

试卷代号:1064

中央广播电视大学 2009—2010 学年度第一学期“开放本科”期末考试

英语教学法(1) 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。

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 kind of syllabus does the following belong to?

Unit 1 First day at school

Unit 2 In the restaurant

Unit 3 At the market

Unit 4 Buying clothes

Unit 5 At the doctors

A. Topic syllabus.

B. Situational syllabus.

C. Skills syllabus.

2. What is the first stage of course design?

A. Needs analysis.

B. Formulation of objectives.

C. Selection of content.

3. The Humanist Approach of teaching treat students as _____?

A. A whole person

B. Experimental subject

C. A tool

4. What does the communicative approach treat language as?

A. A system.

B. A means of communication.

C. A set of habits.

5. The teacher is expected to play the roles of _____ in the Communicative Language Teaching.

A. Controller and manager

B. Assessor and participant

C. Both A and B

6. Which of the following activities does not belong to communicative activities?

A. Role play.

B. Pattern drills.

C. Information gap.

7. Which of the following does not belong to the Humanist Approach?
- A. Community Language Learning.
 - B. Audio-Lingual Method.
 - C. Suggestopedia.
8. Which of the following methods emphasizes dialogue memorization?
- A. Audio-Lingual Method.
 - B. Grammar Translation Method.
 - C. Natural Approach.
9. Teaching reading involves three stages: pre-reading, while-reading and _____?
- A. Application
 - B. Post-reading
 - C. Practice
10. Which skill is "reading between the lines" involved in?
- A. Skimming.
 - B. Scanning.
 - C. Inferring.
11. What does "locating the specific information" help to train?
- A. Scanning.
 - B. Skimming.
 - C. Inferring.
12. What reading approach is based on the assumption of reading as a guessing game?
- A. The top-down approach.
 - B. The bottom-up approach.
 - C. The interactive approach.
13. 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.

14. To develop the skill of listening for specific information, the teacher asks students to fill in the blanks with the information they hear on the tape. Which stage of listening class is it at now?
- A. Pre-listening.
 - B. While-listening.
 - C. Post-listening.
15. Which listening skill combines listening and writing?
- A. Inferring.
 - B. Listening for specific information.
 - C. Note-taking.
16. What listening skill does the following activity help to train?

Listen to the following airport announcements and fill the blanks in the table with the information you hear.

Airlines	Fight number	Destination	Boarding Gate number
Pan American		Sydney	
	BA 359	New York	
Northwest			19

- A. Listening for gist.
 - B. Listening for specific information.
 - C. Inferring.
17. What conversational technique does the following conversation present?
- “Jack: Sam, what are you going to do tomorrow?
 Sam: Nothing much. Why?
 Jack: We’re going to watch a football match. Would you like to come too?
 Sam: I’d love to!”*
- A. Checking understanding.
 - B. Pre-invitation.
 - C. Showing understanding.

18. Which of the following questions exemplifies the consideration for interaction designing a speaking activity?

- A. Does the activity involve competition or problem solving?
- B. Is the activity easy to manage?
- C. What roles are students expected to play and how should they play them?

19. Which stage of the speaking lesson is least teacher-controlled?

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

20. What aspect of pronunciation does the following demonstrate?

[ə n 'ɪŋɡlɪʃ pəʊst'kɑ:d] ("an English postcard")

[glæ,tu'mi:tʃju:] ("Glad to meet you.")

- A. Liaison.
- B. Rhythm.
- C. Pitch.

Section II : Mini-lesson Plan

60 points

Directions: In this section, you are presented with a short passage. Read the passage and design three reading activities: one pre-reading activity, one reading activity and one post-reading activity. Write your answer on the Answer Sheet. The requirement of each activity is as the following:

- **Pre-reading:** activating background knowledge about golf and the golfer
- **Reading:** filling in the table below about Events in Tiger Woods' Life
- **Post-reading:** making comments

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

Tiger Woods is a famous professional golfer. In fact, he is probably the most famous golfer in the world today. Tiger Woods was born in California, in the United States, in 1975. He comes from an interesting family. His father, Earl, is an African American and his mother, Kultida, comes from Thailand. Earl Woods played golf, and Tiger learned how to play golf from his father. Earl Woods said that Tiger could hit a golf ball when he was only 6 months old.

