

江西财经大学

2019-2020学年度第一学期期末试卷

考试课程：《大学英语》

考核类型：考试 B 卷

考试形式：闭卷

出卷教师：

考试专业：英语

考试班级：

I. Filling blanks (20%, 1'×20=20')

Directions: In this section there are 11 statements with 20 blanks. You are to fill each blank with appropriate word/words.

1. The (1) _____ view of language sees language as a linguistic system made up of various subsystems. The (2) _____ view not only sees language as a linguistic system but also a means for doing things.
2. Hedge discusses five main components of communicative competence. Namely, linguistic competence, (3) _____ competence, discourse competence, (4) _____ competence, and fluency.
3. A task has four main components: a purpose, a (5) _____, a process and a (6) _____.
4. The teacher should play as a (7) _____ when students are not sure how to start an activity, or what to do next, or what to say next.
5. A good lesson planning should be guided by the principle of (8) _____, which means the contents and tasks planned for the lesson should be within the learning capability of the students.
6. In real language use we use all skills, including the (9) _____ skills of listening and reading, and the (10) _____ skills of speaking and writing.
7. The most common student groupings are whole class work, (11) _____ work, (12) _____ work, and individual study.
8. Pre-listening activities should aim to motivate students, to activate their prior knowledge, and to teach key words or key structures to the students before listening begins so that students are affectively, (13) _____ and (14) _____ prepared for the listening task.
9. (15) _____ means reading quickly to get the gist; (16) _____ means to read to

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locate specific information.

10. Grammar practice is usually divided into two categories, (17) _____ practice and (18) _____ practice.
11. The main procedures of process writing include creating a motivation to write, brainstorming, mapping, free writing, (19) _____, drafting, editing, (20) _____, proofreading and conferencing.

II. True or false (10%, 1'×10=10')

- () 1. The development of professional competence for a language teacher involves language training, learning, practice and reflection.
- () 2. Making errors will lead to bad habit formation, so we should correct them whenever they occur.
- () 3. Students have to grasp the relationships between communicative functions and sentences structures so as to communicate properly in real life.
- () 4. Any tasks for practicing speaking should reflect the special characteristics of spoken language.
- () 5. If you first identify the topic, purpose and structure of the text and then make guesses, predictions during reading, you are using the “bottom-up” approach.
- () 6. If students get enough chance to practice using a foreign language, they do not need to learn grammar.
- () 7. Micro planning involves obtaining knowledge about the students, the institution and other features of the teaching context. Macro planning involves deciding what and how to teach in the classroom.
- () 8. Effective readers read phrase by phrase, rather than word by word.
- () 9. The ultimate goal of discipline is to make more effective learning possible, but discipline does not guarantee learning.
- () 10. In order to foster competent language users, teachers should require their students to achieve native-like pronunciation.

III. Choose the best answer (10%, 1'×10=10')

1. What role does the teacher play in the deductive presentation of grammar?

- A. Instructor
 - B. Prompter
 - C. Participant
2. What are the most important parts of a lesson plan?
- A. Textbooks and classroom aids.
 - B. Anticipation of problems and flexibility in dealing with them.
 - C. Objectives of the lesson and procedures to achieve them.
3. Which of the following activities is most likely interactive?
- A. Mimicking
 - B. Role play
 - C. Problem solving
4. Which of the following grammar activities is inductive?
- A. The teacher first presents the grammar on the screen, gives explanation and then asks the students to do completion exercises.
 - B. The teacher first presents a dialogue and then asks the students to read and work out the grammar rules from it.
 - C. The teacher arranges the students into pairs to do drilling practice.
5. Which of the following writing activities reflect process-orientation?
- A. Asking the students to write an essay parallel to the text they have learned.
 - B. Asking the students to peer edit their first draft.
 - C. Asking the students to arrange the scrambled sentences into a paragraph.
6. Which of the following activities can be used to get the main idea of a passage?
- A. reading to fill in the charts
 - B. reading to sequence the events
 - C. reading to decide on the title
7. How can we help students to memorize a new word more effectively?
- A. Put the new word in a context, relate it to known words, and use illustrations.
 - B. Pre-teach the new word of a text, pronounce it correctly, and group it.
 - C. Put the new word in a list of unconnected words with illustrations.
8. When we ask the students to do predicting tasks in listening, we should let students read/hear the listening comprehension questions ____.

- A. before they listen
 - B. while they are listening
 - C. after their listening
9. Teachers need to help students to be able to use cohesive devices in reading and writing texts in order to build up their ____.
- A. linguistic competence
 - B. discourse competence
 - C. Pragmatic competence
10. According to Jane Willis, the components of the framework of Task-Based Learning (TBL) include ____.
- A. exercises, exercise-tasks and tasks
 - B. presenting new language items, time and learning culture
 - C. Pre-Task, Task Cycle and Language Focus

IV. Problem Solving (30%, 10'×3=30')

*Directions: Below are three situations in the classroom. Each has a problem. First, identify the problem. Second, provide your solution according to the communicative language teaching principles. You should **elaborate** on the problem(s) and solution(s) properly. Write your answer on the Answer Sheet.*

1. In a writing lesson, the teacher writes the topic “environmental Awareness” on the blackboard, and then asks the students to write an essay of 150 words in half an hour in class. Half an hour later, the teacher collects the writings.
2. At the practice stage of a grammar lesson, the teacher designs an activity with multiple choice questions to practice the grammatical items the students learned.
3. At the production stage of a speaking lesson, the teacher divides the students into 6 groups to do the discussion. And then the teacher retreats to a corner of the classroom to prepare for the next activity.

V. Lesson Planning (30%, 30')

Directions: You are required to write a 45-minute teaching lesson plan for the following text.

New Senior English for China Book 1, Unit 4: Earthquake

Reading: 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 traveling. 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.

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