用能力的考查。

《在职攻读教育硕士专业学位全国统一（联合）考试大纲（英语二）》的编写，参考了其他有关考试大纲，同时也得到了有关院校的大力支持，在此表示衷心感谢！

全国教育硕士专业学位教育指导委员会

2005年3月

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一、考试概述

(一) 考试的性质与范围

本考试是教育部学位与研究生教育发展中心组织实施的在职攻读教育硕士专业学位全国联考考试科目之一，适用于报考教育硕士专业学位学科教学（英语）专业方向的考生。本考试是一种测试考生单项和综合语言运用能力的尺度参照性水平考试。考试的范围包括语言知识运用、阅读、翻译、写作等方面的能力。

(二) 考试的目的

本考试的目的是考查考生的综合英语水平，以衡量考生的英语水平是否达到攻读教育硕士专业学位学科教学（英语）专业方向的入学要求。

(三) 考试内容与要求

本考试包括四个部分：英语知识运用、阅读理解、翻译、写作。考试时间为 150 分钟。各部分考试要求如下：

1. 英语知识运用 (Section I : Use of English)

- (1) 能理解文段的大意及义群之间的逻辑关系。
- (2) 能识别文段中的连贯性、一致性等语篇特征。
- (3) 能在一定语境中正确使用词汇、表达方式和语法结构。

2. 阅读理解 (Section II : Reading Comprehension)

(1) 能读懂难度相当于美国 *Newsweek* 或 *Times* 的英语报刊杂志上的报道和社论，既能理解其主旨和大意，又能分辨出其中的事实与细节。

(2) 能读懂一般科普文章和教育类学术文章或其节选，既能理解其字面意义又能理解其隐含意义。

(3) 能判断上述题材的文章的写作意图、读者对象和写作情景。

(4) 能分析上述题材的文章的思想观点、语篇结构、语言技巧及修辞手法。

(5) 阅读速度为每分钟 140 ~ 180 个单词，理解准确率不低于 75%。

3. 翻译 (Section III : Translation)

(1) 能准确理解中等难度的英语语篇或段落的意思及前后逻辑关系。

(2) 能运用英译汉的理论和技巧，将所给文段中的部分内容翻译成汉语。译文要求忠实原意，语言流畅。

4. 写作 (Section IV : Writing)

(1) 能根据所给题目及要求撰写一篇 300 词左右的议论文。

(2) 题意理解正确, 文章内容充实, 结构完整, 语义连贯, 语言表达准确, 词汇及语法运用具有多样性。

(四) 试卷各部分题型及计分

1. 英语知识运用部分采用完形填空的考试形式, 共 20 道小题, 权重为 10%。
2. 阅读理解部分分为 A、B、C、D 四节。A 节为单项选择题, 共 6 道小题; B 节和 C 节为匹配题, 各有 6 道小题; D 节为判断正误题, 共 7 道小题。阅读理解部分共计 25 道小题, 权重为 50%。
3. 翻译部分为主观题, 共 5 道小题, 权重为 20%。
4. 写作部分为主观题, 共 1 道小题, 权重为 20%。

二、试卷内容与结构

(一) 试卷各部分的内容

第一部分 英语知识运用

该部分主要考查考生对连贯性、一致性等语篇特征的辨别能力以及在一定语境中正确使用词汇、表达方式和语法结构的能力。

该部分共 20 小题。在 1 篇 250 词左右的短文中挖 20 个空白, 要求学生从每题所给的 4 个选择项中选择最佳选项填入空白处, 使文章意思通顺, 前后连贯并具有逻辑性。其中 12 ~ 15 道题考查词汇, 5 ~ 8 道题考查语法和语篇连接词。

第二部分 阅读理解

该部分由 A、B、C、D 四节组成, 主要考查考生理解书面英语的能力, 选材侧重科普、教育及学术类文章。

A 节 (6 小题): 考查考生理解具体信息、把握文章大意、猜测生词词义并进行判断和推理的能力。该部分包括 1 篇文章和 6 个问题。要求考生根据所给文章的内容, 从每题所给的 4 个选择项 A、B、C、D 中选出最佳选项来回答问题。每道题只有一个答案。

