The Application of Multimodal Teaching Approach to Reduce Foreign Language Anxiety

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ABSTRACT

Foreign language anxiety is a distinctive psychological phenomenon that occurs during the process of second-language acquisition and has a significant impact on language learning. Horwitz (1986) posits that foreign language anxiety is a manifestation of self-perceptions, behaviors, emotions, and beliefs that are related to foreign language learning in the classroom setting. Students' poor performance and heightened anxiety remain significant concerns in the field of language education. In recent years, multimodal discourse analysis has been increasingly applied in foreign language education, with scholars recognizing its potential to improve students' motivation and confidence, as well as their academic achievement. The purpose of this study was to investigate the effects of multimodal teaching on reducing foreign language anxiety. Eight students from a middle school with similar English proficiency were selected as participants, with four students in the control group and four in the experimental group. The experimental group received instruction through a multimodal teaching approach, while the control group received traditional teaching methods. The pre-test consisted of the students' final English exam from the previous semester, and a post-test was administered one week later to assess their acquisition of new vocabulary. Additionally, the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire was administered after each test. The results of the study indicate that multimodal teaching can not only enhance students' academic performance, but also mitigate their foreign language anxiety, particularly in regard to negative evaluation fears.

1. Introduction

The middle school stage in China is a crucial period for students to develop their second-language proficiency. During this time, students encounter increasingly challenging tasks, including expanding their vocabulary, improving reading skills, and mastering grammar points. This can result in

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elevated levels of anxiety and fear among students with varying abilities in English language learning. This Foreign Language Learning Anxiety (FLLA) can cause students to lose their motivation and passion for learning the language, leading to a reluctance to speak in class (Scovel, 1978). The common fears among students include being ridiculed for making mistakes and facing criticism from teachers. This results in students becoming nervous and anxious when called upon to answer questions in class. FLLA often leads to stammering and a lack of confidence in speaking, making it difficult for students to effectively apply their language skills (Yu, 2021). Traditional teaching methods, consisting of chalk, blackboards, and radios, are no longer sufficient to meet the demands of language education. With the ongoing education reform, the implementation of multimodal teaching methods has become increasingly prevalent. This approach integrates various mediums, such as sound, images, and text into the English language curriculum, moving beyond the traditional methods of chalkboard writing and note-taking. Multimodal teaching can stimulate students' visual and auditory senses, improve their engagement and motivation, and reduce anxiety levels. Additionally, this approach can enhance the practical application of language skills (Magnusson & Godhe, 2019).

Despite the extensive research conducted on foreign language learning anxiety (FLLA) and multimodal teaching, there remains a dearth of empirical studies exploring the impact of multimodal teaching in mitigating foreign language anxiety. Consequently, the purpose of this research is to address this research gap by undertaking an empirical investigation. The structure consists of five sections. The first section is the Introduction. This section primarily introduces the background, objectives, theoretical foundation, practical significance, and overall structure of the research. The second section is the Literature Review. This section mainly discusses the multimodal theory, its positive impact and application in English language teaching, and its theoretical support in this research. The third section is the Research Methodology. This section elaborates on the research questions, research subjects, research tools, research process, data collection. The fourth section is the Results and Discussion. This section analyzes the data collected through testing results and survey questionnaires, presents the findings, and engages in a discussion of the results. The fifth section is the Conclusion. This section summarizes the main findings of the research, highlights the insights gained, acknowledges the limitations of the study, and provides suggestions for future research.

2. Literature review

2.1 Research on multimodal teaching

The Multimodal Discourse Analysis (MDA) theory emerged in the 1990s and has since received extensive attention from scholars. The first notable contribution to the field was made by Barthes (1997), who introduced the MDA theory in his book "Rhetoric of the Image," where he analyzed the relationship between images and discourse expression, thus laying the foundation for the MDA theory. O'Toole (1994) furthered the MDA research with his book "The Language of Displayed Art," using systemic functional linguistic grammar theory to analyze images. Kress and Van Leeuwen (1996) also made significant contributions to the MDA field. Royce (2002) explored the complementarity of different modes in multimodal discourse and their application in foreign language classes.

