



## 外国语学院

英语专业    2004 - 2005 学年    第二学期    《英语教育学》

期末考试                      试卷 A

题 号	I	II	III	IV	总分
得 分					
阅卷教师					

### ✎ 学生填写部分

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 级	<input type="checkbox"/> 年级	<input type="checkbox"/> 班	姓名:	学号:
考试时间:     年     月     日			现任课教师:	

### I. State the features of the following teaching methods and stages (15%).

- Please compare the principles and typical activities of Grammar-translation Method and Communicative Language Teaching (10%).

	Grammar-translation Method	Communicative Language Teaching
Principles		
Typical Activities		

- Please state the different focuses of product-oriented approach and process-oriented approach (5%).

Product-oriented approach:

Process-oriented approach:

### II. Answer the following questions briefly (30%).

- What are the guidelines on giving effective explanation and instruction?

2. What are the effective language activities?

3. What needs to be taught in teaching vocabulary?

4. What are the characteristics of a successful speaking activity?

5. What are the guidelines for ordering components of a lesson?

**III. Please make COMMENTS on the following classroom activities and opinions on language teaching. (35%)**

1. Comment on the following practice activity on listening.

The class listen to the following recorded text:

*Ozone is a gas composed of molecules possessing three oxygen atoms each (as distinct from oxygen, which has two atoms per molecule). It exists in large quantities in one of the upper layers of the atmosphere, known as the stratosphere, between 20 and 50 kilometers above the surface of the earth.*

*The ozone layer filters out a large proportion of the sun's ultra-violet rays and thus protects us from the harmful effects of excessive exposure to such radiation.*

The teacher then tells the students to open their books and answer the multiple-choice questions on a certain page. The multiple-choice questions are:

- 1) The passage is discussing the topic of  
a) radiation.    b) oxygen.    c) ozone.    d) molecules.
- 2) Ozone molecules are different from oxygen molecules in that they  
a) have three atoms of oxygen.  
b) exist in large quantities.  
c) may have one or two atoms.  
d) have one atom of oxygen.
- 3) The stratosphere is  
a) above the atmosphere.  
b) below the atmosphere.  
c) more than 20 kilometers above the surface of the earth.  
d) more than 50 kilometers above the surface of the earth.
- 4) The ozone layer  
a) prevents some harmful radiation from reaching the earth.  
b) stops all ultra-violets rays from reaching the earth.  
c) protects us from the light of the sun  
d) involves excessive exposure to ultra-violet rays.

2. The following is an opinion about the teaching of grammar. Do you agree or disagree?

The important point is that the study of grammar as such is neither necessary nor sufficient for learning to use a language.

3. Here is a writing task. **“The sentences in the following paragraph have been jumbled. Write them out in the correct order.”** What’s your comment on it?

4. Comment on the following reading activity:  
Read the text and answer the following questions.

*Yesterday I saw the palgish flester gollining begrunt the bruck. He seemed very chanderbil, so I did not jorter him, just deapled to him quistly. Perhaps later he will besand cander, and I will be able to rangel to him.*

- a) What was the flester doing, and where?
- b) What sort of a flester was he?
- c) Why did the writer decide not to jorter him?
- d) How did she deaple?

e) What did she hope would happen later?

5. Here are two oral fluency activities. Read the two activities and compare them. Which do you think is better for middle school students? Why?

**Activity 1**

Discuss the following opinions.

**Opinion 1:** Children should be taught in heterogeneous classes: setting them into ability groupings puts a 'failure' label onto members of the lower groups, whereas putting more and less able learners together encourage the slower ones to progress faster, without penalizing the more able.

**Opinion 2:** Children should be divided into ability groupings for most subjects: this enables the less able ones to be taught a pace suitable for them, while the better students do not need to wait for the slower ones to catch up.

**Activity 2**

A good schoolteacher should have the following qualities. Can your group agree together in what order of priority you would put them?

sense of humor	enthusiasm for teaching	honesty
pleasant appearance	love of children	fairness
knowledge of subject	ability to create interest	flexibility
ability to keep order	clear speaking voice	intelligence

**IV. Design a classroom activity according to the following passage. You may focus on the**

**presentation of one aspect such as vocabulary, grammar or reading comprehension etc. In the activity, the aims, the procedures, the detailed content should be included (20%).**

Although English is not as old as Chinese, it is spoken by many people around the world every day. English speakers are always creating new words, and we are often able to know where most words come from. Sometimes, however, no one may really know where a word comes from.

Did you ever think about why hamburgers are called hamburgers, especially when they are not made with ham? About a hundred years ago, some men went to America from Europe. They came from a big city in Germany called Hamburg. They did not speak good English, but they ate good food. When some Americans saw them eating round pieces of beef, they asked the Germans what it was. The Germans did not understand the question and answered, "We come from Hamburg." One of these Americans owned a restaurant, and had an idea. He cooked some round pieces of beef like those which the men from Hamburg ate. Then he put each between two pieces of bread and started selling them. Such bread came to be called "hamburgers". Today "hamburgers" are sold in many countries around the world.

Whether this story is true or not, it certainly is interesting. Knowing why any word has a certain meaning is interesting, too. This reason, for most English words, can be found in any large English dictionary.



西北师范大学  
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期末考试 答案 A

### I. State the features of the following teaching methods and stages (15%).

1. Please compare the principles and typical activities of Grammar-translation Method and Communicative Language Teaching (10%).

	Grammar-translation Method	Communicative Language Teaching
Principle	Languages are learnt best by memorizing words, rules and applying them when making sentences, mostly in writing.	Language learning is seen as a long process of acquisition through exposure to communicative use of language. Many inevitable mistakes. Emphasis on actual language use. Use of techniques to make classroom simulate real foreign language environment.
Typical Activities	Translation is considered one of the best ways of practicing the applications of rules, as well as the transformation of sentences from, for example, Present Tense to Past Tense, or Active to Passive.	Repetition practice is used most. It is normally situationally contextualized and meaningful.

2. Please state the different focuses of product-oriented approach and process-oriented approach (5%) .

**Product-oriented approach:** focuses on the end result of the learning process -- what it is that the learner is expected to be able to do as a fluent and competent user of the language.

**Process-oriented approach:** focus more on the various classroom activities which are believed to promote the development of skilled language use.

### II. Answer the following questions briefly (30%).

- page 16-17
- page 21-22
- page 60-62
- Learners talk a lot.
  - participation is even
  - Motivation is high
  - Language is of an acceptable level (page 120)
- page 217-218

### III. Please make COMMENTS on the following classroom activities and opinions on language teaching. (35%)

- Page 24-26
- Page 77-78
- Page 163, 173
- Page 143
- Page 123-124

### IV. Design a classroom activity according to the following passage (20%).

Omitted