



外国语学院

英语专业 2008 - 2009 学年 第一学期 《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: 2009 年 1 月 日			任课教师:	

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

- A. Interactive approach
- B. Process approach
- C. Inductive approach
- D. Deductive approach
- E. Grammar translation method

() 1. 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.

() 2. It is defined as an approach to the teaching of writing which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitation of models. Thus, the focus shifts from the final product itself to the different stages the writer goes through in order to create this product by breaking down the task as a whole into its constituent parts.

() 3. The reader uses two approaches together, and they interact with each other in the understanding of the text. That means the reader might predict the context of the text by using his knowledge of the topic (top-down), then look for key words (bottom-up) to check the prediction, or get the main gist of the text by skimming it quickly (top-down) and examine the writer's choice of vocabulary for understanding the implied meaning.

() 4. Principles: emphasis on written language. Memorization of grammatical rules, lists of vocabulary followed by grammar and translation exercises.

Aims: mainly academic language as school subjects, like math or history.

() 5. First, the teacher writes an example on the board or draws attention to an example in the textbook. Then the teacher explains the underlying rules regarding the forms and positions of certain structural words. Finally, the students practice applying the rule to produce sentences with given prompts.

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

- 1. What are qualifications of a good language teacher?**
- 2. Can you list some of the principles for good lesson planning?**
- 3. There are different forms of student groupings, such as whole class, group work, solo work, etc. Can you find any advantages and disadvantages of each form?**
- 4. What makes an effective presentation?**
- 5. What does “knowing a word” mean?**
- 6. What is your understanding of PPP model?**
- 7. Please list some guidelines on presenting and explaining grammar structure.**

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

1. Three different teachers are about to teach the lesson. Below are their introductions to the lesson. Which teacher has the clearest idea of the aims of the lesson? And Why?

Teacher A: Today we're going to learn Lesson 15. It's question and answer practice using a substitution table.

Teacher B: Today we're going to practice present simple questions with "When..." and other time expressions.

Teacher C: Today we're going to practice asking and answering questions using the present simple tense, so that we will learn how to talk about everyday activities.

Lesson 15

Ask and answer questions from table.

When do you	get up eat breakfast wash your face go to school finish school go to bed	in the morning? in the afternoon? in the evening? at night?
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When do you	clean your teeth? meet your friends? learn English? play games? practice the piano?
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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. The following is an opinion about the teaching of grammar

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

4. Comment on the following learner problem in listening.

I find it difficult to “keep up” with all the information I am getting, and cannot think ahead or predict.

5. Here is a writing task. “*The following story is written in the present tense. Rewrite it in the past*” What’s your comment on it?

IV. Teaching activity designing (25%)

Suppose you are going to teach the following text to the students in their first year of senior high school. Please work out a classroom teaching plan of 40 minutes.

As a minimum requirement, your design should contain the following components:

- an explicitly stated teaching objective(s),
- activities at the pre-reading, while-reading and post-reading stages, and the time needed for each stage,
- how the students are interacted with the teacher or between themselves at each stage.

(25%)

Chuck’s Friend

In the movie CAST AWAY, Tom Hanks plays a man named Chuck Noland. Chuck is a businessman who is always so busy that he has little time for his friends. He is a successful manager in a company that sends mail all over the world. One day Chuck is on a flight across the Pacific Ocean when suddenly his plane crashes. Chuck survives the crash and lands on a deserted island.

On the island, Chuck has to learn to survive all alone. He has to learn how to collect water, hunt for food, and make fire. Perhaps the most difficult challenge is how to survive without friends. In order to survive, Chuck develops a friendship with an unusual friend--a volleyball he calls Wilson.

Chuck learns a lot about himself when he is alone on the island. He realizes he hasn't been a very good friend because he has always been thinking about himself. During his five years on the island, Chuck learns how to be a good friend to Wilson. Even though Wilson is just a volleyball, he becomes fond of him. He talks to him and treats him as a friend. Chuck learns that we need friends to share happiness and sorrow, and that it is important to have someone to care about. He also learns that he should have cared more about his friends. When he makes friends with Wilson,

he understands that friendship is about feelings and that we must give as much as we take.

A volleyball is certainly an unusual friend. Most of our friends are human beings, but we also make friends with animals and even things. For example, many of us have pets, and we all have favourite objects such as a lucky pen or a diary. The lesson we can learn from Chuck and all the others who have unusual friends are teachers. Friendship helps us understand who we are, why we need each other and what we can do for each other.

