

安徽师范大学

2016 年招收硕士研究生考题

科目名称: 英语教学论 科目代码: 893

考生请注意: 答案必须写在答题纸上, 写在本考题纸上的无效!

I. Translate the expressions from the National English Curriculum (15 points, 1.5 points each)

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|----------|----------|----------|----------|
| 1. 人际交往 | 2. 警告与禁止 | 3. 关切与安慰 | 4. 频度与顺序 |
| 5. 长度与宽度 | 6. 相似和差别 | 7. 原因和结果 | 8. 安全与急救 |
| 9. 科普知识 | 10. 学校设施 | | |

II. Matching (15 points, 1.5 points each)

Directions: Match the types of syllabus with the examples given below.

1)	Functional Syllabus	
2)	Situational Syllabus	
3)	Skills Syllabus	
4)	Structural Syllabus	
5)	Topic Syllabus	

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| A. Unit 1 First day at school | B. Unit 1 Food |
| Unit 2 In the restaurant | Unit 2 Sport |
| Unit 3 Buying clothes | Unit 3 Travel |
| Unit 4 At the doctor's | Unit 4 Shopping |
| Unit 5 At the hairdresser's | Unit 5 Work |
| C. Unit 1 Introducing yourself | D. Unit 1 Reading a) Skimming |
| Unit 2 Asking the way | b) Scanning |
| Unit 3 Making apologies | c) Working out meaning of words |
| Unit 4 Expressing wishes | Unit 2 Writing a) Identifying topic sentence |
| Unit 5 Giving suggestions | b) Composing main idea |
| | c) Using connectives |
| E. Lesson 1 To be | I am, you are, he is, we are |
| Lesson 2 Simple present tense | What do you do? Do you...? No, I don't |
| Lesson 3 There be | How many...are there? How much...is there? |
| Lesson 4 3 rd person singular | Does he...? Yes, he does. No, he doesn't. |
| Lesson 5 Present past tense | Did you...? Yes, I did. |

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Directions: Match the teaching method or activity with the example or explanation given below.

6) Audio-lingual method

7) Functional communicative activity

8) Natural approach

9) Social interaction activity

10) TRP

- F. "Jigsaw" reading—Students read different texts, then they exchange with each other the information they have gained from them.
- G. It aims to foster naturalistic language acquisition in a classroom setting, and places decreased importance on conscious grammar study and explicit correction of student errors. Efforts are made to make the learning environment as stress-free as possible. Language output is allowed to emerge spontaneously after students have attended to large amounts of comprehensible language input.
- H. The teacher gives commands to students in the target language, and students respond with whole-body actions.
- I. Students take part in the discussion of a given topic. They present their own ideas or opinions, using factual information and formulating arguments to justify one's opinion.
- J. Students are taught the language directly, without using their mother tongue to explain new words or grammar in the target language. This method does not focus on teaching vocabulary. Rather, the teacher drills students in the use of grammar.

III. Fill in the blanks (15 points, 1 point each)

- In real language use we use all skills, including receptive skills such as listening and reading, and 1) _____ skills such as speaking and writing.
- According to Hedge, there are five components of communicative competence, namely, linguistic competence, pragmatic competence, 2) _____ competence, 3) _____ competence, and fluency.
- The National English Curriculum is designed to promote the students' overall language ability, which is composed of five 4) _____ components: language skills, language knowledge, 5) _____, learning strategies and cultural understanding.
- Classification of question types varies from person to person. For example, one type of classification makes a distinction between closed and open question; another category makes distinction between 6) _____ question and genuine question.
- One of the goals of teaching pronunciation is that pronunciation should be understandable to the listeners, which is called 7) _____.
- While a synonym is a word or expression which means the same as another word or expression, the 8) _____ of a word is a word which means the opposite. 9) _____ refer to words which can be grouped together under the same superordinate concept.

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7. Success of a speaking task is characterized by 10) _____ foreign talk, even participation, 11) _____ motivation and right language level.
8. In 12) _____ students themselves are given the chance to evaluate their own performance, using clear criteria and weighting systems agreed on beforehand. With 13) _____ students are engaged in assessing each other's work.
9. American psychologist 14) _____ has proposed the theory of multiple-intelligence.
10. When it comes to adapting teaching materials, McDonough and Shaw propose adding, deleting, 15) _____, simplification and reordering.

IV. Define the following terms briefly (20 points, 5 points each)

1. formative assessment
2. pragmatic competence
3. collocation
4. lower-order and higher-order questions

V. Discussion (20 points, 10 points each)

1. American historian H.B. Adams said, "A teacher affects eternity; he can never tell where his influence stops." How could a teacher play the role of moral educator in the English teaching so as to have an impact upon his or her students?
2. 《义务教育英语课程标准（2011年版）》提出以语言技能等五个方面共同构成英语课程总目标，其中之一是学习策略。简要评述学习策略的概念、分类、重要性，结合国内基础英语教学的现状探讨如何在英语教学中渗透学习策略的培养？举例一二。（本题用中文作答）。

VI. Sample Analysis (25 points) （本大题用中文作答）

案例 1

教学内容：《牛津小学英语》5A Unit 4 Halloween 综合板块教学

以下片段选自某课堂实录（片段中 T 指教师，S 指学生）。请评析。

T: Hello, boys and girls, do you know what holiday is coming? It's a very traditional western holiday.

