试卷代号:1064

中央广播电视大学2001—2002学年度第一学期“开放本科”期末考试(开)

英语专业英语教学法(1)试题

2002年1月

注 意 事 项

一、将你的准考证号、学生证号、姓名及分校(工作站)名称填写在答题纸的规定栏内。考试结束后,把试卷和答题纸放在桌上。试卷和答题纸均不得带出考场。

二、仔细阅读题目的说明,并按题目要求答题。答案一定要写在答题纸的指定位置上,写在试卷上的答案无效。

三、用蓝、黑圆珠笔或钢笔答题,使用铅笔答题无效。

Design a lesson of 45 minutes for a group of senior middle school students using the text given. The main focus of your text is to train reading skills. Follow the steps below.

- **Make sure you understand the purpose of the text and design your tasks accordingly. That is to say, think about why the author wrote the text and for whom, and therefore why your students would read it.**
- **Design pre-reading, while-reading and post-reading tasks for the students.**
- **Include tasks to train the skills of skimming, scanning, reading for details and inferring the author's meaning.**
- **Include some vocabulary development tasks. Decide if you need to teach any words before the students read the text. Decide if it is possible to use this text to train the students to work out some words from the context.**
- **Decide if it is necessary for you to give information to or elicit information from the students about the topic before the text is read.**
- **Your post-reading task(s) should be appropriate to the purpose of the text and should consolidate the language learnt from it.**

1 Fill in the first page of your answer sheet with a brief description of each activity and give the purpose(objectives) of each one

2 Make sure each activity is in the correct place on the form: pre-, while-, or post-reading stage

3 Make sure all your activities are numbered

4 On the next pages write out each activity in full, making sure that each one is numbered again Include all the questions asked or tasks that the students have to follow, so that your examiner can see exactly what the students will do

5 Include clear instructions for each activity: the interaction patterns (whole class/plenary, pairs, size of groups, individual), an approximate timing, and how the answers are to be checked, etc

6. Include an answer key for all the activities that have set answers, but not for those that are left open

The Global Village

What do you think the term *global village* means?

More and more often, the term *global village* is used to describe the world and its people In a typical village, however, everyone knows everyone else and the people face the same kinds of problems How can the world be a village, when it is home to almost 6 billion people? Political and technological changes in the past century have made the global village possible

Political changes The years following World War II seemed to promise peace and more equality among people For example, the United Nations was founded in 1945 to help countries resolve disputes peacefully This promise was soon shattered, however, by the Cold War—tension between the United States and the former Soviet Union These two superpowers engaged in an arms race, spending huge sums of money on weapons The other nations of the world were split into two "sides", and the world was frozen in a perpetual state of hostility, seemingly on the brink of destruction

It was not until the collapse of the Soviet Union and Eastern Europe between 1989 and 1991 that the Cold War ended and the political climate changed The end of Cold War tension made the global village more politically possible by opening new channels of communication between nations

Technological changes Technologically, the greatest contributor to the global village is the microchip—an electronic circuit on a tiny chip The microchip had made satellites and computers possible These forms of high-tech communications allow news and ideas to travel quickly from country to country, making people aware of their neighbors around the globe in dramatic new ways Through the Internet, we can get information from computers any-where and carry on electronic conversations with people everywhere Through television programs transmitted by satellite, we are exposed to many cultures

What will happen as we move into the twenty-first century and beyond? Almost certainly the development of the global village will continue Not only is this possible, but the challenges that the world faces—for example, pollution, population growth, and conflicts among peoples—will make it necessary

