

试卷代号:2145

中央广播电视大学 2009—2010 学年度第一学期“开放专科”期末考试

## 英语教学法 试题

2010 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。

二、仔细阅读题目的说明,并按题目要求答题。答案一定要写在答题纸指定的位置上,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。

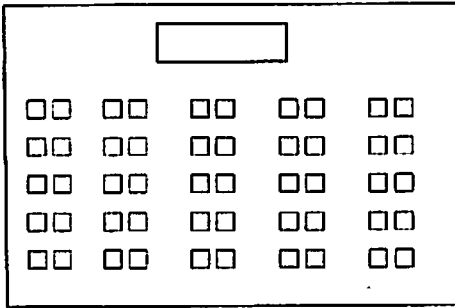
**I . Choose the best answer (40%)**

**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)

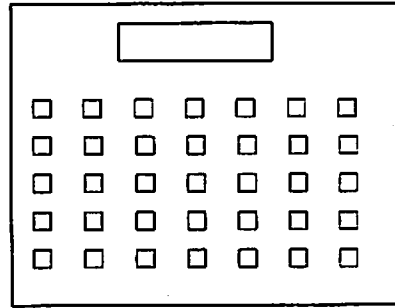
1. What type of learners can benefit most from acting activities?
  - A. Kinesthetic learners.
  - B. Auditory learners.
  - C. Individual learners.
  - D. Visual learners.
2. Which of the following is true of children in learning English?
  - A. Good at conceptualizing.
  - B. Good at imitating.
  - C. Good at planning and monitoring.
  - D. Good at thinking deeply.
3. In which of the following activities does the teacher play the role of prompter?
  - A. Give instructions before an activity.
  - B. Read out the new words to the students.
  - C. Take part in the pupils' conversation.
  - D. Encourage students to go on with their talk.
4. What does the following characteristic of children suggest for teachers?  
*"Children are not good at verbal instructions to begin with"*
  - A. Use many short and simple activities instead of one long activity.
  - B. Teachers need to make the learning experience enjoyable and pleasant.
  - C. Keep instructions very simple, and support them with body language.
  - D. Make the tasks simple and enjoyable.
5. What type of intelligence is cooperative learning best suited for?
  - A. Interpersonal intelligence.
  - B. Intrapersonal intelligence.
  - C. Logical intelligence.
  - D. Linguistic intelligence.
6. Which of the following activity can train listening?
  - A. Labeling the pictures.
  - B. Writing captions for pictures.
  - C. "Simon says" game.
  - D. Drawing and asking questions to find out.



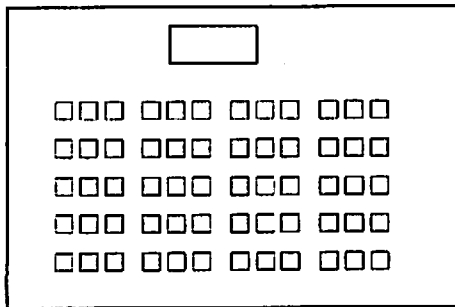
13. Which of the following seating arrangements is most suitable for pair work?



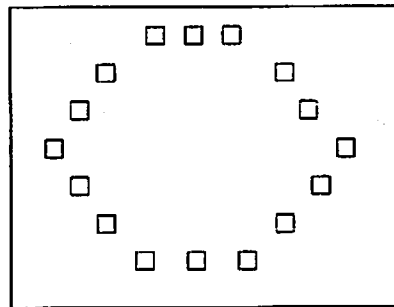
A.



B.



C.



D.

14. What is the teacher doing in terms of error correction?

*S: I watch a very good football match on TV yesterday.*

*T: You WATCH a very good football match yesterday?*

*S: Oh, yes. I watched a match yesterday.*

- A. Correcting students' mistake directly.
- B. Giving a hint that the student has used the wrong tense.
- C. Asking another student to correct the mistake.
- D. Asking the student whether he really saw the film.

15. 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.

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

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

17. What is the teacher doing in the following part of instruction?

*T: All right, I think it is the time.*

- A. Introducing the activity.
- B. Giving a start.
- C. Checking understanding.
- D. Concluding an activity.

18. Which of the following is true of summative assessment?
- Mainly based on testing and done at the end of a school year.
  - To provide information on children's learning during the learning process.
  - Information collected for the purposes of improving teaching and learning.
  - Focused on the progress of students.
19. Which of the following helps assess language performance?
- Asking students to reflect on what activities attract them most?
  - Asking students about their attitudes towards a certain game.
  - Asking students to draw pictures according to description.
  - Asking the students to do a quiz at the end of the lesson.
20. Which of the following is true of formative assessment?
- Mainly based on testing.
  - Done mostly at the end of a learning period.
  - Mainly for testing students' knowledge and skill.
  - Focused on the progress of students.