B 节 (6 小题): 考查考生理解文章大意、上下文逻辑联系及文章结构的能力。该部分包括 1 篇含有 12 ~ 14 个自然段的文章, 其中的 6 个自然段被摘出来。这 6 个自然段再加另外一个不太相关的自然段打乱顺序后附在文章的后面。要求考生把摘出的自然段还原到文章中。有一个多余的自然段不需要使用。每道题只有一个答案。

C 节 (6 小题): 考查考生理解段落大意的能力。该部分包括 1 篇 6 个自然段的文章以及概括每个段落的主题句。这些主题句再加另外一个不太相关的主题句打乱顺序后附在文章的后面。要求考生把主题句与相应的段落进行匹配。有一个多余的主题句不需要使用。每道题只有一个答案。

D 节 (7 小题): 考查考生理解和查找具体信息并进行判断和推理的能力。该部分包括 1 篇文章和 7 个陈述。要求考生判断这 7 个陈述是否与文章所给的信息吻合。考生从 A、B、C 三个选项中选择: A 代表 YES, 即某个陈述与文章所给的信息吻合, B 代表 NO, 即某个陈述与文章所给的信息相冲突, C 代表 NOT GIVEN, 即文章未提供关于这个陈述的信息。

第三部分 翻译 (英译中)

该部分由 1 篇约 400 词的文章组成, 主要考查考生准确理解书面英语的能力。要求考生在阅读文章的基础上, 将其中的 5 个划线部分 (约 150 词) 翻译成汉语。

第四部分 写作

该部分考查考生用英语进行书面表达的能力。考生根据所给的提示信息写出一篇 300 词

左右（不计标点符号）的论述文。提示信息的形式包括主题句、写作提纲、规定情景、图表等。

(二) 试卷结构

本考试的试卷结构如表 1 所示：

表 1：试卷结构

试卷部分	节	材料	考查要点	题型	题目数量	权重	时间 (分钟)
I. 英语知识运用		1 篇有 20 处挖空的短文, 提供选项	语法、词汇、篇章结构	单项选择题(四选一)	20	10%	20
II. 阅读理解	A	1 篇短文, 6 个问题	理解大意和细节, 猜测词义, 进行推断	单项选择题(四选一)	6	50%	70
	B	1 篇短文, 其中 6 个段落被摘出来附在短文之后	理解文章大意、上下文逻辑联系及文章结构	匹配题(有一个多余选项)	6		
	C	1 篇短文和 6 个主题句	理解段落大意	匹配题(有一个多余选项)	6		
	D	1 篇文章和 7 个陈述	理解和查找具体信息	判断正误	7		
III. 翻译		1 篇短文, 5 处带有下划线	理解的准确性	主观题	5	20%	20
IV. 写作		提示信息和写作要求	书面表达能力	主观题	1	20%	40
总计					51	100%	150

说明：

- (1) 考试试卷由试卷 1 和试卷 2 组成。试卷 1 和试卷 2 分段考试，全部考试时间为 150 分钟。
- (2) 试卷 1 包括英语知识运用和阅读理解两个部分，考试时间为 90 分钟。这两部分的试题全部为客观题，考生在客观答题卡上作答。
- (3) 试卷 2 包括翻译和写作两个部分，考试时间为 60 分钟，考生在主观答题卷上作答。

三、考试样卷

Paper 1

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

Read the following text. Choose the best word or phrase for each numbered blank and mark A, B, C or D on ANSWER SHEET 1 (客观答题卡).

The physician working in the field of public health mainly deals with the environmental causes of ill health and their prevention. Bad drainage, polluted water and atmosphere, noise and smells, infected food, bad housing, and 01 in general are all his special 02. Perhaps the most descriptive 03 he can be given is that of community physician. In Britain he has been customarily known as the medical officer of health and, in the United States, 04 the health officer.

