



西北师范大学  
Northwest Normal University



## 外国语学院

英语专业 2007 - 2008 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: 2008 年 7 月 日			任课教师:	

**I. Match language teaching methods with descriptions of them. Please choose from the following list of methods the one that best suits the description. (10 %)**

- A. inductive method
- B. process-oriented approach
- C. task-based learning
- D. scanning
- E. top-down method

- ( ) 1. The teacher focuses more on the various classroom activities which are believed to promote the development of the skilled language use.
- ( ) 2. This way of teaching believes that one's background knowledge plays a more important role than new words and new structures in reading comprehension. Therefore, it is believed that in teaching reading, the teacher should teach the background first so that students equipped with such knowledge will be able to guess meaning from the printed page.
- ( ) 3. The teacher induces the learners to realize grammar rules without any form of any explicit explanation. It is believed that the rules will become evident if the students are given enough appropriate examples.
- ( ) 4. New language items are explicitly presented and practiced, and the emphasis is not on language items, but on doing attractive or useful tasks that requires the use of those items. It can be used in Communicative Language Teaching as an alternative way of working on new language, and for consolidation or remedial work on language. Teachers need to keep up new ideas like these and be prepared to change their way of teaching.
- ( ) 5. The students read to locate specific information.

**II. Choose 5 of the following 7 questions to answer (30%).**

- What needs to be taught in teaching vocabulary?
- What are the characteristics of effective language practice activities?
- Pair or group work now seems to be the most conventional form of organizing students in EFL classrooms. What are the proper steps or procedures of organizing group of pair work, based on your own understanding?
- Does pronunciation need to be deliberately taught? Won't it just be "picked up"? If it does need to be deliberately taught, then should this be in the shape of specific pronunciation exercises, or casually in the course of other activities?
- What are the differences between topic-based and task-based speaking activities? Why kind of

activities do you prefer? Why ?

6. Should teachers let students correct or give feedback on each other's written work?
7. More often than not, a teacher might find the materials in the textbook undesirable or failed to meet his demands. Consequently, the students may become demotivated in their English learning. Would please suggest some alternative ways to adapt when the materials are not appropriate?

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

1. Here is a student's recall of his teacher's presentation of dramatic soliloquy, please make comments on it.  
*... I shall never forget Miss Nancy McCall, and the day she whipped a ruler off my desk, and pointing it towards her ample bosom, declaimed, "Is this a dagger which I see before me?" And there we sat, eyes a goggle, hearts a-thumping, in electrified silence.*

2. Here is a scenario for vocabulary practice, please make comments on it.  
*Teacher: Who knows the meaning of the word disappointment? (Puzzled looks; a student hesitantly puts up his hand) Yes?*  
*Student 1: Write a point?*  
*Teacher: No... Anyone else? (silence) Come on, think everybody, try again!*  
*Student 2: Lose a point?*  
*Teacher: No, it has nothing to do with points. Try again. It has something to do with feelings. (After another few guesses, the last of which, after broad hints from the teacher, comes fairly near, the teacher finally gives the correct definition.)*

3. Here is an opinion about the teaching of grammar, please make comments on it.

*The evidence seems to show beyond doubt that though it is by communicative use in real "speech acts" that the new language "sticks" in the learner's mind, insight into pattern is an equal partner with communicative use in what language teachers now see as the dual process of acquisition/learning. Grammar, approached as a voyage of discovery into the patterns of language rather than the learning of prescriptive rules, is no longer a bogey word.*

4. The follow is a common learner's difficulty in listening, please make comments on it.

*I can understand people if they talk slowly and clearly; I can't understand fast, natural native-sounding speech.*

5. Below are instructions for writing activities, please make comments on whether they take writing as a means or an end or both.

*A. Finish the following sentences in a way that makes the underlined word clear. For example:*

*An expert is someone who...*

*B. The following story is written in the present tense. Rewrite it in the past.*

*C. For a survey on child education in this country: could you please state your main criticisms of the way you were brought up?*

#### IV. Teaching activity designing (25%)

The following text is extracted from *Senior English for China Students' Book 1B* published by People's Education Press in 2006. The extract is based upon the reading activity of the Unit 18. Work out a teaching plan of 30 minutes for the students in their first year of senior high school based upon the extract. (25%)

You are supposed to design a reading task for the following reading material. Your design should meet the following requirements:

- ◆ Your reading task should contain at least three stages: *pre-reading stage*, *while-reading stage*, and *post-reading stage*.
- ◆ You need to *specify your teaching objectives* for each of the three stages.
- ◆ It is advisable for you to contain more detailed information in your design, such as *resources* you will use, the *interactive activities* you will organize, and the *time* you will allocate for each activity.

#### New Zealand

New Zealand is an island that lies off the eastern coast of Australia. It is made up of the two large islands: Northern Island and South Island. New Zealand is surrounded by the Pacific Ocean to the north and east, and the Tasman Sea to the south and west. It is about the same size as the Philippines. Wellington, the capital city, lies on the North Island. Other important cities are Auckland in the north, Christchurch on the South Island and Queenstown, further to the south.

New Zealand has a mild sea climate, while the north is subtropical. It rains quite a lot. The warmest months are December to February. The coldest months are June to August.

The ocean and sea surrounding the island are deep blue and many of New Zealand's cities lies on a bay and have a natural deep harbor. The sand beaches in New Zealand are also very clean. New Zealand has a very beautiful natural landscape with green hills and mountains. Some of the mountains are dead volcanoes. The North Island is famous for an area of hot springs, some of which throw hot water high into the air. Some of this heat near the earth's surface is used to make electricity. There are many plants and animals that only live in New Zealand. The most famous animal is a little bird that cannot fly. It is called kiwi and it is New Zealand's national bird.