## 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.

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

1) Group learners	A. Discussion
2) Reflective learners	B. Making judgments
3) Individual learners	C. Copying
4) Tactile learners	D. Doing handcrafts
- Match the characteristics of children with the suggestions for classroom instruction.
 

1) Ask the children to make their own drawings of a monster and tell others about it.	A. Children like to feel secure with achievable learning targets.
2) Make the learning experience enjoyable and pleasant.	B. Children are less able to regulate and organize themselves.
3) Make the tasks easy while maintaining some challenge.	C. Children like new things and like participating in activities.
4) Arrange students in groups and try to encourage peer monitoring.	D. Children learn when they enjoy and are happy.

3. Match the type of vocabulary learning strategies on the left with the activities that help to train them on the right.

- |                |  |
|----------------|--|
| 1) Collocation | A. Ask the students to find the word from the dialogue and guess their meanings. |
| 2) Context     | B. Ask the students to listen to a recording and read after it.                  |
| 3) Grouping    | C. Ask the students to put the words in the right category.                      |
| 4) Imitation   | D. Ask the students to match the prepositions with the nouns.                    |

4. Match the activities on the left with the language focus on the right.

- |   |  |
|---|--|
| 1) Look at pictures to show how an animal lives and what it eats. | A. Vocabulary such as love, care, help and need, etc.                        |
| 2) Work in pair to talk about the differences of two spiders.     | B. Action verbs  |
| 3) Talk about how we can live together and be friends.            | C. Words of colors and shapes  |
| 4) Draw different spiders and color them.                         | D. Skills in using words to describe things as well as interactional skills. |

5. Match the teacher's purpose on the left with the corresponding instruction on the right.

- |                           |                                 |
|---------------------------|---------------------------------|
| 1) Giving praise          | A. Does anyone know the answer? |
| 2) Checking understanding | B. Let's act out our play.      |
| 3) Starting a game        | C. Do you get it?               |
| 4) Asking for volunteers  | D. You are wonderful today.     |

**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)

- Which of the following best expresses how children acquire their first language?
  - Enough exposure to the natural language.
  - Systematic training in language structure.
  - Friendly, supportive and tolerant context.
  - Mechanical practice to make language accurate.
- Which of the following roles do the primary school teachers play?

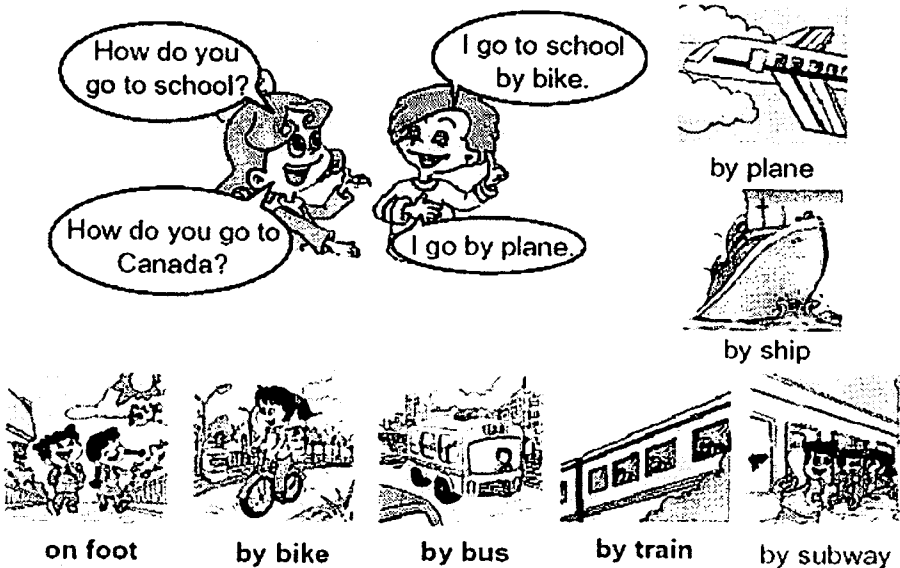
A. A corrector.	B. A participant.
C. An instructor.	D. A controller.

3. Which two of the following should be the focus of oral instruction?
  - A. Language.
  - B. Function.
  - C. Fluency.
  - D. Accuracy.
4. If the class is noisy, which of the following will you choose?
  - A. Ask the whole class to copy a list of food words onto a piece of paper from the board.
  - B. Ask the pupils to listen and write down the number of pictures you stick on the blackboard.
  - C. Ask the children to take out their cards and do paired practice.
  - D. Ask children to prepare the dialogue to get ready to act.
5. Which of the following belong to formative assessment?
  - A. Learner portfolio.
  - B. Small quiz at the end of a lesson.
  - C. Classroom observation.
  - D. Student diaries.



