

江苏大学
硕士研究生入学考试样题

A 卷

科目代码: 821

科目名称: 中学英语教学论

满分: 150 分

注意: ①认真阅读答题纸上的注意事项; ②所有答案必须写在答题纸上, 写在本试题纸或草稿纸上均无效; ③本试题纸须随答题纸一起装入试题袋中交回!

I. Tell the following statements True (T) or False (F). (20 points, 2 points each)

1. A word has to be encountered at least seven times in different contexts/tasks before it can be learned by the students.
2. Learning grammar itself is not the ultimate goal of learning a foreign language.
3. Conscious understanding of the grammatical rules is not helpful for producing the related structure.
4. Vocabulary is supposed to be taught in chunks, which is also referred to as pre-fabricated formulaic items.
5. Languages consist of "words" with equivalents from one language to another.
6. Grammar practice is generally divided into two categories, mechanical practice and communicative practice, between which there is a clear cut.
7. The more language the learners are exposed to, the more they are likely to learn.
8. If students get enough chance to practice using a foreign language, they do not need to learn grammar.
9. Listening is an active skill.
10. Good health and hygiene is one of morality education.

II. Choose the appropriate answer from the given ones. (20 points, 2 points each)

1. What category does the following description fall into in relation to the quality of learners? "They prefer to listen to the teacher more than work with others or work alone. They trust the teachers and need teachers to give them guidance. They feel secure when learning with the teacher."
A. Reflective learners B. Auditory learners C. Group learners D. Authority-oriented learners
2. Audio-lingual teaching method is developed on the basis of _____. (from 2015)
A. cognitive theory B. constructivist theory C. behaviourist theory D. socio-cognitive theory
3. _____ meaning of a word or a lexical item refers to those words that we use to label things as regards real objects in the physical world. (from 2015)
A. Connotative B. Denotative C. Collocational D. Pragmatic

4. The three Ps in PPP teaching model respectively stands for _____. (from 2016)
- A. practice, presentation and production B. production, practice and presentation
C. presentation, practice and production D. practice, production and presentation
5. There are two kinds of stress in teaching pronunciation, one is _____ stress; the other is sentence-level stress. (from 2016)
- A. syllable-level B. morpheme-level C. sound-level D. word-level
6. Which of the following activities is aimed at promoting productive skill?
- A. Writing letters B. Listening to BBC news broadcasts C. Watching movies D. Reading novels
7. Which of the following writing tasks is least communicative?
- A. Writing a letter to your parents to tell them your life on campus.
B. Writing by following the given title: A Day in the Factory.
C. Writing an email to your friend to tell him how well you are going on recently.
D. Writing a book review to tell your teacher how well you understand it.
8. Words which can be grouped under the same superordinate concept are referred to _____.
- A. hyponyms B. synonyms C. antonyms D. synopsis
9. The strategy of relating the given information to what we have known about the world is frequently used in reading to help with comprehension. This strategy is often named as _____.
- A. making references B. making inferences C. making predictions D. making implications
10. To develop learners' oral skill, language teachers usually prepare their speaking activities in the sequence of _____.
- A. structural communication activities, quasi-communicative activities, and semi-controlled communication activities
B. controlled communication activities, structural communication activities, and social interaction activities
C. structural communication activities, quasi-communicative activities, and functional communication activities/social interaction activities
D. quasi-communicative activities, semi-controlled communication activities, and functional communication activities/social interaction activities

III. Interpret the following terms. (20 points, 5 points each)

1. productive vocabulary
2. connotative meaning
3. top-down listening model
4. process approach to writing

IV. Answer the following questions briefly. (40 points, 10 points each)

1. What moral values are supposed to be promoted in the teaching of English?
2. What kind of things can be included if portfolio assessment is used?
3. Based on Reid research, eight types of learners are identified. What are they?

4. What are the major principles for teaching speaking?

V. In recent years, when discussing some new approaches to teaching grammar, Pennington (2002: 92-93) proposed a synthesis approach to grammatical pedagogy. She emphasized that grammar teaching should be “collocational, constructive, contextual and contrastive”. How do you understand her proposal and how useful do you think this proposal is in guiding grammatical teaching? (20 points)

VI. Design lesson plans or activities as required. (30 points)

1. The following box contains a short reading text for senior high school students. New words are highlighted by underlines. Please design an activity to present these new words to your students. You are expected to describe the activity clearly, demonstrate how to carry out the activity and tell why you design it as so. (15 points)

Earthquake Kills Hundreds

The region of Qasvin, Western Iran, was hit by a huge earthquake yesterday. The quake, measuring 6.3 magnitude, came just minutes after a warning had been given by scientists. The short notice gave local people little or no time to escape to an area of safety.

The quake has caused serious damage. There are collapsed buildings everywhere and many people are believed to be buried under rubble. Earlier, a massive rescue operation was being organized to find survivors. Teams of experts from China, Germany, Russia and Spain are being flown to Iran to help with the rescue. They are expected to arrive in the region soon.

2. Suppose you have just presented the second conditional clause structure (If ..., ...) to Junior 2 students. Please design practice activities to consolidate and promote the students' use of the structure. The activities had better demonstrate three types of communication: controlled communication, semi-controlled communication and free communication. Clear description of each communication will be highly valued. (15 points)