There have been several key works in the field of MDA, including "Analyzing Multimodal Interaction—a methodological framework" by Norris (2004), which provides a framework for analyzing multimodal discourse in actual communication. "Introduction to Multimodal Analysis" by Ledin and Machin (2007) summarizes the comprehensive and systemic MDA theory developed since the 1990s. "Multimodal and Genre: A Foundation for the Systematic Analysis of Multimodal Documents" by Bateman (2008) provides in-depth insights into the principles and modes of multimodality in written discourse analysis, supported by concrete examples. Li (2003) was the first to introduce MDA in China with his book "Social Semiotics Analysis of Multimodal Discourse," which introduced Kress and Leeuwen's MDA framework. Zhu (2007) studied MDA from the perspective of systemic functional linguistics and provided a theoretical basis and analysis method in his paper "The Theory Base and Analysis Method of MDA."

In addition to these key works, several researchers have focused on the application of MDA in English language education, including Liu (2014), Qin (2014), Luo and Zhao (2009), and Zhao (2013) who applied MDA in university English classes, and Fang & Li (2013), and Zhang (2010) who conducted

validation studies on the application of multimodal courseware in English vocabulary teaching at the middle school level. Hu (2007) differentiated between multimodal semiotics and multimedia semiotics and introduced the concept of computer semiotics, which has both media and modality characteristics. Gu (2007) established his own MDA framework based on Scolion's Multimodal Discourse Analysis Theory (MDAT). Additionally, Fang and Li (2013) as well as Zhang (2010) conducted validation studies on the utilization of multimodal courseware in the teaching of English vocabulary in middle schools. Meanwhile, Liu (2014) and Qin (2014) explored the application of multimodal discourse in teaching English vocabulary. Finally, Luo and Zhao (2009) and Zhao (2013) integrated the multimodal discourse analysis theory into university-level English classes.

2.2   Research on foreign language anxiety

The study of foreign language learning anxiety began to receive significant attention in educational psychology during the early 1940s. By the 1970s, scholars abroad were increasingly focused on the issue, and most of the research conducted during this period centered around the correlation between students' anxiety levels and their academic achievement. However, previous studies were unable to provide a definitive explanation of the relationship. Horwitz (1986) identified two reasons for this problem: a lack of a clear definition of anxiety in the context of foreign language learning and the absence of a reliable and valid scale to measure foreign language anxiety.

In the 1980s, two major advancements were made in the field of foreign language learning anxiety. Horwitz (1986) first defined the concept of foreign language anxiety as a combination of self-perception and beliefs arising from the foreign language learning process and classroom environment. Gardner and MacIntyre (1993) later classified anxiety in foreign language learning into three categories: state anxiety, trait anxiety, and context-specific anxiety. Horwitz (1986) further refined this classification by categorizing foreign language learning anxiety into communicative apprehension, test anxiety, and negative evaluation anxiety, which is now widely accepted by scholars both domestically and internationally. The second breakthrough in the field was the development of the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, which marked a new phase in the study of foreign language learning anxiety. The scale consists of 33 questions designed to measure test anxiety, communication fear, and negative evaluation fear. Since its introduction, the FLCAS has been widely used in empirical research by many scholars.

Chinese research on foreign language learning anxiety has primarily focused on the study of English learning anxiety. Wang (2003) conducted a comprehensive review of foreign language learning anxiety over the past 30 years, while Feng (2004) found that students with moderate communicative anxiety levels had higher grades. Chen (2008) observed that the anxiety levels of low-level English learners were generally higher than those of ordinary students. Guo and Fan (2009) conducted a survey of English writing anxiety among academically challenged students, middle-level students, and high-level students and found that English writing anxiety was prevalent among all three groups. Finally, Gao (2010) noted that the study of anxiety in English listening was still in its early stages and called for further research in this area.

