

试卷代号:2145

中央广播电视大学 2008—2009 学年度第一学期“开放专科”期末考试

英语教学法 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。

I . Choose the best answer (40%)

Directions: In this part, you are given twenty questions which are followed by 4 choices marked A, B, C and D. Read the choices carefully and choose the one which can best answer the question. (40 points, 2 points each)

1. Which of the following is true of second language learning?
 - A. Natural language exposure.
 - B. Informal learning context.
 - C. Structured input .
 - D. Little error correction.
2. What type of learners can benefit most from real object instruction?
 - A. Individual learners.
 - B. Tactile learners.
 - C. Auditory learners.
 - D. Visual learners.
3. Which of the following can train listening?
 - A. Sequencing the pictures.
 - B. Writing captions for pictures.
 - C. TPR.
 - D. Matching titles with different paragraphs.
4. Which of the following activities involves writing?
 - A. Labeling pictures.
 - B. Matching pictures with labels.
 - C. Dramatization.
 - D. Role play.
5. What vocabulary learning strategy does the following activity help to train?

The teacher writes down a list of categories on the board , then shows a word card to the class , the class need to decide which category the word belongs to.

 - A. contextualization
 - B. grouping
 - C. imagery
 - D. collocation
6. What aspect of vocabulary does realia help to present and practice?
 - A. Word information.
 - B. Word grammar.
 - C. Word meaning.
 - D. Word group.

7. Which of the following activities helps to train written communication skills?
- A. Labeling pictures or objects.
 - B. Listening and drawing.
 - C. Pairs finding.
 - D. Dictation.
8. Which of the following activities is most mechanical?
- A. Describing one's childhood.
 - B. Making sentences according to the picture.
 - C. Substituting the underlined with given words.
 - D. Role play.
9. What is the teacher doing in terms of error correction?
- S: *I watch a very good football match on TV yesterday.*
- T: *You WATCHED a very good football match yesterday.*
- A. Helping correct the mistake.
 - B. Giving a hint that the student has used the wrong tense.
 - C. Asking the student to correct the mistake himself.
 - D. Asking the student whether he really saw the film.
10. What should we teachers do when considering children's short attention span?
- A. We should not make any activity too long.
 - B. We should not waste time explaining complicated language rules.
 - C. We should provide good models for children to imitate.
 - D. We should select those topics relevant to students' experience.
11. According to the textbook, which of the following activities helps to "stir" the class?
- A. Whole class work to copy the text.
 - B. Drama acting.
 - C. Drawing a picture according to the instruction.
 - D. Dictation.

17. What kind of classroom arrangement is most suitable for the following activity?

The teacher asks the pupils to discuss what they are going to do at the weekend.

- A. pair work
- B. group work
- C. whole-class work
- D. individual work

18. In which of the following do students play the subjective role?

- A. Pattern drills.
- B. Standardized tests.
- C. Project work.
- D. Sentence completion.

19. Which of the following caters for the needs of visual learners?

- A. Role play.
- B. Pairs finding.
- C. Simon says.
- D. Picture talking.

20. Which of the following activities works best in pair work?

- A. Listening to the tape and completing the table.
- B. Retelling of a story with the help of key words.
- C. Question and answer practice.
- D. Sequencing the pictures after reading.

II . Matching (20%)

Directions: In this part, you are given five questions. Each question is followed by two columns of options. You are to match the options on the left marked 1), 2), 3), 4) with relevant options on the right marked A, B, C and D, and write the answers on the answer sheet. Make sure each option can only match with one another.

1. Match the learning styles on the left with the type of activities on the right.

- 1) Visual
- 2) Kinesthetic
- 3) Auditory
- 4) Tactile
- A. handwork
- B. picture talking
- C. play acting
- D. song and music listening

2. Match the teacher's instruction on the left with his purpose on the right.

- | | |
|---|--------------------------------|
| 1) Now, you can begin. | A. checking understanding |
| 2) All right, I think it is time. | B. Ending the activity |
| 3) Can you two show us how to work? | C. Demonstrating the operation |
| 4) We are going to do two things today? | D. giving the start |

Tom, can you tell us what they are?

