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浙江省 2007 年 10 月高等教育自学考试

英语教学论试题

课程代码: 10057

一、单项选择题(本大题共10小题,每小题2分,共20分)

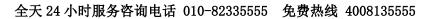
在每小题列出的四个备选项中只有一个是符合题目要求的,请将其代码填写在题后的括号内。错选、多选或未选均 无分。

Section I: Basic Theories and Principles

Questions 1—10 are based on this part.

Directions: Choose the best answer for the following questions and write your answers in the brackets.

- 1. Which is true of the Natural Order of language acquisition? (
- A. The Natural Order, consists of Listening to a great deal of meaningful language input, then Speaking, then Reading to a great deal of meaningful input, and finally Writing.
- B. The Natural Order, consists of Speaking to a great deal of meaningful language input, then Listening, then Reading to a great deal of meaningful input, and finally Writing.
- C. The Natural Order, consists of Listening to a great deal of meaningful language input, then Speaking, then Writing to a great deal of meaningful input, and finally Reading.





D. The Natural Order, consists of Reading to a g	reat deal of meaningful language input, then Speaking, then Listening to a
great deal of meaningful input, and finally Wi	riting.
2. Which is true of authenticity? ()	
A. Language is simplified in some way for the co	nvenience of learners of the language.
B. An authentic text is one that has been written s	pecially for language students.
C. Authenticity in the language classroom include	les the use of authentic materials, designing authentic classroom activities
and the teacher speaking authentically to the s	etudents.
D. It is not close to the sort of thing one would do	in real life.
3. Reading is ()	
A. Reading is recognizing the written words in a	text.
B. Reading is the ability to articulate the words ar	
,	blves guessing, predicting, checking and asking oneself questions.
D. Reading is the ability to remember words only	
4. Pre-listening activities may serve several purpo	oses except ()
A. they can help students establish listening exped	etations.
B. students use the information or language they a	acquired to do something else.
C. pre-listening activities can activate students'	prior knowledge about the topic.
D. they can arouse students' interest in learning	
5. Instage, students are given the opportu	nities to use the newly presented language items in a controlled framework
This may be done by drills, or by repeating p	parts of the dialogue presented in the first stage. This stage is intended to
develop accuracy skills. ()	
A. practice	B. presentation
C. production	D. preparation
6. A child watches cartoon on TV. Please choose	why people listen in this situation. (
A. to extract information	B. to maintain social relations
C. to be entertained	D. to study
7. Which of the following belongs to live presents	ation?()
A. Published cassettes	
B. Friend's talk	
C. Video tapes	
D. Recorded pop songs	
8. Which word has a positive connotation?()
A. arrogant	B. confident
C. stubborn	D mean



9. A lesson plan is NOT influenced by ()	
A. physical condition	B. human factors	
C. syllabus	D. stationery	
10. The procedure of designing free writ	ing tasks does NOT include ()
A. getting ideas on the topics		
B. selecting one idea		
C. expanding one idea		
D. editing		

二、简答题(本大题共3小题,每小题10分,共30分)

Section II: Problem Solving

DIRECTIONS: Situations in classroom teaching are provided here. In each situation there are some problems. Firstly, identify the problems; secondly, provide your own solutions according to the communicative language teaching principles and explain in details.

1. Some teachers pay particular attention to the comfort of the classroom, and the learning environment: the lights are soft, the chairs are comfortable, there is soothing music playing in the background, texts are read to the students gently by the teacher. Finally the texts are given to the students with a parallel translation in their mother tongue and they work through it asking the teacher questions about things they don't understand in it.

What do you like about this method? Why do you think translations of the text are given? What have we gained from the Humanists in our approach to teaching a foreign language?

2. Read the following listening text, and try to design five different post-listening activities for it. You also need to make a brief statement of the purpose of your activity.

Kate is going to the supermarket to buy some food. First, she decides what she needs to buy at home. How much bread does she need? What kind of vegetables? Is there enough fruit? Next, Kate makes a shopping list. She is going to buy two chickens, some cabbages, four tomatoes and two loaves of bread. She is going to buy 3 bottles of milk and 12 eggs. But she's afraid she hasn't got enough money, so she'll have to stop at the bank on her way to the supermarket.

(From Senior English Text book, Listening Workbook, Book 2A, PEP)

3. There are different styles of grammar teaching and each style of grammar teaching has its benefits and drawbacks. Could you think over inductive grammar teaching and try to fill in the following tables with as many comments as you can.

Inductive Grammar Teaching

Benefits	Drawbacks



三、案例题(本大题 50 分)

Section III: Mini-lesson Plan or Text Analysis

DIRECTIONS: Read the following text carefully and complete the teaching plan.

The text is a dialogue for teaching speaking for primary students. Design activities for teaching speaking in context if necessary.

Chen: Welcome to our school!

This is the teacher's office.

That is my classroom.

Visitor A: How many students are there in your class?

Chen: Forty-five.

Visitor B: Do you have a library?

Chen: Yes.

Visitor A: Do you have lunch at school?

Chen: Yes! The canteen is on the first floor.

This way, please.

Your lesson plan should include the following aspects:

Lesson Plan:

- 1) Name(s) of activity (ies)
- 2) Objective(s) of the activity(ies)
- 3) Type(s) of the activity (ies)
- 4) Classroom organization of the activity (ies)
- 5) Teacher's role(s)
- 6) Students' role(s)
- 7) Teacher working time
- 8) Student working time
- 9) Teaching aid(s)
- 10) Predicated problem(s)
- 11) Solution(s)
- 12) Homework
- 13) Procedures
- A. Pre-
- B. While-
- C. Post-