A review of prior studies on the impact of multimodal teaching on junior high school English vocabulary instruction reveals that the majority of empirical research has yielded positive results. However, much of this research has been limited in scope, focusing primarily on the enhancement of students' motivation and vocabulary achievement through the use of multimodal teaching methods. While the benefits of such approaches are clear, there is a need for further exploration into the specific effects of multimodal teaching strategies on FLLA. Thus, this study tries to explore the effects of multimodal teaching on reducing foreign language anxiety.

3.   Methodology
3.1   Research purpose and questions

The present study adopts a multimodal discourse analysis framework and aims to provide a theoretical basis for the use of multiple modes in language teaching. The study aims to investigate the impact of the multimodal teaching approach on reducing foreign language anxiety and improving vocabulary acquisition and application among students. The study seeks to address the following

research questions: 1. What is the effect of the multimodal teaching approach on reducing foreign language anxiety among students? 2. How does the multimodal teaching approach influence vocabulary acquisition and application among students? The aim of the study is to inform teachers about the benefits of incorporating a multimodal approach in their teaching, thus enhancing the effectiveness of language teaching and reducing language anxiety among students.

3.2 Research procedures

The research procedures consist of pre-test, the first questionnaire, teaching experiments, post-test, the second questionnaire, and data processing and analysis.

3.2.1 Pre-test

The pre-test is the final English exam which was held at the end of last semester. It aimed at testing the degree of students' mastery of English on the whole after one semester. The final exam contains five parts: listening, choice, cloze, reading comprehension, and writing.

3.2.2 Traditional teaching approach practice

There are five class hours for the control group in a week. Traditional vocabulary teaching steps: 1. Ask students to preview target vocabulary before class; 2. Lead in the vocabulary in class; 3. Teach and practice pronunciation; 4. Explain Chinese meaning; 5. Give examples; 6. Teach the derivative vocabulary; 7. Do the vocabulary exercise; 8. Assign the homework.

3.2.3 Multimodal teaching approach practice

The experimental group received five hours of instruction per week following the following procedures for the implementation of the multimodal vocabulary teaching method:

1. Prior to class, students were assigned target vocabulary for self-study;

2. During class, students demonstrated their self-study outcomes through group work and independent presentation by a designated representative;

3. Teachers reviewed, supplemented, and explained the students' self-study outcomes;

4. Utilizing pre-designed multimodal symbol resources, teachers engaged in a multimodal interaction with students through questions and answers;

5.Teaching tasks such as word replacement, matching exercises, word guessing, sentence formation, among others, were designed to evaluate students' learning outcomes;

6. Teachers provided feedback on completed tasks;

7. The content and difficulties were summarized;

8. Homework was assigned.

3.2.4 Post-test

After a one-week teaching experiment, students in both the control group and experimental group were administered a vocabulary test to assess the effectiveness of the different teaching approaches. The vocabulary test consisted of six parts: word distinction through listening, word association, spelling, multiple choice, word formation, and word filling.

3.2.5 Questionnaire

The Foreign Language Classroom Anxiety Scale (FLCAS) was conducted twice, before and after the teaching process. The FLCAS, developed by Horwitz (1986), contains 33 questions and measures anxiety levels across four dimensions: general anxiety, test anxiety, communication apprehension, and fear of negative evaluation. Ten items (1, 3, 5, 9, 13, 14, 17, 20, 24, 32, 33) pertain to communication apprehension, three items (8, 10, 21) pertain to test anxiety, ten items (7, 11, 12, 16, 18, 22, 23, 25, 27, 28, 31) pertain to fear of negative evaluation, and ten items (2, 4, 6, 15, 19, 26, 29, 30) pertain to general anxiety. The questionnaire was scored using a Likert 5-point scale, with "completely disagree" scoring 1 point, "basically disagree" scoring 2 points, "barely agree" scoring 3 points, "basically agree" scoring 4 points, and "completely agree" scoring 5 points. Nine items (2, 5, 8, 11, 14, 18, 22, 28, 32) required reverse scoring, where "completely disagree" scored 5 points, "basically disagree" scored 4 points, "barely agree" scored 3 points, "basically agree" scored 2 points, and "completely agree" scored 1

point. The total score on the questionnaire ranges from 33 to 165, with higher scores indicating a higher degree of anxiety.

