

试卷代号:1065

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(2) 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. Which of the following activities can be used for generating ideas?

- A. Brainstorming.
- B. Sequencing.
- C. Categorizing.

2. What writing approach does the following exemplify?

The teacher asks the students to work in groups to read, investigate, and search on the Internet on a topic, discuss about what to focus on and then write a report to present in class.

- A. Product-oriented approach.
- B. Content-based approach.
- C. Task-based approach.

3. The purpose of the outline is to enable the students to have a clear organization of ideas and a structure that can guide them _____.

- A. in the actual writing
- B. in free writing
- C. in controlled writing

4. Which of the following writing activities reflect process-orientation?

- A. Asking the students to write an essay parallel to the text they have learned.
- B. Asking the students to peer edit their first draft.
- C. Asking the students to arrange the scrambled sentences into a paragraph.

5. What method can a teacher use to help the students to find a focus for their writing?

- A. To narrow down the topic to a more specific one.
- B. To brainstorm the ideas related to the topic.
- C. To provide detailed examples and descriptive expressions.

6. What stage can the following grammar activity be used at?

The teacher asks the students to arrange the words of the sentences into different columns marked subject, predicate, object, object complement, adverbial and so on.

- A. Presentation.
- B. Practice.
- C. Production.

7. Which of the following activities can be used at the practice stage of vocabulary instruction?
- A. Completion exercises.
 - B. Reading to discover the meaning of words.
 - C. Cross-word puzzles.
8. What aspect of vocabulary does "realia" help to present?
- A. Word information.
 - B. Word grammar.
 - C. Word meaning.
9. Which of the following tasks can help effectively memorize the new words?
- A. Relating new words to the context.
 - B. Copying new words many times.
 - C. Ignoring the meanings of new words.
10. What should a lesson plan be like? Choose the most suitable description from the following.
- A. A lesson plan is a copy of explanation of words and structures.
 - B. A lesson plan is a transcribed procedure of classroom instruction.
 - C. A lesson plan is a series of activities to be conducted in class.
11. When should the teacher issue the instruction?
- A. As soon as class begins.
 - B. When students' attention is directed to the teacher.
 - C. When class is silent.
12. For better classroom management, what should the teacher do while the students are doing activities?
- A. Participate in a group.
 - B. Prepare for the next procedure.
 - C. Circulate around the class to monitor, prompt and help.
13. If the students can't finish the task as scheduled, what will be the best choice according to the efficiency principle?
- A. Let them stop at once, otherwise it will affect the fulfillment of other tasks.
 - B. Let them continue until they finish their tasks.
 - C. Let them continue but give a time limit according to how they are doing the task.

14. When the students are playing a game, which of the following roles may the teacher NOT play?
- A. A participant.
 - B. An instructor.
 - C. An assessor.
15. In giving class instructions, a teacher says "Talk to your neighbor and try to find the answers to the questions", instead of "Who can tell me what the answers are". What principle is the teacher using to create an encouraging class atmosphere?
- A. Be polite to your students.
 - B. Show no favoritism towards any one student.
 - C. Give students chances to talk and listen to each other.
16. Whole class teaching, pair work, group work, and games are activities belonging to _____ in classroom management?
- A. People.
 - B. Environment.
 - C. Organization.
17. Which of the following helps to explain why spoon-feeding should be prohibited in language teaching?
- A. All learners have the ability to engage in problem-solving activities.
 - B. All learners have a wide scope of personal experience related to their private life to help them learn.
 - C. Each learner has an individual way of learning closely related to his personality, knowledge, experience and previous learning.
18. What is the teacher doing in the following part of instruction?
- Now, as we have just read the text about "Pets", I would like you to answer the comprehension questions following the text, to make sure that all of us understand what precisely the text is about.*
- A. Giving a start.
 - B. Monitoring the activity.
 - C. Introducing the activity.
19. Which of the following belongs to human factors in the composition of a lesson plan?
- A. Students' varied needs and attitudes.
 - B. The course requirement.
 - C. Size of the class.

20. Which of the following is the description of “beliefs” of learners?

- A. They are formed against the cultural background in which the learner lives; they directly or indirectly affect learning and often form the basis of one’s behavior.
- B. They are peculiar to different students, and closely related to personality, knowledge, experience and previous learning experiences. They directly influence the learning process and are tightly linked with the individual learner.
- C. Not all learners are equally good at all of them; some learners excel in speaking, others are better at writing—learners will feel confident if they can demonstrate what they are good at, while at the same time learning those skills they need most.