The spectacular improvement in the expectation of life in the affluent countries has been 05 far more to public health measures than to curative medicine. These public health measures began 06 largely in the 19th century. At the beginning of that century, drainage and water supply systems were all more or less 07; nearly all the cities of that time had poorer water and drainage systems than Rome had possessed 1,800 years 08. Infected water supplies caused 09 of typhoid, cholera, and other waterborne infections. By the end of the century, at 10 in the larger cities, water supplies were usually 11. Food-borne infections were also 12 reduced by the enforcement of laws concerned with the preparation, storage, and 13 of food. Insect-borne infections, such as malaria and yellow fever, which were 14 in tropical and semitropical climates, were eliminated by the 15 of the responsible insects. Fundamental 16 this improvement in health 17 the diminution (减少) of poverty, 18 most public health measures are expensive. The peoples of the developing countries 19 sick and sometimes die from infections that are virtually 20 in affluent countries.

- | | | | |
|---------------------|----------------|--------------|-----------------|
| 01. [A] climate | [B] population | [C] poverty | [D] safety |
| 02. [A] business | [B] concern | [C] care | [D] interest |
| 03. [A] title | [B] label | [C] type | [D] tag |
| 04. [A] by | [B] to | [C] for | [D] as |
| 05. [A] contributed | [B] owed | [C] due | [D] caused |
| 06. [A] operation | [B] effect | [C] function | [D] work |
| 07. [A] primary | [B] primitive | [C] prime | [D] preliminary |
| 08. [A] previously | [B] formally | [C] ahead | [D] ago |
| 09. [A] outsets | [B] outlets | [C] outputs | [D] outbreaks |
| 10. [A] most | [B] least | [C] last | [D] best |

- | | | | |
|----------------------|--------------------|------------------|------------------|
| 11. [A] dangerous | [B] safe | [C] polluted | [D] adequate |
| 12. [A] extremely | [B] severely | [C] drastically | [D] particularly |
| 13. [A] distribution | [B] allocation | [C] dispatch | [D] assignment |
| 14. [A] popular | [B] usual | [C] ordinary | [D] common |
| 15. [A] ruin | [B] destruction | [C] damage | [D] distortion |
| 16. [A] to | [B] for | [C] by | [D] from |
| 17. [A] would be | [B] will be | [C] has been | [D] had been |
| 18. [A] though | [B] for | [C] whereas | [D] if |
| 19. [A] fall | [B] develop | [C] drop | [D] grow |
| 20. [A] unedited | [B] unacknowledged | [C] unconsidered | [D] unknown |

Section II. Reading comprehension (70 minutes, 50%)

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

In the U. S. , public concern about the growing incidence of child abuse has led to the enforcement of both state and federal laws. Although the focus remains on identifying, reporting, and treating cases of abuse, prevention efforts are increasing. Since 1980, some 45 states have established specific resources for child abuse prevention services.

Under the 1962 amendments to the 1935 Social Security Act, state public welfare agencies are responsible for child protection. Because effective solutions cannot be achieved without clear data about the dimensions of a problem, the 1974 federal Child Abuse Prevention and Treatment Act was an important legislative measure. It demanded the establishment of a major program of research, demonstration, training, and financial grants to the states by a National Center on Child Abuse and Neglect.

All the states have laws requiring the reporting of suspected cases of abuse. Typical social service responses to these reports involve agency investigations and court proceedings to gain physical custody of a child deemed in need of care and protection. Sometimes, the child is separated from a parent and placed in a foster home. The Federal Adoption Assistance and Child Welfare Act of 1980 placed special emphasis on reducing the number of children in foster care through an expansion of family-based services. Today, many states have established specific units within their child welfare system to secure the therapeutic (有益于健康的) and support services necessary to keep families together.

Projects that provide short-term relief from child-rearing situations and a range of concrete supportive services to parent have demonstrated that child abuse often occurs when parents are under severe stress as a result of events within the family environment over which they have no control. To avert a significant percentage of separation of families and to solve the problem of child abuse, the major role that social and economic forces play must be better understood. Effective prevention requires a fundamental change in societal values and public priorities in order to correct the conditions of poverty, unemployment, inadequate housing, and ill health that are found in the overwhelming majority of abusing families. It is also necessary to place a greater emphasis on the rights of children

and the responsibilities of parents towards their children.