4. Results and analysis
4.1 Analysis on questionnaires
4.1.1 The first questionnaire analysis
Table 4.1
The statistical result of the first questionnaire

The first questionnaire		
Classification	Group	Average
Test anxiety	Experimental Group	9.5
	Control Group	9
Communication apprehension	Experimental Group	37.5
	Control Group	35.5
Negative evaluation fear	Experimental Group	21
	Control Group	21.5
General anxiety	Experimental Group	28.5
	Control Group	29
Total	Experimental Group	96.5
	Control Group	95

According to Horwitz's study (1986), the range of language learning anxiety can range from 33 to 165, with an average score of 96.5 and 95 in this study. This average is similar to the mean scores of 94.5 reported by Horwitz in 1991 and 96.7 reported by Aida in 1994. The subjects of the study were drawn from the same class and had comparable academic performance, which could explain the similarity in the results. The students who reported communication apprehension showed a reluctance to communicate or participate in class discussions. These students often expressed feelings of insecurity and embarrassment when speaking English in class, as indicated by their responses to questions such as "I never feel quite sure of myself when I am speaking in my English class" and "It embarrasses me to volunteer to answer in my English class." On the other hand, students who reported test anxiety experienced feelings of worry and fear before exams, and were often concerned about the possibility of failure or uncertain results. This is reflected in their responses to questions such as "I am usually not at ease during tests in my English class" and "I worry about the consequences of failing my English class." Evaluation is a regular occurrence in English classes and can be carried out by teachers or other students. While proper evaluation can aid in the learning process, students who fear negative evaluation are overly concerned with their image and performance. Such students may exhibit feelings such as "I am afraid that my English teacher is ready to correct every mistake I make," "I am afraid that the other students will laugh at me when I speak English," and "I often worry about what impression I give the others."

4.1.2 The second questionnaire analysis
Table 4.2
The statistical result of the second questionnaire.

The second questionnaire		
Classification	Group	average
Test anxiety	Experimental Group	7.5
	Control Group	9
Communication apprehension	Experimental Group	33
	Control Group	36
Negative evaluation fear	Experimental Group	16
	Control Group	21.5
General anxiety	Experimental Group	25
	Control Group	28.5
Total	Experimental Group	81.5
	Control Group	95

The results from table 4.2 demonstrate a decrease in overall language learning anxiety among participants in the Experimental Group. This supports the conclusion that the multimodal teaching approach has a positive impact on reducing foreign language learning anxiety. A noteworthy improvement was observed in the category of negative evaluation fear, which was the most efficiently alleviated. The multimodal teaching approach was characterized by a variety of classroom activities, group discussions, and public speaking opportunities, which served to enhance students' confidence and helped them overcome their fears.

4.2 Analysis on tests
4.2.1 Analysis on the final exam—the Pre-test
The first test is held before teaching experiment—the final exam, and here is the result.

Table 4.3
The score result of the pre-test.

Group	Above80 points	Below 80 points	Average points
Experimental Group	4	0	81
Control Group	4	0	82.5

From the above chart, we can see that the average scores of the two groups are almost the same and the score distribution of the two groups are also similar, thus the comparison of the two groups is guaranteed.

4.2.2 Analysis on the vocabulary test—the post-test
The experimental group adopts multimodal vocabulary teaching approach while the control group uses traditional vocabulary teaching approach. After one week, the two groups have a vocabulary test, which the students didn't know in advance.

