

试卷代号:1064

中央广播电视大学 2008—2009 学年度第一学期“开放本科”期末考试

英语教学法(1) 试题

2009 年 1 月

注 意 事 项

一、将你的学号、姓名及分校(工作站)名称填写在答题纸的规定栏内。考试结束后,把试卷和答题纸放在桌上。试卷和答题纸均不得带出考场。监考人收完考卷和答题纸后才可离开考场。

二、仔细阅读题目的说明,并按题目要求和答题示例答题。答案一定要写在答题纸的指定位置上,写在试卷上的答案无效。

三、用蓝、黑圆珠笔或钢笔答题,使用铅笔答题无效。

Section I Basic Theories and Principles (40 points)

Questions 1—20 are based on this part.

Directions: Choose the best answer from A, B or C for each question. Write your answer on the Answer Sheet.

1. What does the communicative approach treat language as?
 - A. A system.
 - B. A means of communication.
 - C. A set of habits.
2. Which of the following methods emphasizes dialogue memorization?
 - A. Audio-Lingual Method.
 - B. Grammar Translation Method.
 - C. Natural Approach.
3. When a reader tries to guess the meaning of a new word based on the contextual clue, which one of the following approaches is he using?
 - A. Bottom-up Approach.
 - B. Top-down Approach.
 - C. Interactive Approach.
4. When a researcher reads an academic paper to see if it is relevant to his field of interest, which one of the reading skills is he using?
 - A. Skimming.
 - B. Scanning.
 - C. Inferring.
5. What does the following activity mainly help to train?

“Suppose you have left the door open and you want someone to close the door, what can you say?”

 - A. Linguistic competence.
 - B. Communicative competence.
 - C. Discourse competence.
6. In which of the following activities does the teacher mainly play the role of a prompter?
 - A. Organize the students to do activities by giving instructions.
 - B. Change the pace of the class by various means.
 - C. Elicit ideas from students.

7. Which of the following can be used to develop the skill of listening for gist?
- A. While listening, the students are required to look at a list of words and circle those used by the speaker.
 - B. After listening, the students are required to write a summary of the text in a few sentences.
 - C. After listening, the students are required to arrange the sentences in the order in which they are mentioned in the text.
8. Which of the following speaking activities is most communicative?
- A. Using pictures to make up stories.
 - B. Prompted dialogues.
 - C. Interviews using a questionnaire.
9. What syllabus is designed around grammatical structures, with each lesson teaching a grammar structure, starting with simple ones, and progressing through to more complex ones?
- A. Structural syllabus.
 - B. Situational syllabus.
 - C. Functional syllabus.
10. Which of the following belongs to functions?
- A. Inquiry about the location of a hospital.
 - B. A heart Operation.
 - C. The location of a hospital.
11. What does the nature of oral communication imply for teaching?
- A. We should encourage our students to speak with more redundancy.
 - B. We should encourage our students to participate more in conversations than preparing one-person speeches.
 - C. We should encourage our students to use more gestures and facial expressions when talking.
12. Which of the following questions exemplifies the consideration for information output in designing a speaking activity?
- A. Can students make full use of the newly learned language items in their activities?
 - B. What roles are students expected to play and how should they play them?
 - C. What is the purpose of the activity? Is there a result, solution, answer requested at the end of the activity?

19. In which of the following situations is the teacher playing the role of manager?
- A. Organizing students to do activities by giving instructions.
 - B. Walking around to offer help to those who need it both in ideas and language.
 - C. Giving feedback and dealing with errors.
20. Which of the following helps to train liaison in pronunciation?
- A. Not at all.
V V
 - B. She sells seashells by the seashore.
 - C. I want to do a good deed.

Section II (60 points)

Directions: In this section, you are presented with a short dialogue. Read the dialogue and design three listening activities: one pre-listening activity, one listening activity and one post-listening activity. The requirement of each activity is as follows:

- **Pre-listening:** lead in the topic, prediction.
- **Listening:** understand the details about Christmas Day.
- **Post-listening:** train the ability to express attitudes and comments.

You may follow the table given after the passage. Make sure the three activities are related to each other.