21. State public welfare agencies are responsible for child protection since
[A] 1935. [B] 1962. [C] 1974. [D] 1980.
22. When a case of child abuse is reported, social services usually
[A] place the child in a foster home.
[B] separate the child from his parents.
[C] investigate and prosecute.
[D] fine the parents severely.
23. Which of the following is a possible cause of child abuse?
[A] Divorce. [B] Competition.
[C] Child spoiling. [D] Poor housing.
24. In order to effectively prevent child abuse, we must
[A] expand the family-based service.
[B] fully recognize children's rights.
[C] keep the families together.
[D] separate the family.
25. What does "avert" in the last paragraph mean?
[A] change. [B] reduce. [C] convert. [D] avoid.
26. The title of the text might be
[A] Prevention of Child Abuse. [B] Type of Child Abuse.
[C] Cause of Child Abuse. [D] Victim of Child Abuse.

Part B: You are going to read an extract about money and happiness. Six paragraphs have been removed from the extract. Choose from the paragraphs A ~ G the one which fits each gap (27 ~ 32). There is one extra paragraph which you do not need to use.

Money brings happiness?

In 1968, an American president said: "In the next 20 years we shall become much richer, but will we really be any richer as people — happier?" That Richard Nixon was the author of these words should not distract from their wisdom: beyond a certain point, greater affluence does not increase happiness or mental health.

27

For instance, 37 of a sample of 49 super-rich people were less happy than the national average. In another study, there was no difference between the happiness level of 22 lottery winners and comparison samples of average people.

28

A 25-year-old American today is between three and ten times more likely to be suffering from major depression than in 1950. A normal modern north American child would be mentally ill by

1950s standards; answering the same questions, the average child in the 1980s reported as much anxiety as child psychiatric patients in the 1950s. Similar rates of increase have been recorded in Britain.

29	
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The ecological case against such growth is already overwhelming. But on top of that there is a psychological one: we should make the meeting of the needs of children, especially infants, a higher priority than economic growth.

30	
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Early experiences set our emotional thermostat. The effects are on the patterns of electrical brainwaves and chemistry, establishing a basic template with which we interpret the world. For example, lasting damage to cortisol levels (the fight-flight hormone) is found in children whose mothers were depressed when they were infants. The very size of brain structures can be affected.

31	
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The Gene Illusion, by psychologist Jay Joseph, not only shows that the fundamental assumptions of twin studies may be faulty; it also casts grave doubts on the validity of that staple of TV producers, Thomas Bouchard's Minnesota study of twins who were reared apart.

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But the vast majority of our emotional problems are "minor" depression and neurosis and genes play only a small role in causing these—30 at most, probably much less. If twin studies are to be believed, genes play little or no role in causing individual differences in many important behaviours, like relationship patterns, heterosexual attraction preferences and criminal violence.

- A Scientific evidence suggests it is the care we receive in the first six years, not our genes, that primarily determines our capacity to enjoy our unprecedented affluence in adulthood. The earlier a child is neglected or abused, or had parents who divorced or suffered financial misfortune, the greater the likelihood of later disturbance.
- B These, and hundreds of similar findings, pose a major challenge to the recent tendency to invoke genes when trying to explain our individuality. Taken alone, they are convincing reasons to dispute the cosy notion that the difference between you and your siblings is caused by "a bit of both" nature and nurture.
- C True, within developed nations the poorest classes are more liable to be mentally ill than the richer ones. True also, the poorest developing nations are less well off emotionally than developed ones. But once you have the income of someone among the top two thirds of a developed nation, it makes no difference to your happiness or mental health.
- D The implications are profound. If, after our physical welfare, our wellbeing is what matters most, then personal or national economic growth should cease to be the primary goal of the majority of people or politicians in developed nations.
- E Furthermore, even if you take twin study results at face value, they do not support the "bit of

both” theory. Only a handful of any aspects of human psychology exceed 50 heritability, however selectively you sift through the studies. In the case of mental illness, heritability does reach 50 in some rare and extreme cases, like schizophrenia and major depression.