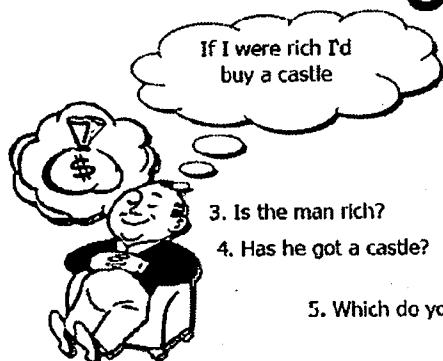
Section II (60 points)

Directions: In this section, you are presented with a picture. Read the passage and design three grammar activities. The requirement of each activity is as following:

- **Presentation:** present the second conditional (非真实条件句) involved in the picture in an inductive way
- **Practice:** design form-focused activity to practice the second conditional
- **Application:** use the second conditional item in real-life activity

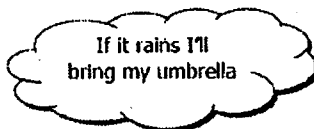
You may follow the table given after the passage. Make sure the three activities are related to each other.

Just imagine!



If I were rich I'd buy a castle

- 3. Is the man rich?
- 4. Has he got a castle?



If it rains I'll bring my umbrella

- 1. Is it raining?
- 2. Imagine it rains. What will the woman do?



5. Which do you think is more likely to happen?

Second conditional	
If I <u>were</u> rich I <u>would buy</u> a castle	
IF + _____	WOULD + _____

First conditional	
If it <u>rains</u> I <u>will bring</u> my umbrella	
IF + _____	WILL + _____

Activity 1 (presentation)

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

Activity 2 (practice)

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 (application)

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:1065

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(2) 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:1065

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

Section II Lesson Plan (60 points)

Activity 1 (Presentation)

Objectives: to present “second conditional” through summarizing

Classroom organization: pair work

Teaching aid: multi-media or OHP..

Assumed time: 6 minutes

Procedure:

1. Assign the task (1')

“Now, class. In this picture we can see one new sentence form. That is “If..., ... would ...”. Can you tell how you understand them?”

2. Students work in pairs to discuss the sentences and talk about their meaning. (2')

3. Feedback and present the grammar item (3')

Call on individual pairs to report how they understand the meaning of second conditional. Then the teacher presents the grammar item on the screen or the blackboard, summarizes the structure and explain the usage of “second conditional”.

Transition:

4. T: “Yes, when we want to talk about unreal situations, we can use the second conditional. Here...”

Activity 2 (Practice)

Objectives: to practice the form and usage of second conditional.

Classroom organization: pair work

Teaching aid: multimedia

Assumed time: 7 minutes

Transition:

5. Assign the task (1'):

(continuing 4) "Here are some pictures. Under the pictures we have some sentences which express the situation in the picture. Study the pictures and complete the sentences with "second conditional". It is better to work with your partner."

Procedure:

6. Pair work to practice "second conditional" (4')

Students work in pairs to complete the sentences under each picture. While the students are working on the task, the teacher circulates around to monitor and to give help when needed.

7. Feedback (2')

Show the pictures and sentences again on the screen and ask some pairs to give answers.

Transition:

8. T: "Good. I think you did a good job. Now I want you to do something else in groups of four."

Activity 3 (Application)

Objectives: to train the ability to use the second conditional to relate to students real life

Classroom organization: group work

Teaching aid: multimedia

Assumed time: 7 minutes

Transition:

9. Assign the task (1')

(8continued) "We know you will do a lot of things if you are rich. Make a list of things you would do with "If I were a millionaire," I would ..."

Procedure:

10. Group work (4')

Students work in groups of four to talk about the things and then make a list of them.

11. Feedback (2')

The teacher calls on each group to report. In order that all groups have something to contribute, he can ask each group to first give one thing and other groups give something different. When each group has had a chance, the teacher can encourage volunteers to contribute.

Backup plan:

Predicted problems:

1. The students may not understand the meaning of second conditional.

2. Groups and pairs may proceed at different speed and thus when some groups or pairs have finished and have nothing to do while others are dragging along.

Possible solutions:

1. The teacher can give students hints to help them understand. He can also use example to illustrate what the second conditional means.

2. The teacher can give the fast groups or pair more work to do or arrange the fast groups into slow groups to help.

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 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,要求三个活动之间的过渡自然,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。问题预测与解决的描述各占 1 分。

8. 活动 1 的操作 8 分,必须是归纳式活动,如果不是学生归纳而是教师直接讲解则不得分。操作过程中话题导入 2 分,操作 2 分,反馈 3 分,行文 1 分。

9. 活动 2 的操作 7 分,活动如果不是形式训练活动则不得分。操作中任务介绍 2 分,操作 2 分,反馈 2 分,行文 1 分。

10. 活动 3 的操作 7 分,活动应是应用活动,否则不得分。任务布置 2 分,小组活动 2 分,反馈 2 分,行文 1 分。