

试卷代号:1065

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(2) 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 can the following activity help to train in terms of writing?
The teacher asked the students to write two letters, one to their parents, and the other to their friends, informing them the news of their success in a competition.
 - A. Sense of audience.
 - B. Sense of unity.
 - C. Sense of coherence.
2. 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.
3. Which of the following is one of the advantages of teacher editing?
 - A. It may increase students' motivation in writing and their competence in English.
 - B. It can correct more mistakes and provide more alternative expressions.
 - C. Weaker students can benefit from learning from good students.
4. Which of the following activities actually does not involve writing?
 - A. Completion according to outlines.
 - B. Completion with multiple choices.
 - C. Completion according to topic sentences.
5. The grammar rules are often given first and explained to the students and then the students have to apply the rules to given situations. This approach is called _____.
 - A. Deductive grammar teaching
 - B. Inductive grammar teaching
 - C. Prescriptive grammar teaching

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, predict, object, object complement, adverbial and so on.

A. Presentation.

B. Practice.

C. Production.

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

The teacher asks the students to discuss the differences between two paragraphs in terms of tense.

A. Presentation.

B. Practice.

C. Production.

8. Which of the following activities is NOT communicative in grammar learning?

A. Making a speech on a given topic.

B. Filling the blanks with proper verb forms.

C. Writing a letter to a family member describing the school life.

9. Which of the following tasks can help effectively memorizing the new words?

A. Relating new words to the context.

B. Copying new words many times.

C. Ignoring the meanings of new words.

10. Which of the following activities can be used at the presentation stage of vocabulary instruction?

A. A vocabulary tour.

B. Matching words with pictures.

C. Distant dictation.

11. What strategy does the following activity help to train?

"Ask the students to close their eyes and form the image of the animals in their minds when the teacher says their names, like rabbits, dogs and so on instead of giving the Chinese."

A. Imagery.

B. Context.

C. Association.

12. What vocabulary learning strategies does the following activity help to train?

The teacher asks the students to match the verbs in column A with the prepositions in column B.

- A. Grouping.
- B. Imagery.
- C. Collocation.

13. 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 conduct in class.

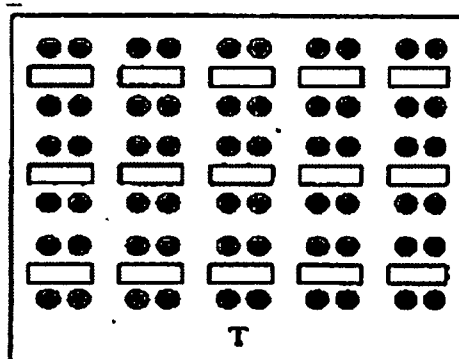
14. In which stage of the Presentation-Practice-Production approach will students have the chance to use the new language freely and incorporate it into their existing language?

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

15. What are the most important parts of a lesson plan?

- A. Textbooks and classroom aids.
- B. Anticipation of problems and flexibility in dealing with them.
- C. Objectives of the lesson and procedure to achieve them.

16. What activity is the following seating arrangement most suitable for?



- A. Group discussion.
- B. Acting of a play.
- C. Individual reading of the text.

17. What is the teacher doing in terms of classroom instruction?

T: Do I make myself clear?

Ss: Yes!

T: Now, what should we do? ... Mary?

M: Get in groups and talk about ...

T: And what more, Lisa?

- A. Explain the activity
- B. Monitor the activity
- C. Check understanding

18. To achieve fluency, when should correction be conducted?

- A. At the summary stage of the activity.
- B. The moment error occurs.
- C. During the course of the communication.

19. 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.

20. 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.

Section II : Lesson Plan

60 points

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

- **Presentation:** present how to give advice with "should".
- **Practice:** design form-focused activity to practice the structure
- **Application:** use the grammar in real-life activity

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



Problems	Should	Shouldn't
A cold A fever A headache A stomachache A sore throat A sore back A toothache	See a doctor. Take some pills. Drink a lot of water. Lie down and rest. Go to bed early. Drink some hot tea with honey. Do some exercise. See a dentist.	Eat ice cream. Drink cold water. Go swimming. Watch TV late. Speak loudly. Eat some hot food. Eat sweet food.

A: What's the matter?
 B: I have a cold.
 A: Maybe you should see a doctor, but you shouldn't eat ice cream
 B: That's a good idea.

Activity 1 (Presentation)

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

Activity 2 (Practice)

Objectives	
Classroom organization	
Teaching aid	
Assumed time	
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	
Assumed time	
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(2) 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(2) 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. A | 2. A | 3. B | 4. B | 5. A |
| 6. B | 7. A | 8. B | 9. A | 10. B |
| 11. A | 12. C | 13. B | 14. C | 15. C |
| 16. A | 17. C | 18. A | 19. C | 20. B |

Section II : Lesson Plan

60 points

参考答案和评分标准

Activity 1 (Presentation)

Objectives: to present how to use “should ” to give advice.

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 some people are sick. Under the picture, there is a conversation, I'd like you read it with your partner, then discuss when and where “should” is used.

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. Then the teacher presents the

grammar item on the screen or the blackboard, summarizes and explains the usage of "should".

Transition:

4. T: "Yes, when we want to give advice, we can use the word "should". Here ..."

Activity 2 (Practice)

Objectives: to practice the form and usage of giving advice with should.

Classroom organization: pair work

Teaching aid: multimedia

Assumed time: 7 minutes

Transition

5. Assign the task (1'):

(continuing 4) "Here are some more phrases in the three boxes. Try to change the underlined phrase with those in the box. It is better to work with your partner. You first act as A, your partner B, then change. You act as B, and your partner A."

Procedure

6. Pair work to practice "should and should not" (4')

Students work in pairs to complete the sentences. 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 a demonstration.

Transition:

8. T: "Good. I think you did a good job. Now I want you to do something free."

Activity 3 (Application)

Objectives: to train the ability to use "should" to give advice in students' real life.

Classroom organization: group work

Teaching aid: multimedia

Assumed time: 6 minutes

Transition:

9. Assign the task (1')

(8 continued) "We know you will do a lot of things if you are rich. Make a list of things you should do and you should not do ..."

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 how to give advice with the word "should".

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 hint to help them understand. He can also use example to illustrate how.

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。