Christmas Day

On December 25, people around the world celebrate the birth of Jesus Christ. Some people celebrate by giving gifts. Children may be thanking Santa Claus for new toys. They may also be going to church with their families. Christmas has so many traditions and symbols associated with it, that it's hard to determine exactly how it came to be the celebration it is today.

During the Christmas season friends get together and go from house to house singing Christmas songs. They do this for fun and to bring the spirit of Christmas to the people in each house. Then on Christmas Eve — the night before Christmas Day — children put stockings at the end of their beds before they go to sleep. Their parents usually tell them that Father Christmas will come during the night. Some people even put up stockings for their pets as well.

Christmas Day always begins before breakfast. Children wake up very early, and can't wait to open the presents in their stockings and under the tree. They wake up the other

family members, calling "Merry Christmas!" After all the presents are opened, the family will usually have a delicious breakfast. They spend the day playing with the new toys and visiting their relatives and friends. They greet each other with a hug and say, "Merry Christmas!"

Activity 1 (Pre-listening)

Objectives:	
Classroom organization	
Teaching aid	
Procedure	1. 2. 3.
Transition (how to relate to the following activity)	

Activity 2 (Listening)

Objectives:	
Classroom organization	
Teaching aid	
Transition (how to relate to the former activity)	
Procedure	1. 2. 3.
Transition (how to relate to the following activity)	

Activity 3 (Post-listening)

Objectives:	
Classroom organization	
Teaching aid	
Transition (how to relate to the former activity)	
Procedure	1. 2. 3.

Backup plan:

1. Predicted problems.
2. Possible solutions.

试卷代号:1064

座位号

中央广播电视大学 2008—2009 学年度第一学期“开放本科”期末考试

英语教学法(1) 试题答题纸

2009 年 1 月

题 号	Section I	Section II	总 分
分 数			

得 分	评卷人

Section I : Basic Theories and Principles (40 points)

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

得 分	评卷人

Section II : Lesson Plan (60 points)

Activity 1

Objectives:

Classroom organization:

Teaching aid:

Assumed time:

Procedure:

Transition: (how to relate to the following activity)

Activity 2

Objectives:

Classroom organization:

Teaching aid:

Assumed time:

Transition: (how to relate to the former activity)

Procedure:

Transition: (how to relate to the following activity)

Activity 3

Objectives:

Classroom organization:

Teaching aid:

Assumed time:

Transition: (how to relate to the former activity)

Procedure:

Backup plan:

- 1. Predicted problems**
- 2. Possible solutions**

试卷代号:1064

中央广播电视大学 2008—2009 学年度第一学期“开放本科”期末考试

英语教学法(1) 试题答案及评分标准

(供参考)

2009 年 1 月

Section I Basic Theories and Principles (40 points, 2 points each)

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

Section II Lesson Plan (60 points)

Activity 1 (Pre-Listening)

Objectives: to lead in the topic and to activate students' background knowledge of "Christmas"

Classroom organization: Group work

Teaching aid: pictures

Assumed time: 5 minutes

Procedure:

1. Lead-in: introduce the topic (1')

The teacher can lead in the topic by asking questions like:

"Now, class. Today we are going to learn something about Christmas. First, what do you often do on Christmas Day?"

2. Group discussion (3')

The teacher calls on one or two students to contribute, and then raise another question for group discussion.

"OK. Do you know how the Americans and British celebrate Christmas Day? Is there anything different from our Chinese Spring Festival? Work in groups. See if you know anything."

3. Feedback (1')

Call on different groups to report.

Transition:

4. T: "All right. Thank you. Actually, in USA and England, Christmas Day is different from the Chinese New Year. And they do different things...."

Activity 2 (Listening)

Objectives: to train students' ability to get the key information from the passage

Classroom organization: whole-class work to pair work

Teaching aid: text-book, tape recorder, or multi-media

Assumed time: 8 minutes

Transition:

5. Assign the listening task (1')

(4 continued) "Today we're going to listen to a passage about Christmas Day. Listen and try to find the differences between Christmas Day and Spring Festival. You can use the following table to help you."