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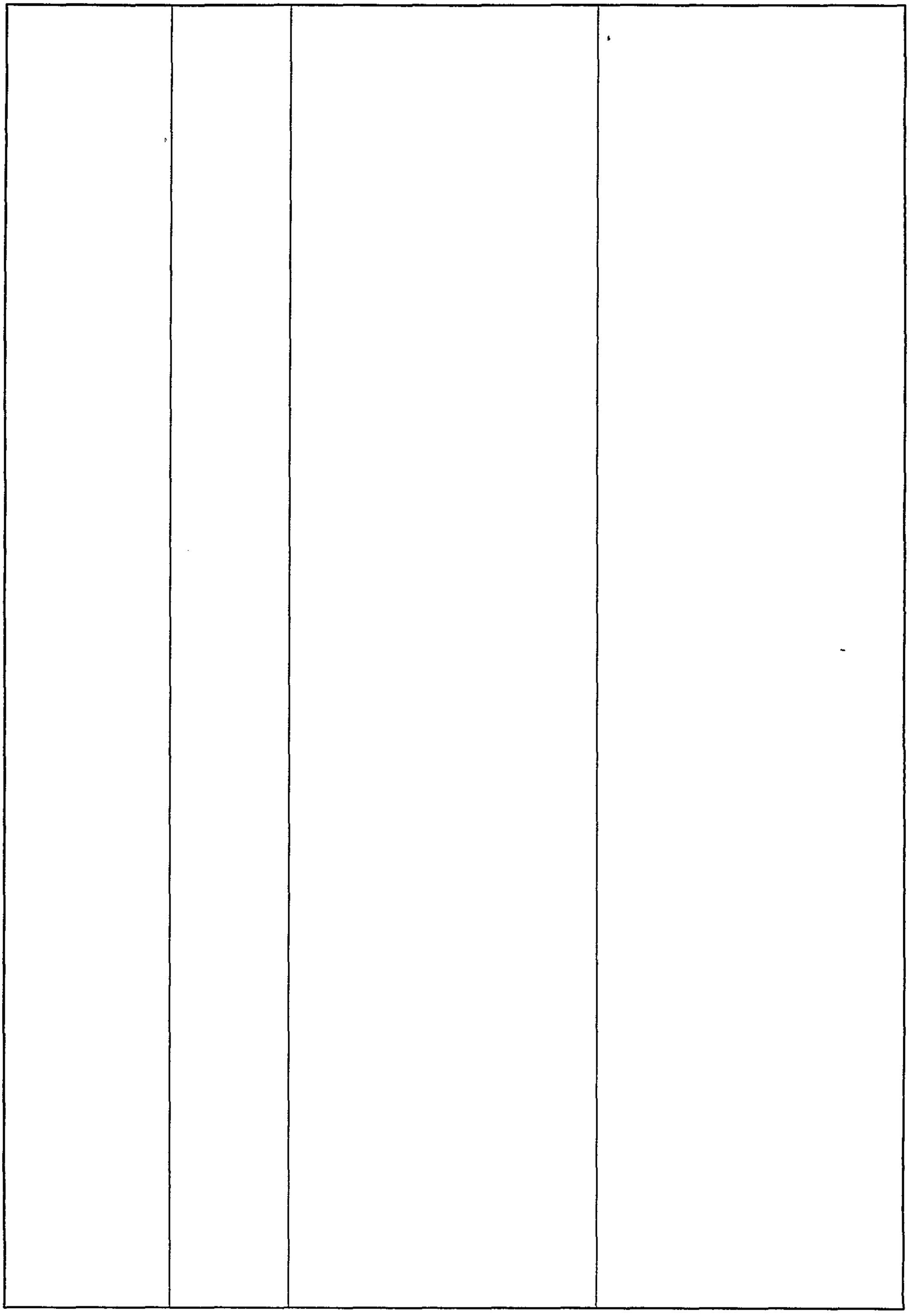
英语专业英语教学法(1)试题答题纸

2002年1月

得　分	评卷人

Designing a Reading Lesson

Stage	Number of activity	Name of Activity (including timing)	Purpose of activity (objectives)
Pre-reading			



While-reading			

Post-reading			

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英语专业英语教学法(1)试题答案及评分标准

(供参考)

2002年1月

The candidate has...	**score**	**score given**
• Designed **pre-reading activities (or activity)**	2	
-marked these clearly on the form	2	
-given their objectives	2	
-written the activities out in full on the answer sheet	2	
-given them an appropriate timing	2	
-designed pre-reading activities appropriate to the text	4	
• Designed **while-reading activities**	2	
-marked these clearly on the form	2	
-given their objectives	4	
-written the activities out in full on the answer sheet	2	
-given them appropriate timing	2	
-designed while-reading activities appropriate to the text	6	
• Designed **post-reading activities (or activity)**	2	
-marked these clearly on the form	2	
-given their objectives	2	
-written the activities out in full on the answer sheet	2	
-given them appropriate timing	2	

-designed post-reading activities appropriate to the text	4
-designed post-reading activities that consolidate the language taught in the text	2
• Included a key if it is appropriate, or not if not appropriate	2
• Given the interaction patterns for every activity	2
• Given interaction patterns suitable fo the activities	4
• Designed activities interesting for the students	6
• Included the training of skimming skills	4
• Included the training of scanning skills	4
• Included the training of reading for detail	4
• Included the training of inferring the author's meaning	4
• Included appropriate vocabulary development skills	4
• Given clear instructions for a teacher to follow	4
• Numbered all the activities clearly	2
• Used a wide variety of activities	6
• Shown that s/he has understood the teaching methodology taught in this course by applying the principles of the Communicative Approach	6
Total	100

Guidance for Markers

This text is obviously an expository, trying to explain what the term global village means and the two main factors that make the development of the global village possible Skimming and scanning exercises may be involved in the reading process

Pre-reading

One of the pre-reading activity would be to find out if students have ever heard about and what they have already known about the global village Questions may lead to group discussion, eliciting students 'prediction and imagination of what the global village is like and what people do in it

Some terms and words related to politics and technology might be introduced to help the students predict the content of the text

While-reading

This is a well-organized text and suitable for skimming exercise to answer students 'prediction The students will get the general idea of the text without any difficulty

Scanning could be used to find specific information in the text, working out the meanings of the terms and words related to politics and technology, filling in a table with missing information, answering precise questions, correcting T/F statements, etc

Vocabulary learning: Certain terms and words related to politics and technology like the Cold War, the superpowers, microchip, etc seem to be difficult, but should not be taught or even explained in advance These are good examples of words that can be worked out from the text

Post-reading

It would be natural for the students to use the information and words, as well as the way to explain things gained from the text in one way or another Students may talk about the village in some specific aspect, for example, the Olympic Village for athletes all over the world The question in the last paragraph may lead to further discussion or argument among the students as to possibility or difficulties and problems in the process of developing the global village