Table 4.4
The score result of the pro-test.

Group	Above80 points	Below 80 points	Average points
Experimental Group	4	0	86.5
Control Group	3	1	79.5

From the above chart, we can see that mean score of control group taught with traditional vocabulary teaching approach is 79.5 while the mean score of experimental groups taught with multimodal vocabulary teaching approach is 86.5, thus it is obvious that the score of the experimental group is much higher than the control group.

4.3 Analysis and discussion about vocabulary test
From the data analysis of the students' vocabulary test during teaching experiment, we can see that there exists a distinct correlation between the score of students' vocabulary test and teaching approach. Here is the score result of six items of vocabulary test of the two groups:

Table 4.5
The score result of six items of vocabulary test.

Type	Listening	Word Connection	Word Spelling	Multiple Choice	Blanked Cloze	Word Formation
Experimental Group	14.5	15	15.5	17	15.5	9
Control Group	11.5	13	17.5	15.5	14	8

The statistical analysis of the six items reveals that the greatest disparity in scores is observed in the ability to differentiate words through listening (score difference of 3), followed by the word association item (score difference of 2), and word spelling item (score difference of 2). The results indicate that the multimodal teaching approach has a significant impact on enhancing the students' listening proficiency. This approach effectively leverages the audio mode to provide exposure to standard pronunciation in the target language. Additionally, the increased score for the word

association item suggests that the integration of multiple symbolic modes facilitates a comprehensive presentation of vocabulary, including their meanings, collocations, and example sentences, thereby improving students' vocabulary retention. However, a lower score for the word spelling item (score difference of 2) compared to traditional vocabulary teaching approach raises concerns. The analysis suggests that the frequent word dictation practices employed in traditional teaching methods contribute to improved accuracy in word spelling. The multimodal vocabulary teaching approach may need to be reinforced to address the discrepancy in the accuracy of word spelling among students.

5. Conclusion

With the development of society, the ability to communicate in English becomes increasingly important. For middle school students, learning English effectively is crucial as a language and subject. Despite its benefits, English learning anxiety is commonly observed among middle school students, and high levels of anxiety can hinder students' development and education. To address this issue, teachers can leverage visual aids such as body movements, cartoon segments, bright colors, and humor to stimulate students' curiosity and increase their engagement. The application of multimodal discourse analysis in English classes has been proven to reduce students' language learning anxiety and improve their exam scores. However, this research has certain limitations that should be acknowledged. Firstly, the study does not consider external variables that may influence the vocabulary test scores of the students being tested. These variables include factors such as the students' gender, academic major, age, level of study motivation, and participation in after-class tutorials, among others. Secondly, the chosen sample for the study is limited to students from only two experimental classes who possess similar English proficiency levels. Therefore, the sample size is relatively small and may not accurately represent the entire student population within the same grade. To address these limitations, future research could expand the chosen sample to encompass the entire grade or multiple grades, thereby achieving a more representative sample. Additionally, conducting repeated teaching experiments across different grade levels would help validate the effectiveness of the multimodal teaching method. Furthermore, considering external variable factors such as students' gender, age, and participation in after-class study sessions would allow for the examination of potential correlations.

The research suggests that teachers could embrace multiple modes, recognize and value the different modes through which students can express themselves and comprehend information, and use verbal, visual, auditory, spatial, and gestural modes in learning activities. Teachers may also design assignments that allow students to demonstrate their understanding using different modes. For example, instead of a traditional written essay, provide options for students to create videos, presentations, or audio recordings to convey their knowledge and ideas.