On that day, children are very happy, because they can get many sweets. What holiday is it?

Ss: It's Halloween.

T: Great! Last time, I told you to look through some information about Halloween. Right?

Ss: Yes.

T: Now, it's the sharing time. First, you can discuss in groups. Share your information.

Group work

T: Ok. Time is up. Now, let's share in class. What have you got?

S1: We know Halloween is on the first of November.

S2: I know people usually play "Trick or Treat".

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S3: Children can get many sweets.

S4: People often wear different masks and knock on other's door.

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T: Wonderful! You know a lot from your classmates. Let's watch a video about this holiday.

Watch video

T: Now, boys and girls, we all know people will play "Trick or Treat" on that day. Do you know how to play it?

S: Knock on people's door.

S: Say "Trick or Treat".

S: If they give the candies, children will go. If they don't give, children will play tricks.

T: Well done! So, do you want to play this game?

Ss: Yes! (loudly)

Play happily in class

案例 2

教学内容：初中英语写作中的连接词教学

背景：在写作教学中教师特别强调连接词的使用。本案例中教师布置学生一次写作任务，以下是他们真实语言表达，但教师在批阅中并未给予纠正和指导。

请指出：有哪些问题？错误原因是什么？如何纠正？有哪些有效方法指导学生连接词使用？

S1: My father decided to stop smoking. He didn't want to die of lung cancer.

S2: Lucy has been to the Great Wall, I haven't been there even once.

S3: We enjoyed our visit to my grandma's house. After an hour's drive, then we arrived at my grandma's home. First, I gave some presents to my grandma, she was very happy. Second, I began to help her to prepare lunch. Because I was not good at cooking, so I do some dishes cleaning. Finally, we had lunch together. It was very delicious...

VII. Teaching Design (40 points)

请根据以下信息和语言素材进行教学设计（本题用英文作答）。

设计任务：阅读以下信息和语言素材。本节课你将利用此素材教授定语从句。请根据学生情况设计针对此素材的教学目标，以及实现该目标的课堂活动。

学生背景：本班为普通中学高一年级的学生，班级人数为 40 人。多数学生已具备一定的英语语言能力。学生能够积极参与课堂活动，合作意识较强。

教学时间：45 分钟。

教学设计需包括：

- 教学目标；
- 教学步骤、时间安排及设计意图；
- 教学活动方式、具体内容及设计意图。

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A NIGHT THE EARTH DIDN'T SLEEP

Strange things were happening in the countryside of northeast Hebei. For three days the water in the village wells rose and fell, rose and fell. Farmers noticed that the well walls had deep cracks in them. A smelly gas came out of the cracks. In the farmyards, the chickens and even the pigs were too nervous to eat. Mice ran out of the fields looking for places to hide. Fish jumped out of their bowls and ponds. At about 3:00 am on July 28, 1976, some people saw bright lights in the sky. The sound of planes could be heard outside the city of Tangshan even when no planes were in the sky. In the city, the water pipes in some buildings cracked and burst. But the one million people of the city, who thought little of these events, were asleep as usual that night.

At 3:42 am everything began to shake. It seemed as if the world was at an end! Eleven kilometres directly below the city the greatest earthquake of the 20th century had begun. It was felt in Beijing, which is more than two hundred kilometres away. One-third of the nation felt it. A huge crack that was eight kilometres long and thirty metres wide cut across houses, roads and canals. Steam burst from holes in the ground. Hard hills of rock became rivers of dirt. In fifteen terrible seconds a large city lay in ruins. The suffering of the people was extreme. Two-thirds of them died or were injured during the earthquake. Thousands of families were killed and many children were left without parents. The number of people who were killed or injured reached more than 400,000.

But how could the survivors believe it was natural? Everywhere they looked nearly everything was destroyed. All of the city's hospitals, 75% of its factories and buildings and 90% of its homes were gone. Bricks covered the ground like red autumn leaves. No wind, however, could blow them away. Two dams fell and most of the bridges also fell or were not safe for travelling. The railway tracks were now useless pieces of steel. Tens of thousands of cows would never give milk again. Half a million pigs and millions of chickens were dead. Sand now filled the wells instead of water. People were shocked. Then, later that afternoon, another big quake which was almost as strong as the first one shook Tangshan. Some of the rescue workers and doctors were trapped under the ruins. More buildings fell down. Water, food, and electricity were hard to get. People began to wonder how long the disaster would last.

All hope was not lost. Soon after the quakes, the army sent 150,000 soldiers to Tangshan to help the rescue workers. Hundreds of thousands of people were helped. The army organized teams to dig out those who were trapped and to bury the dead. To the north of the city, most of the 10,000 miners were rescued from the coal mines there. Workers built shelters for survivors whose homes had been destroyed. Fresh water was taken to the city by train, truck and plane. Slowly, the city began to breathe again.