Tiger Woods started to become famous when he was very young. In 1978, when Tiger was 2 years old, he was on his first TV show. He played golf with some famous people and he surprised everyone. Between the ages of 8 and 16, Tiger Woods learned a lot about playing golf. He played all the time and became better and better. He won his first championships in those years. In 1994, Tiger became a student at Stanford University, but he didn't stop playing golf. He won 10 golf championships while he was studying at Stanford. In 1996, the sports magazine *Sports Illustrated* named him the *Sportsman of the Year*. In 1996, Tiger became a professional golfer. In the next few years, he won many more golf championships. By now, Tiger was very famous and he was becoming very rich. In 1999, he won more prize money than any other golfer—over six and a half million dollars.

These days, people all over the world know Tiger Woods. He has many fans, and is a model for young people. And he is still young. If he is lucky, he will play golf and win championships for many more years in the future.

Events in Tiger Woods' Life

Year	What happened?
1975	1. Tiger Woods was born.
1978	2.
1994	3.
1996	4.
1999	5.

Activity 1 (Pre-reading)

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

Activity 2 (Reading)

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-reading)

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

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座位号

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英语教学法(1) 试题答题纸

2010 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

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中央广播电视大学 2009—2010 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)

2010 年 1 月

Section I : Basic Theories and Principles

40 points

本题为单选题,共 20 个小题,总计 40 分,每题 2 分。

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

Section II : Lesson Plan

60 points

参考答案和评分标准

Activity 1 (Pre-reading)

Objectives: to activate students' background knowledge of Tiger Woods and golf.

Classroom organization: Group work

Teaching aid: pictures or videos

Assumed time: 5 minutes

Procedure:

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

The teacher presents several photos of Tiger Woods on the screen with PPT and asks the students who he is. Then ask the students what they know about him.

2. Group discussion (3')

Arrange the students into groups of four to discuss what they know about him and which they like best about him.

3. Feedback (1')

Invite each group of students to report their discussion.

Transition:

4. T: "Well, we have many students who like his fame, his skills, and his wealth. You may have your reasons for your choice. Do you know how he became good at golf? Now let's come to our text."

Activity 2 (reading)

Objectives: to train students' ability to get the specific information from the text

Classroom organization: Individual work to pair work

Teaching aid: text-book

Assumed time: 8 minutes

Procedure:**Transition**

5. Assign the reading task (1')

(4 continued) "Please read the text and try to find out what happened in Tiger's life, and fill the blanks in the table."

Procedure

6. Individual reading (3')

Students read the text individually to fulfill the task.

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 report how they read to get the information to check whether they read every sentence in each paragraph. For example, the teacher can do like this, "Do you have the same answers? Good. Can you tell us how you read to get the information?" "Yes, actually we do not need to read all the text, for example we can find the information after the year 1978 in the second paragraph."

Transition:

9. T: "Now, we know some people like him. I'd like to know whether you like him for the same reasons."

Activity 3 (Post-reading)

Objectives: to associate what is learned from the text with one's real life and to apply the newly learned knowledge, and to make comments.

Classroom organization: Group work

Teaching aid: multi-media

Assumed time: 6minutes

Transition:

10. Assign the task (1')

(9 continued) "If you like him, what is your reason?" "What would you do if you want to become famous (present the two questions on the screen with PPT to facilitate student discussion) "Now please get into groups of four and discuss these questions."

Procedure:

11. Group discussion (3')

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

12. Feedback (2')

Invite each group to report their discussion.

Backup plan

Predicted problems:

1. The students may not know who Tiger Woods is, especially in underdeveloped areas.
2. The students may have difficult expressing their ideas, especially those with low language competence.

Possible solutions:

1. When choose the photos for presentation, the teacher should keep in mind the features of your students. Make sure to include those photos of Tiger Woods in golf field or with golf.

2. In that case, we can include some information transfer and reformulation activities before we ask the students to make comments.

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 得时间,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得介绍,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。问题预测与解决得描述各占 1 分。
8. 活动 1 的操作 6 分,活动必须是激活背景的活动,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,其中个体阅读占 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,活动为应用性活动,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。