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Appendix I Questionnaire
调查问卷

说明：亲爱的同学们，本次问卷的目的是调查你对多模态词汇教学的态度，此问卷仅与研究有关，与成绩无关。请同学们仔细阅读每一道题并根据自己的感受认真回答，本次问卷不记名，无正确答案，请不要有任何思想负担，非常感谢您的合作！

问卷填答指南：请根据自己的实际情况，按照每个字母所代表的含义，选择最符合你自己情况的选项并在此打"√"。

01. 在外语课说英语很没有信心 ＿＿＿＿＿＿＿＿＿＿＿＿＿
 1非常同意　2同意　3既不同意也不反对　4反对　5非常反对
02. 我不担心外语课上会犯错 ＿＿＿＿＿＿＿＿＿＿＿
1非常同意　2同意　3既不同意也不反对　4反对　5非常反对
03. 外语课上老师叫我时会感到不安 ＿＿＿＿＿＿＿＿＿＿＿＿
1非常同意　2同意　3既不同意也不反对　4反对　5非常反对
04. 外语课上没听懂老师用外语说什么会感到害怕
1非常同意　2同意　3既不同意也不反对　4反对　5非常反对
05. 即使上更多的外语课，我也不觉得受困扰
1非常同意　2同意　3既不同意也不反对　4反对　5非常反对
06. 上外语课时在想一些和课堂内容无关的事
1非常同意　2同意　3既不同意也不反对　4反对　5非常反对