3. Match the type of learning styles on the left with the descriptions on the right.

- | | |
|--------------------------------|---|
| 1) Reflective learners | A. I like to work with others. I learn best within groups. |
| 2) Individual learners | B. I like to think by myself. I like to have more options to choose from. |
| 3) Authority-oriented learners | C. I prefer to study by myself. I do not like others to interrupt me. |
| 4) Group learners | D. I prefer to listen to the teacher. |

4. Match the activities on the right with the relevant classroom arrangement on the left.

- | | |
|---------------------|---|
| 1) whole class work | A. reading for animal names |
| 2) individual work | B. asking questions to complete a table about one's partner |
| 3) pair work | C. discussing to make a plan for the weekend |
| 4) group work | D. listening and repeating after the teacher |

5. Match the type of the intelligence with the activities involving it.

- | | |
|-------------------------------|----------------------------------|
| 1) Formal speech, oral debate | A. Intrapersonal intelligence |
| 2) Numbering sequences | B. Linguistic intelligence |
| 3) Drama acting | C. Kinesthetic intelligence |
| 4) Telling about feelings | D. Math and logical intelligence |

III. Multiple choice questions (10%)

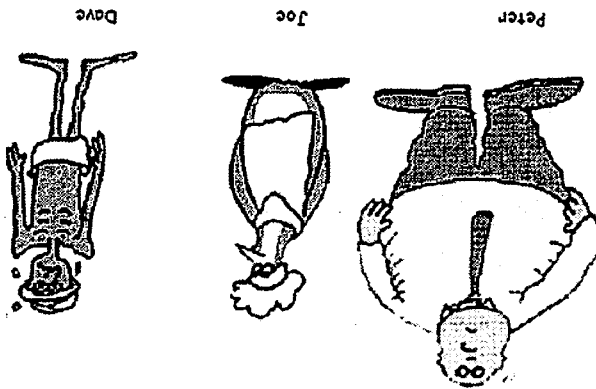
Directions: In this part, you are given five questions which are followed by 4 choices marked A, B, C and D. Read the choices carefully and make your choices. You may have more than one answer to each question. (10 points, 2 points each)

1. Which of the following roles do the primary school teachers play?
 - A. A motivator.
 - B. An organizer.
 - C. A participant.
 - D. An evaluator.
2. Which of the following belong to formative assessment?
 - A. Teaching diaries.
 - B. Transcripts of teacher talk in class.
 - C. Students' performance in the class.
 - D. Final exam results.
3. Which of the following activities can "settle" a class or calm down the class?
 - A. TPR activities.
 - B. Copying.
 - C. Drawing.
 - D. Guessing games.
4. Which of the following activities can best be organized in the form of whole class work?
 - A. Story telling.
 - B. Listening and doing.
 - C. Information gap.
 - D. Singing songs.
5. Which of the following activities can be used to train the skill of skimming?
 - A. Picking out sub-topic sentences.
 - B. Locating the specific information.
 - C. Read for the purpose of the author in writing.
 - D. Work out the meaning of a word from the context.

IV. Activity Designing (30%)

Directions: In this part, you are to design a 10-minute grammar learning activity to compare basic adjectives, comparatives and superlatives according to the material given. The activity should be based on the following material including the word table and pictures given. Make sure you include all the items of the activity described in the table given. Make sure you give the assumed time for each step.

Material 1. picture



Material 2. words table

Adjective	Comparative	Superlative
Fat	Fatter	The fattest
Tall	Taller	The tallest
Small		The smallest
Young	Younger	The
	Older	The oldest
Short	Shorter	
Big		The biggest

Objective(s)			
Classroom organization			
Teaching aids			
Procedure		Teacher's instruction	Students' act
			1) 2) 3) ...
Predicted problem(s)			
Solution(s)			

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座位号

中央广播电视大学 2008—2009 学年度第一学期“开放专科”期末考试

英语教学法 试题答题纸

2009 年 1 月

题 号	I	II	III	IV	总 分
分 数					

得 分	评卷人

I. Choose the best answer (40%, 2 points each)

Directions: In this part, you are given twenty questions which are followed by 4 choices marked A, B, C and D. Read the choices carefully and choose the one which can best answer the question.

- | | | | | |
|-----|-----|-----|-----|-----|
| 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

II. Matching (20%, 4 points for each)

- | | | | |
|---------|------|------|------|
| 1. 1) — | 2) — | 3) — | 4) — |
| 2. 1) — | 2) — | 3) — | 4) — |
| 3. 1) — | 2) — | 3) — | 4) — |
| 4. 1) — | 2) — | 3) — | 4) — |
| 5. 1) — | 2) — | 3) — | 4) — |

得 分	评卷人

Ⅲ. Multiple choice questions (10%, 2 points for each)

Directions: In this part, you are given five questions which are followed by 4 choices marked A, B, C and D. Read the choices carefully and choose suitable answers to the question. You may have more than one answer to each question.

- 1.
- 2.
- 3.
- 4.
- 5.