	UK/USA	China
Date of May Day/labor Day		
Length of holiday		
Celebrations		

Procedure:

6. Whole class listening (3')

The teacher plays the recording and students listen to the passage to complete the table.

7. Pair work to check (2')

Get the students into pairs to check their work. For example, the teacher can give the instruction like this, "all right, have you finished? Now I'd like you to check your answers with your partner to see whether you have different ideas."

8. Feedback (2')

Invite individual pairs to report their work. Make sure to ask the students to explain what problems they have in listening. For example, the teacher can do like this, "Do you have problems in getting the information? OK...., can you tell us what difficulty you met

when listening?"

Transition:

9. T: "Now, we know people in UK and USA have different date for the holiday, and we celebrate in different ways. . . ."

Activity 3 (Post-listening)

Objectives: to train the ability to express attitudes and comments, at the same time applying information obtained from the passage

Classroom organization: Group work

Teaching aid: no

Assumed time: 6 minutes

Transition:

10. Assign the task (1')

(9 continued) Now, if you are asked to make a choice between the Christmas Day holiday and the Chinese New Year, which one do you prefer? Why? Please get into groups of four and discuss these questions."

Procedure:

11. Group discussion (3')

Students work into groups to discuss the questions. The teacher may walk around to issue help or participate a bit.

12. Feedback (2')

Invite each group to report their choice.

Backup plan:

Predicted problems:

1. The students may not know anything about Christmas Day holiday in USA or UK. They may also know already through the passage if they have previewed.

2. Some students may have difficulty expressing their opinion in English.

Possible solutions:

1. If the students know nothing about Christmas Day holiday in USA or UK, it is best because the objective of listening is to learn about these things from the listening. However, if they know already, it doesn't matter because more often than not, students may not understand the passage even if they already know the content. What's more, students' listening may differ greatly. If they have previewed, they may have less difficulty in following

the class.

2. If students have difficulty expressing themselves in English, we should allow them to express their ideas in Chinese. Then the teacher can repeat their ideas in English. In this way, they may get to know how to express themselves.

评分标准:

本题共 60 分,具体评分标准如下:

1. 目的描述 7 分,每个活动都要有目标描述,各占 2 分。要求三个活动的目的符合活动所在的教学阶段,不符合不得分。三个目的前后相连,前后相连得 1 分,否则不得分。

2. 活动组织形式 6 分,要求形式与活动类型相符合。三个活动的组织形式各 2 分。有一个不符合要求,扣 2 分。

3. 教具 3 分,要求教具的使用得当,有助于活动的开展。每个活动的教具描述占 1 分。

4. 估计时间 6 分,要求时间的长短与活动的目标功能一致。如果活动 1 时间太长,超过了活动 2 和活动 3 的时间,扣 2 分。

5. 操作时间 6 分,如果每个阶段都标出了时间,并且时间长短合理就可以得 6 分。有一个活动的操作环节时间不合理扣 3 分,两个活动的时间安排不合理,则不得分。

6. 过渡 7 分,要求三个活动之间得过渡自然,能够把三个活动紧密连接在一起 1 分,第一个活动要能启下,占 1 分,第二个活动要有两个过渡环节,占 4 分,第三个活动要有承上的介绍,也占 1 分。要求过渡环节采用指令描述,用直接引语,否则不得分。

7. 应急方案 3 分,要求预测的问题有可能出现,设计的处理方式合理 1 分。问题预测与解决描述各占 1 分。

8. 活动 1 的操作 6 分,活动必须是激活背景和预测活动,否则不得分。操作过程中话题导入、操作以及反馈各 2 分。

9. 活动 2 的操作 10 分,其中全班听力完成图表占 2 分,同伴讨论占 2 分,信息反馈占 2 分,有教师指令的展示占 2 分。活动能够帮助学生获取信息占 2 分。但是,如果活动 2 不是信息获取的理解活动,比如是讲解类活动则不得分。

10. 活动 3 的操作 6 分,活动为评论性活动,能够要求学生发表自己的观点占 2 分,小组讨论过程占 2 分,反馈占 2 分。