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浙江省 2009 年 1 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

20 points

Questions 1-10 are based on this part.

Directions: Choose the best answer for each of the following questions.

1. Grammar-Translation method is ()

- A. the language teaching method based on the study of functions in the target language, which has to be explained and analyzed in the mother tongue and then translated.
- B. the language teaching method based on the study of functions of the target language, which has to be explained and analyzed in the target language.
- C. the language teaching method based on the study of nature of language activities.
- D. the language teaching method based on the study of grammar and translation.

2. An eclectic approach ()

- A. refers to the way of language teaching reflecting mainly the Grammar Translation Method.
- B. refers to the way of language teaching and learning in which some aspects of most methods are applied.
- C. refers to the way of language teaching reflecting mainly the Audio-Lingual Method.
- D. refers to the way of language teaching reflecting mainly the Humanist Approach.
3. Communicative competence refers to ()
- A. a person's ability with which he is able to use the language to do things, and to measure his success or failure by the response of others.
- B. a person's skills in what to say and how to say it.
- C. a person's competence in when to say something to whom.
- D. a person's competence in where and in what manner to say something.
4. The Natural Order ()
- A. consists of listening to a great deal of language input, then speaking, and then reading a great deal of meaningful input, which is formally taught, and finally writing.
- B. consists of listening to a great deal of meaningful language input, then speaking, and then reading a great deal of meaningful input, which is formally taught, and finally writing.
- C. consists of reading a great deal of language input, then speaking, then listening to a great deal of meaningful input, which is formally taught, and finally writing.
- D. consists of reading a great deal of language input, then speaking, and then listening to a great deal of input, which is formally taught, and finally grammar.
5. Spoken and written English ()
- A. share the same grammar notions and are analyzed in the same way.
- B. are different because one is very simple while the other is difficult.
- C. have two different kinds of complexity.
- D. share the same vocabulary.
6. Skimming is ()
- A. careful reading of the whole text.
- B. the way of reading in which the reader usually moves his eyes over the text very quickly just in order to get some specific information of it or decide whether it is worth reading more deeply or not.
- C. the way of reading in which the reader usually moves his eyes over the text very quickly just in order to get the gist of it or decide whether it is worth reading more deeply or not.
- D. to locate some particular information in the passage.
7. Authenticity ()
- A. refers to a text which is written for learners of the language in the world with some language control and artificiality.
- B. refers to a text which is written with a simplified style for the convenience of learners of the language.
- C. refers to the language that native speakers and learners of the language would use to each other.
- D. refers to a text which is written for native speakers to read or spoken for native speakers to listen to.
8. Which of the following belongs to Audio-lingual Method of language teaching? ()
- A. Errors were tolerated in case they may not lead to bad habit formation and not all correct language was accepted in the classroom.
- B. Mother tongue use was also accepted, so the languages to be heard or spoken were both the target language and the mother tongue in order to encourage the learners to think in both languages.
- C. Behaviorist psychology was the basis of the Audio-lingual Method of language teaching, which involved giving the learners stimuli in the form of prompts, and praising the correct responses or punishing an incorrect response, until the

right one was given.

D. The syllabus was usually structurally based and the classroom tasks were all in drill form. Emphasis was laid upon using oral language in the classroom, some task-based learning activities were encouraged for more language output.

9. Register ()

- A. refers to the use of words which require a constant context for each other.
- B. refers to the use of words which require an appropriate context for one word.
- C. refers to the use of words which require an appropriate context for each other in certain situations.
- D. refers to the use of words which require an appropriate context for each other.

10. Which of the following is a communicative activity? ()

- A. Students make sentences following the given pattern or sentence structure.
- B. Students read aloud a dialogue in the textbook.
- C. Students present their own ideas or opinions on a certain topic.
- D. The teacher refers to a picture which everyone in the class can see and asks questions about the picture.

二、简答题（本大题共 3 小题，每小题 7-12 分，共 30 分）

Section II: Problem Solving

30 points

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. The stages of course design. Put the following stages of course design in the correct order:

A. selection of contents; B. diagnosis of needs; C. determination of what to evaluate and how to evaluate it D. formulation of objectives; E. selection of learning experiences (tasks/activities/exercises/etc.) F. organization of contents; G. organization of learning experiences

Stage 1 _____

Stage 2 _____

Stage 3 _____

Stage 4 _____

Stage 5 _____

Stage 6 _____

Stage 7 _____

2. Characteristics of a good learner of second language. List here at least eleven characteristics that a good learner of second language has.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

3. List twelve important qualities you think that a good teacher must have.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

三、案例题（本大题共 50 分）

Section III: Mini-lesson Plan or Text Analysis

50 points

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

Design lesson plan activities for the text provided below. Your lesson plan should include the following aspects:

1. Aims of the lesson
2. Name (s) of activity (ies)
3. Objective (s) of the activity (ies)
4. Type (s) of the activity (ies)
5. Classroom organization of the activities
6. Teacher's role (s)
7. Students' role (s)
8. Teaching aid (s)
9. Predicated problem (s) and possible solution (s)
10. Activity procedures
 - ①. Pre-reading activity (ies)
 - ②. While-reading activity (ies)
 - ③. Post-reading activity (ies)
11. Follow-up activity (ies)

Reading Passage:

A WORLD GUIDE TO GOOD MANNERS

Traveling to all corners of the world gets easier and easier. We live in a global village, but how well do we know and understand each other? Here is a simple test. Imagine you have arranged a meeting at four o'clock, what time should you expect your foreign business colleagues to arrive? If they're German, they'll be bang on time. If they're American, they'll probably be 15 minutes early. If they are British, they'll be 15 minutes late, and you should allow up to an hour for the Italians.

When the European Community began to increase in size, several guidebooks appeared giving advice on international etiquette. At first many people thought this was a joke, especially the British, who seemed to assume that the world-spread understanding of their language meant a corresponding understanding of English customs. Very soon they had to change

their ideas, as they realized that they had a lot to learn about how to behave with their foreign business friends.

For example: the British are happy to have a business lunch and discuss business matters with a drink during the meal; the Japanese prefer not to work while eating. Lunch is a time to relax and get to know one another, and they rarely drink at lunchtime.

The German like to talk business before dinner, the French like to eat first and talk afterwards. They have to be well fed and watered before they discuss anything. Taking off your jacket and rolling up your sleeves is a sign of getting down to work in Britain and Holland, Germany people regard it as taking it easy.

American executives, sometimes signal their feelings of ease and importance in their offices by putting their feet on the desk whilst on the telephone. In Japan, people would be shocked. Showing the soles of your feet is the height of bad manners. It is a social insult only exceeded by blowing your nose in public.

The Japanese have perhaps the strictest rules of social and business behaviour. The Japanese business card almost needs a rulebook of its own. You must immediately show yours on meeting because it is essential to establish everyone's status and position.

When a name card is handed to a person in a superior position, it must be given and received with both hands, and you must take time to read it carefully, and not just put it in your pocket! Also the bow is very important part of greeting someone. You should not expect the Japanese to shake hands. Bowing the head is a mark of respect and their first bow of the day should be lower than when you meet thereafter.

The Americans sometimes find it difficult to accept the more formal Japanese manners. They prefer to be causal and more informal, as illustrated by the universal 'Have a nice day!'. American waiters have a one-word imperative "Enjoy!" The British, of course, are cool and reserved. The great topic of conversation between strangers in Britain is the weather -unemotional and impersonal. In America, the main topic between strangers is the search to find a geographical link. "Oh, really? You live in Ohio? I had an uncle who once worked there."

Glossary

Etiquette: the formal rules for polite behaviour in a society or in a particular group.