- F A recent report confirmed that, despite huge increases in affluence compared with 1950, people throughout the developed world report no greater feelings of happiness. However, thus far, the government has ignored another crucial fact: not only are we no happier, we are actually far more prone to mental illness. That advanced capitalism, especially the US variety, is making us ill is not something New Labour wants to think about.
- G Others are better qualified than I to specify what “reorganising our society” towards this goal would entail. Most would surely entail us emulating Scandinavian societies (who, it just so happens, tend also to be among the top 10 most successful economies), rather than the US.

Part C: You are going to read a passage about the study of second language writing. Choose from the list A ~ G the sentence which best summarises each paragraph (33 ~ 38) of the passage. There is one extra sentence that you do not need to use.

On the study of L2 writing

33	
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The statement I am about to make is that the study of L2 writing, at least in the fields of applied linguistics and TESOL, is dying before our eyes. I say it is dying for one simple reason — very few of the influential researchers in this area are systematically passing on their research interests and expertise, at least to those who are best equipped and best situated to do something with them: research-oriented Ph. D. students.

34	
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So there you have it. Any field that does not reproduce itself, academically speaking, has a destiny of extinction. Of course, there may be other, less direct means of academic reproduction; I myself was a student of Ulla Connor, for example, at the 1989 TESOL Summer Institute in San Francisco, and she has certainly influenced me to work on L2 writing. But this is by no means the same thing as saying that I was one of her Ph. D. students, or that I am continuing the research traditions in which she works.

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It is not a happy thought to believe that one’s field is melting away before one’s eyes, as its most influential practitioners become senior researchers without academically replacing themselves. Nor, if this scenario is a true one, is it easy to suggest solutions to the problem. But if it is a problem, we need to know about it and think together regarding what to do about it now, instead of waiting until the patient expires.

36

Terry Santos has described and persuasively advocated for a guiding philosophy of pragmatism in the teaching of L2 writing — the argument being that since we are actually teaching students how to write (or, usually to write better) we tend to really have our feet on the ground, and so as a field we do not want to involve ourselves too much with idealism, Theory-with-a-capital-T.

37

Although I think Terry's is an apt description of the general philosophical orientation of L2 writing at the present time, I want to disagree with her in terms of her advocacy of pragmatism as a continuing and future orientation for the field. In response, I would like to say that in any endeavor that affects the lives and life possibilities of human beings, realism always needs to be balanced with idealism, at least if we hope to do anything more than reproduce the state we're in.

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We need to seek newness and difference in practice and research regarding L2 writing, and not be solely focused on and content with the world we seem to inhabit at the moment. Certainly, one of our main source disciplines — what I will call for convenience's sake L1 composition — has done it, and whether or not one agrees with the highly political and theory-driven direction they have gone in, one has to admire their efforts and successes in re-envisioning and re-inventing themselves.

- | |
|---|
| <p>A There are other ways of academic continuity.</p> <p>B Theory is equally important as practice.</p> <p>C The present study of L2 writing is not satisfying.</p> <p>D We should take actions to solve the problem.</p> <p>E There is a practical view about teaching writing.</p> <p>F The quality of students' writing is declining.</p> <p>G We should learn from L1 writing research.</p> |
|---|

Part D: You are going to read a passage about political economy. 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
- B NO = the statement contradicts the information
- C NOT GIVEN = there is no information on this in the passage

Political economy or economics is a study of mankind in the ordinary business of life; it examines that part of individual and social action which is most closely connected with the attainment and with the use of the material necessities of wellbeing.

