

College of Chinese Language and Literature
2007-2008 2ed Semester

TCFL Class 1, Grade 2007

TCFL Methodology Final Exam (A):

NAME_____NUMBER_____TEACHER_____

Part No.	I	II	III	IV	V	VI	Total score	Teacher signature
Score								

Score

Part I. Fill in the blanks (1point×20=20point)

1、对外汉语教学的英文译名是_____。

1. The English interpretation of 对外汉语教学 is _____.

2、对外汉语教学的研究方向包括_____, 汉语学习的过程, _____, _____和教材、课程和测试。

2、The Research direction of TCFL includes_____, the process of teaching Chinese,_____, _____, and teaching material , curriculum and evaluation.

3、元末明初针对朝鲜学生学习汉语口语的教材_____和_____是公认最早的对外汉语教材。

3、During the period of late Yuan and early Ming dynasties, Chinese oral teaching material for North Korea students _____ and _____are recognized as the earliest teaching material of TCFL.

4、对外汉语口语课需要培养的口头表达能力包括语音能力、_____, _____和语用能力 。

4、The oral class of TCFL aims to cultivate students’ speaking ability, which includes phonetics、_____, _____and pragmatic competence.

5、对外汉语教学的基本形式是_____, 处于语言教学中总体设计、教材编写和成绩测试等四大环节的_____。

5、The basic form of TCFL is _____, which lies in the position of _____ in the process of language teaching which include general design, teaching material compilation and assessment.

6、汉字教学的任务是帮助学生掌握_____和_____的技能。

6、 The task of Chinese character teaching is to help the student master the skills of _____and_____.

7、第二语言教学法的主要流派中的传统法是指_____,其语言学基础是_____。

7 、 In second language teaching, the traditional method refers to _____, and its linguistic basis is _____.

8 、 在 对 外 汉 语 教 学 中 ， 总 结 的 方 式 有 _____, _____, _____。

8. In TCFL, the methods to summarize are _____, _____, and _____.

9、小组活动（任务）法的优点包括_____, _____和_____。

9、 The advantages of task-based group activities are _____, _____, and_____.

得分

Score

二、简答题（10 分×3=30 分）

Part II. Short answer questions（10points×3=30points）

- 1、汉语作为第二语言教学的基本原则。
1. What are the basic principles of teaching Chinese as a Second Language?
- 2、教学艺术高超的对外汉语教师应该具备的素质。
2. What qualities should a qualified TCFL teacher has?
- 3、简述功能法（Functional approach）的特点。
3. What are the features of Functional approach?

得分

Score

三、实践选做题：（三选二，15 分×2=30 分）

Part III. Practice questions. Please answer two of the three questions). (15pionts×2=30points)

1、运用语音学和语音教学的相关理论，尝试分析并写出如何纠正学生把去（qù）读成（qǜ）的语音偏误的具体步骤。

1.When students mistakenly pronounce 去（qù） as （qǜ）, how could you correct the pronunciation mistakes? Use theories of Phonetics and pronunciation teaching to analyze the concrete steps.

2、运用词汇学和词汇教学的相关理论，尝试分析并写出如何教授“一点儿”和“有点儿”的具体步骤。

2、How to teach “一点儿” and “有点儿”？ Use theories of lexicology and lexis teaching to analyze the concrete steps.

3、运用语法学和语法教学的相关理论，尝试分析并写出如何教授“被”字句的具体步骤。

3、How to teach “被” sentence pattern? Use theories of pragmatics and grammar teaching to analyze the concrete steps.

Score

四 教案设计（20 分）

Part IV. Design a teaching plan according to the following information. Your teaching plan should include teaching objectives, teaching procedures, and key points, etc. (20 points)

Lesson type: intensive reading

Duration: 100 minutes

Students level: international students who have learned Chinese in an elementary class for half a year.

Situation: John, an international student wants to buy some clothes. He is talking with the shop assistant at the shop.

营业员：你看，这件衣服比较长。你试一试，合适不合适？

约翰：长短比较合适，可是这件衣服比刚才那件大，太肥了。

营业员：你再看这一件，正好是你要的中号，但是这件衣服比那件贵一点。

约翰：长短、大小正合适。这件衣服比那件贵多少？

营业员：比那件贵 80 元。

约翰：比那件贵多了。有没有便宜一点的？

营业员：有，但是颜色没有这件好看。你看，就是这一件！

约翰：那件比这件便宜多少钱？

营业员：比这件便宜 20 元。我拿给你看看。

约翰：不用了，那件颜色没有这件深，我不喜欢，我就买这件。

要求：根据上面的课文设计教案（包括教学目的、教学环节和训练重点等）