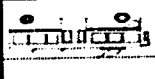
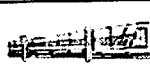
#### IV. Activity Designing (30%)

**Directions:** In this part, you are to design a 10-minute speaking activity about the way to go to somewhere according to the material given. The activity should be based on the following material including the picture and the following exercise. 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.

Material1. Learning the way to go somewhere



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

Way	Name				
					
					
					
					
	Others				



Material2: Ask your classmates how they go to school

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中央广播电视大学 2009—2010 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

2010 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 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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英语教学法 试题答案及评分标准

(供参考)

2010 年 1 月

I. Choose the best answer

本题为单选题,共 20 个小题,总计 40 分,每题 2 分。

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

II. Matching

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

III. Multiple choice questions

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. AC | 2. ABCD | 3. BC | 4. AB | 5. ABCD |
|-------|---------|-------|-------|---------|

IV. Activity Designing

本题为实践题,共 1 小题,总计 30 分。

一、参考答案

**Objectives:** to enable students to talk about the way by which we go somewhere.

**Classroom organization:** individual work, whole-class work to pair work

**Assumed time:** 10'

**Teaching aid:** Pictures, multi-media

**Procedure**

1. Get to know the transportation (3')

Ask the students to match the following pictures with the name of transportation below them. This is to ensure that students know how to say these transportation before they speak.



plane                  bus                  train                  ship                  bike                  subway

◇ Teacher's instruction

"Now, class. Today we're going to talk about how to go somewhere. First do you know these tools? Please match the pictures with their names. First, look at the pictures and think about them. Then I will ask you to match"

◇ Students' act

Students look at the pictures and try to match in their mind.

◇ Teacher's instruction

"OK, let's match together."

◇ Students' act

Students work together to give the answers as the teacher points to different pictures.

2. Check whether students' know the sentence patterns (2')

Ask the students whether they know the patterns of "How do you go to ..." "I go by ...".

◇ Teacher's instruction

"How to ask someone how to go somewhere, what can we say? Look at the pictures, please."

◇ Students' act

Answer the teacher's questions. They may answer according to whether they really know or not.

Possible answers: "How do you go to ..." "I go by ...".

3. Pair work(3')

Arrange the students into pairs to practice "I go by ...".

Teacher's instruction

"Yes, you are right. Now, can you ask your partner 'How do you go to school?' Then, your partner ask you the same question, you answer."

◇ Students' act

Students work in pairs to ask each other how they go to school. When the students are working in pairs, the teacher should walk around to help those students who cannot speak well and to monitor those who idle away the time.

#### 4. Feedback(2')

Call on some students to check whether students can use the patterns to talk about 'How do you go to school?'

##### ◇ Teacher's instruction

"OK. Let's see whether you know about your partner. Now you are your partner and tell us 'How does he or she go to school?'. "

##### ◇ Students' act

Students pretend to be their partners and tell to the class 'How does he or she go to school?'. "

#### Backup plan

##### Predicted problems

1. Students may not know how to say the transportation though they may be able to match.
2. Students may not know the patterns to be used in talking about 'How do you go to ...?'. "

##### Solutions

1. If the students do not know how to say the transportation, please practice saying them.
2. If the students do not know the patterns, it is necessary to include an activity to practice the patterns according to the pictures in Activity 1.

#### 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。活动是围绕交通的口语活动,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) 操作 1) "Getting to know the transportation" 4 分,具体分值分配如下:

活动说明(1 分)

教师指令(2分):指令清楚,简单(1分);活动要求明确(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) 操作 2)“check whether students know the patterns”4分,具体分值分配如下:

活动说明(1分)

教师指令(2分):指令清楚,学生知道要做什么,怎样开展活动(不清楚者,不适合学生者扣1分)

学生活动(1分):要求学生活动的描述要符合本阶段的特点(1分)

5) 操作 3)同伴活动 4分

活动说明(1分)

教师指令(1分)

学生活动(1分)

学生活动中教师行为描述(1分)

6) 操作“反馈”3分,具体分值分配如下:

反馈方式(1分):要求符合本活动的特点,反馈时学生能够参与,否则不得分。

教师指令(1分):要求指令清楚简明。

学生活动(1分):学生的行为描述适当;

**备注:**学员们未必按照这种方式编写活动,但是要求必须用到图片中第一个活动中的句型。有的老师可能会在说之前先朗读或听图片中第一个活动中的句子,或讲解一下句子,让学生会说之后再练习第二个也可以。