Thus it is on the one side a study of wealth; and on the other, and more important side, a part

of the study of man. For man's character has been influenced by his every-day work, and the material resources which he thereby obtains, more than by any other influence unless it be that of his religious ideals; and the two great forming agencies of the world's history have been the religious and the economic. Here and there the passion of the military or the artistic spirit has been for a while predominant; but religious and economic influences have nowhere been displaced from the front rank even for a time; and they have nearly always been more important than all others put together. Religious motives are more intense than economic, but their direct action seldom extends over so large a part of life. For the business by which a person earns his living generally fills his thoughts during by far the greater part of those hours in which his mind is at its best; during them his character is being formed by the way in which he uses his faculties in his work, by the thoughts and the feelings which it suggests, and by his relations to his associates in work, his employers or his employees.

And very often the influence exerted on a person's character by the amount of his income is hardly less, if it is less, than that exerted by the way in which it is earned. It is true that in religion, in the family affections and in friendship, even the poor may find scope for many of those faculties which are the source of the highest happiness. But the conditions which surround extreme poverty, especially in densely crowded places, tend to deaden the higher faculties. Those who have been called the Residuum of our large towns have little opportunity for friendship; they know nothing of the decencies and the quiet, and very little even of the unity of family life; and religion often fails to reach them. No doubt their physical, mental, and moral ill-health is partly due to other causes than poverty; but this is the chief cause.

		Not		
		Yes	No	given
39	Economics studies both wealth and man	[A]	[B]	[C]
40	Economic motives are more intense than those of religion	[A]	[B]	[C]
41	Man's character is influenced by his work	[A]	[B]	[C]
42	Poor people are less friendly	[A]	[B]	[C]
43	Economy influences man most	[A]	[B]	[C]
44	Artistic spirit has no relation with economy	[A]	[B]	[C]
45	Poverty is not the main cause of moral ill-health	[A]	[B]	[C]

Paper 2

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

Pedagogy can be defined as systematic intervention to promote change in students' thinking, knowledge and behaviour. Clearly this requires activities designed to direct learners' attention to relevant

areas of knowledge and behaviour, so leading them to review, add to, reorganise or exercise their current capacities. [46] The idea that intended change can be achieved simply by describing the relevant abilities and bodies of knowledge and leaving learners to work out their own ways of memorising and using them has long been rejected.

Furthermore, current views on the need for the curriculum to meet students' real world needs implies that classroom activities should reflect those needs. [47] Tasks are defined as pedagogic activities in which language is used to achieve non-linguistic outcomes but with the overall purpose of improving learners' language proficiency. Therefore tasks are a particularly appropriate tool of pedagogic intervention.

Views on the nature of language offer a second strong theoretical reason for the interest in language learning tasks. [48] Through much of the 20th century, linguists increasingly came to view language as a complex communication system, involving not only grammatical abilities, but a whole range of dimensions. These include: (i) those at the level of broad discourse structures; (ii) the ability to adjust lexical and textual patterns to the social context; (iii) the more local ability to formulate acceptable speech acts in an appropriate manner; and (iv) the most specific level of acceptable lexico-grammatical and phonological realisations. [49] Such a view highlights the multi-dimensional and integrated nature of language, resources at one level being used in conjunction with those at other levels.

While language is always going to emerge as linear performance, that linearity is now seen as involving the interweaving of choices concerning each of the many levels of language use. In addition, a full account of language is seen as reflecting the fact that it is situated within socio-cognitive contexts — functioning both ideationally and interpersonally.

[50] Such a view places particular demands on language learning activities; it is not possible for activities to concentrate on a single dimension of language; some at least are needed which can simultaneously bring the different dimensions together. Linguistic and pedagogic thinking then converge in seeing communication tasks as a relevant development within language pedagogy. There is little doubt that the major issue in the area of task-based learning is the relationship between task design and language learning, the question being how knowledge about how tasks work can be used in improving their design and use.

Section IV : Writing (40 minutes, 20 %)

There is an article in a magazine which argues that "Students in China are over-burdened with schoolwork." This article believes that we should drastically reduce the students' schoolwork. Write an essay to state your own point of view on this issue. You should use your own ideas, knowledge and experience to back up your argument.

You should write about 300 words. Write your essay on ANSWER SHEET 2 (主观答题纸).