07. 我总觉得同学的英语能力比自己好 _____
1非常同意　2同意　3既不同意也不反对　4反对　5非常反对

08. 对外语课上的一些小测验感到放松 _____
1非常同意　2同意　3既不同意也不反对　4反对　5非常反对

09. 外语课上做没有准备的发言时感到恐慌
1非常同意　2同意　3既不同意也不反对　4反对　5非常反对

10. 我担心外语课不能通过 _____
1非常同意　2同意　3既不同意也不反对　4反对　5非常反对

11. 我不懂为何有些人在外语课上会如此心烦不安
1非常同意　2同意　3既不同意也不反对　4反对　5非常反对

12. 外语课上很紧张以致知道的东西都忘了
　　　　　1非常同意　2同意　3既不同意也不反对　4反对　5非常反对

13. 在外语课上主动发言会使我感到尴尬 _____
1非常同意　2同意　3既不同意也不反对　4反对　5非常反对

14. 和外国人说英语不感到紧张 _____
1非常同意　2同意　3既不同意也不反对　4反对　5非常反对

15. 不理解外语老师纠错内容时会很不自在 _____
1非常同意　2同意　3既不同意也不反对　4反对　5非常反对

16. 对外语准备得很充分, 还是感到焦虑 _____
1非常同意　2同意　3既不同意也不反对　4反对　5非常反对

17. 经常感觉不想去上外语课 _____
1非常同意　2同意　3既不同意也不反对　4反对　5非常反对

18. 在外语课上发言很自信 _____
1非常同意　2同意　3既不同意也不反对　4不同意　5非常反对

19. 外语老师要纠正我错误时很害怕 _____
1非常同意　2同意　3既不同意也不反对　4不同意　5非常反对

20. 快被叫到回答问题时我会感到心跳得很厉害
1非常同意　2同意　3既不同意也不反对　4不同意　5非常反对

21. 外语考试准备得越多越觉得没底 _____
1非常同意　2同意　3既不同意也不反对　4不同意　5非常反对

22. 我不觉得课前做好准备会有压力 _____
1非常同意　2同意　3既不同意也不反对　4不同意　5非常反对

23. 我觉得其他同学的英语讲得比我好 _____
1非常同意　2同意　3既不同意也不反对　4不同意　5非常反对

24. 在其他同学面前说英语会很拘谨 _____
　　　　　1非常同意　2同意　3既不同意也不反对　4不同意　5非常反对

25. 外语课的进度很快, 我担心跟不上 _____
1非常同意　2同意　3既不同意也不反对　4不同意　5非常反对

26. 我上外语课比上其它课更紧张和不安 _____
1非常同意　2同意　3既不同意也不反对　4不同意　5非常反对

27. 在外语课上发言讲英语时会感到紧张和困惑
1非常同意　2同意　3既不同意也不反对　4不同意　5非常反对

28. 去上外语课的路上感到有信心 _____
1非常同意　2同意　3既不同意也不反对　4不同意　5非常反对

29. 没听懂外语老师讲的每一个词我会感到很不安
1非常同意　2同意　3既不同意也不反对　4不同意　5非常反对

30. 学外语要学那么多规则使人头疼 _____
1非常同意　2同意　3既不同意也不反对　4不同意　5非常反对

31. 说外语时担心别的同学取笑 _____
　1非常同意　2同意　3既不同意也不反对　4不同意　5非常反对

32. 和外国人在一起感到轻松自在 ＿＿＿＿＿＿＿＿＿＿＿＿＿＿
1非常同意　2同意　3既不同意也不反对　4不同意　5非常反对
33. 老师问事先没有准备的问题时感到紧张 ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
1非常同意　2同意　3既不同意也不反对　4不同意　5非常反对

Appendix II Test
Vocabulary Test
    I.   Choose the right word according to what you have heard. (15 points)
    1. quiet   quite
    2. strike   strict
    3. hair   hear
    4. keep   deep
    5. feel   fell
    6. wash   watch
    7. wish   dish
    8. bad   dad
    9. rain   ring
    10. seat   sit
    11. vacation   vocation
    12. state   skate
    13. race   rice
    14. pet   cat
    15. soup   soap

    II.   Match the word with its English meaning. (15 points)
    1. uniform   A. chance of surfing damage, loss, risk
    2. practice   B. tasty or yummy
    3. strict   C. to move behind in the same direction
    4. follow   D. to cause death or cause to die
    5. pet   E. piece of news or a request sent to sb.
    6. save   F. be eager to see sb.
    7. danger   G. an animal kept at home as companion
    8. kill   H. to do on regularly in order to gain skills
    9. wash   I. a question for consideration or an answer
    10. miss   J. a competition of speed
    11. delicious   K. make or keep safe (from lose, damage, etc.)
    12. race   L. demanding total obedience
    13. message   M. to clean with water
    14. problem   N. holiday or be off
    15. vacation   O. a certain type of cloth

    III.   Fill in the blanks with words. (20 points)
    1. Jim, don't always＿＿＿＿＿ (打架) with your desk mates.
    2. We shouldn't make a lot of noise in the ＿＿＿＿＿＿(走廊)
    3. My new English teacher makes some new ＿＿＿＿＿＿(规则)
    4. It's raining ＿＿＿＿＿＿(在外面)
    5. Students have to ＿＿＿＿＿＿ (穿) uniforms at school.
    6. Lily is a ＿＿＿＿＿ (可爱的) girl and many people like her.
    7. I would like to go to ＿＿＿＿＿ (澳洲) to see koalas with my family in   this winter.
    8. How many ＿＿＿＿＿(熊猫) can you see in the zoo?
    9. There are many flowers in the ＿＿＿＿＿ (公园). They are very
        beautiful.

10. My mother is _____ (做饭) dinner in the kitchen.

11. Wang Ming is so lazy that he doesn't w_____ his clothes every day.

12. Do you want to see the m_____ Let the Bullets Fly (《让子弹飞》)

13. He is good at math, so he is a c_____ boy.

14. Xiao Hong is my best friend and she is very f_____.

15. The house is new. You have to k_____ it clean.

16. The coat is d_____. You had better (最好) not wear it.

17. I think life is so i_____ that we should cherish (珍惜) our lives.

18. Liu Xiang is a famous p_____ and he is from Shanghai.

19. There is a big s_____ near our school; we often go there to buy   many things.

20. It often s_____ in the north of our country in winter.

IV.   Multiple Choice (20 points)

1. We usually make dinner in the _____.
A. bedroom   B. dining room   C. bathroom   D. kitchen

2. Can you play chess?
Yes, I _____. I often practice it on the weekend.
A. can't   B. need   C. can   D. have to

3. "Don't _____ to strangers on your way to school," Mother often _____ to me.
A. speak; tells   B. talk; speaks   C. talk; tells   D. speak; says