得 分	评卷人

Ⅳ. Activity designing (30%)

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中央广播电视大学 2008—2009 学年度第一学期“开放专科”期末考试

英语教学法 试题答案及评分标准

(供参考)

2009 年 1 月

I. Choose the best answer(40%)

本题为单选题,共 20 个小题,总计 40 分,每题 2 分。

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

II. Matching(20%)

本题为匹配题,共 5 个小题,总计 20 分,每题 4 分,匹配对一项得 1 分。

- | | | | |
|-----------|--------|--------|--------|
| 1. 1) — B | 2) — C | 3) — D | 4) — A |
| 2. 1) — D | 2) — B | 3) — C | 4) — A |
| 3. 1) — B | 2) — C | 3) — D | 4) — A |
| 4. 1) — D | 2) — A | 3) — B | 4) — C |
| 5. 1) — B | 2) — D | 3) — C | 4) — A |

III. Multiple choice questions(10%)

本题为多项选择,共 5 个小题,总计 10 分,每题 2 分,全部选项都选择正确方可得分。

- | | | | | |
|---------|--------|-------|--------|-------|
| 1. ABCD | 2. ABC | 3. BC | 4. ABD | 5. AC |
|---------|--------|-------|--------|-------|

IV. Activity Designing (30%)

本题为实践题,共 1 小题,总计 30 分。

一、参考答案

Objectives: to enable students to identify the form of **basic adjectives, comparatives and superlatives.**

Classroom organization: whole-class work to pair work.

Assumed time: 10'

Teaching aid: Pictures, multi-media

Procedure

1. Invite students to watch the picture on the multimedia screen (2')

Start by showing the picture, a thin one, a fat one and a normal one. Then the teacher compares them. Peter is fatter than Joe, Joe is fatter than Dave etc...

2. Ask three students to the front, a tall one, a short one and a medium-height one.

Invite students to compare them again(2').

● Teacher's instruction

"Look at Amy, Sam, and Tom. Who is taller? Who is the tallest?"

● Students' act

Students say according to the real situation.

Feedback

Summarize the students' answers and demonstrate again who is tall, who is taller and who is the tallest.

3. Ask students to finish the table of words in Material 2(2').

Teacher's instruction:

"All right, boys and girls, can you fill in the blanks in the table?"

Students' act

Students begin to fill in the blanks.

4. Pair work to check(4')

Arrange the students into pairs to check their partner's answer. While the students are working, the teacher should walk around to see how the students understand.

Teacher's instruction:

"All right, boys and girls, please stop. Now, can you compare your answer with your partner?"

Students' act

Students work in pairs to compare their answers.

Feedback

The teacher calls on students by pair to assess. There is no need to call on all pairs to answer. When one pair has given the answer, ask other pairs to add if they have different ideas.

Teacher's instruction

"Ok, can you tell us your answer now? Mary, what about your pair?..."

Students' act

Each pair reports about the answers they get from pair checking.

Predicted problems:

1. Students may not be able to find the difference between the three forms.
2. Students may know the phrases already, or they may know only a little.

Solutions:

1. Ask the students to find the difference in an inductive way of teaching. In primary school, we can adopt the deductive way, and tell the students directly.
2. The teacher can adjust the time of procedure 2 .

二、评分标准

本题为实践题,共 1 小题,30 分。具体分配为:

1. Objective, 2 分,要求活动目的描述清楚,与活动相适应,不符合活动要求不得分。
2. Classroom organization, 2 分,活动组织形式与活动相适应,否则不得分。
3. Teaching aids, 1 分,要求教具的使用有助于活动的开展,否则不得分。
4. Assumed time, 2 分,活动每一阶段的活动时间,时间分配合理,且与活动总体时间相符。如果有部分步骤给出时间,其他的没有不得分,各步骤时间总和与整个活动时间不符,不得分。
5. Predicted problems, 2 分,预测问题符合小学生的具体情况,符合活动的特点,否则不得分。
6. Possible solutions, 2 分,要求解决方式适合问题类型。
7. Procedure 部分,共 19 分,其中,

1)活动内容 2 分。活动是训练学生辨认形容词比较级与最高级的语法活动,否则扣 2 分。

2)图片的使用 2 分,活动必须使用到图片,不使用图片扣 2 分。

3)步骤 1—2 共 3 分具体分值分配如下:

● 教师指令(2 分):

指令清楚,简单(1 分);

对学生是否了解活动短语的检查(1 分);

● 学生活动描述(1 分):

要求学生活动的描述与本阶段的要求一致,否则不得分。

4)步骤 3 共 4 分,具体分值分配如下:

● 教师指令(2 分):

指令清楚,简单(1 分);

活动涉及短语的辨形(1 分)

● 学生活动(2 分):

要求学生活动的描述与本阶段的要求一致,否则不得分。

5)步骤 4 共 4 分,具体分值分配如下:

● 教师指令(2 分):

要求指令清楚简明。

● 学生活动(2 分):

学生的行为描述适当。

6)操作“反馈”4 分,具体分配如下:

● 教师指令(2 分):

要求指令清楚简明,1 分。

反馈方式得当,1 分。

● 学生活动(2 分):

学生的行为描述适当,符合反馈的要求。