4. Don't _____ late for class.
A. is   B. be   C. arrives   D. was

5. There is a park _____ the house
A. up   B. at   C. on   D. outside

6. How do you like your English teacher?
I love her. She is really_____. She always has a smile on her face.
A. funny   B. scary   C. serious   D. friendly

7. Why don't you like pigs?
   Because they are _____.
A. cute   B. ugly   C. funny   D. smart

8. Are there any _____ in the tree?
A. birds   B. apple   C. orange   D. green leaves

9. The film is _____ interesting. We want to go and see it.
A. a kind of   B. kind of   C. kinds of   D. of kind.

10. What food do pandas eat?
     _____, I think.
A. Animals   B. Bamboos   C. Grass   D. Meat

11. The _____ is tall because it has a long neck.
A. tiger   B. lion   C. rabbit   D. giraffe

12. Now I'm in the _____. I want to borrow(借) some books.
A. poop   B. mall   C. shop   D. library

13. Andy tells us some very _____ news. All of us are very happy.
A. sad   B. exciting   C. dangerous   D. scary

14. My mother is fifty—two years old now, _____ she looks very young.
A. or   B. because   C. bur   D. so

15. _____ does it take to get to the school? About ten minutes.
A. How far   B. How many   C. How long   D. How often

16. It's _____ in Australia when it's summer in China.
A. cold   B. hot   C. winter   D. summer

17. _____ today?
     It's fine.

A.   How are you   B.   What's the weather like
C.   Who is on duty   D.   How old are you
18. It's _____ today. It's a good day to have a walk.
A. humid   B. clear   C. cloudy   D. rainy
19. I am going to Hainan with my family next month.
   _____!
A. Have a good time   B. Best wishes to you
C. Congratulations   D. You're welcome
20. Look! There are many people on the beach. They are _____ and happy.
A. relaxed   B. relaxing   C. relaxes   D. relax

V.   Banked Cloze (20 points)
bring, hall, arrive, listen, noise, favorite, animal, write, clean, play, watch, read,
see, sleep, sing, hot, warm, go, look, cook.
1. Where is Bob?
He _____ the violin in his bedroom now.
2. Is Kate doing her homework?
No. She _____ a letter to her pen pal.
3. What kind of _____ do you think are the cutest in the world?
Elephants.
4. Who is your _____ movie star?
I like Yang Mi best.
5. Can you _____ an iPad to my home? I need one.
6.   When do you _____ at my house?   In the evening.
7.   My new _____ can tell me the right time.
8.   The weather in Hainan is _____ all the year, so people like to have a
holiday in winter.
9.   How is it _____ in your new work?
Not too bad.
10.   They go to _____ the old people at the Old People's Home every week.
11.   I used to _____ some newspapers in the morning.

12.   Where is TF Boys' concert(音乐会)?
   At the music _____.
13. Tom, let's _____ the room now.
But I am doing my homework.
14. He isn't reading books. He _____ a song.
15. People like to go to beach in summer because it is too _____.
16. _____ out! The car is passing by you.
17. The restaurant is very big. There are too many _____ in it.
18. I like English very much, so I often _____ to English songs.
19. Don't take too loudly. The baby _____ in the living room.
20. It's too _____ at home. I can't do my homework.

VI.   Word Formation (10 points)
1. important _____(n.)
2. luck _____(adj.)
3. danger _____(adj.)
4. humid _____(opposite word)
5. young _____(opposite word)
6. child _____(plural)
7. noisy _____(adv.)
8. feel _____(n.)
9. terrible _____(adv.)
10. wind _____ (adj.)