|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Compare several viewpoints on Methods as a science.  Give reasons to confirm that Methods is an independent science | | |  | |  |
| 2 | The Grammar translation method. A Brief review on Foreign language teaching. The Direct method. Palmer’s method. | | |  | |  |
| 3 | Methods of Foreign Language teaching and it s relation to other sciences. | | |  | |  |
| 4 | Content of the foreign language teaching: psychological component b) linguistic component c)methodological component. | | |  | |  |
| 5 | Aims of teaching foreign languages. Educational aims. Cultural aims. Practical aim. | | |  | |  |
| 6 | What is  grammar – translation method ? Principles of the grammar – translation method. | | |  | |  |
| 7 | Compare the grammar – translation with the direct method and state the difference. Express your opinion on the direct method. | | |  | |  |
| 8 | Principles of Foreign Language. The principle of conscious approach. The principle of activity. The principle of visualization. | | |  | |  |
| 9 | Make a review of the main features of the contemporary methods. | | |  | |  |
| 10 | Compare several viewpoints on "methods" as a science.  Give reasons to confirm that “methods” is an independent science | | |  | |  |
| 11 | The Grammar translation method. A Brief review on Foreign language teaching. The Direct method. Palmer’s method. | | |  | |  |
| 12 | Compare the grammar – translation with the direct method and state the difference. Express your opinion on the direct method. | | |  | |  |
| 13 | The principle of conscious approach. The principle of activity. The principle of visualization. | | |  | |  |
| 14 | Make a review of the main features of the contemporary methods. | | |  | |  |
| 15 | Teaching aids in Foreign language teaching. | | |  | |  |
| 16 | The Essential course in the secondary school. Oral approach. Junior stage. Intermediate stage. Senior stage. | | |  | |  |
| 17 | Teaching Pronunciation. Teaching vocabulary. | | |  | |  |
| 18 | Teaching English to pre-school children. | | |  | |  |
| 19 | Oral language as a means of  teaching. | | |  | |  |
| 20 | What is classroom management? | | |  | |  |
| 21 | Restricted output: drills, exercises, dialogues and games. | | |  | |  |
| 22 | Lexis in the classroom. | | |  | |  |
| 23 | Presenting lexis. | | |  | |  |
| 24 | Lexical practice activities and games. | | |  | |  |
| 25 | Approaches to speaking. | | |  | |  |
| 26 | Communicative activities. | | |  | |  |
| 27 | What is role play, real play and simulation. | | |  | |  |
| 28 | Fluency, accuracy and communication. | | |  | |  |
| 29 | Approaches to writing. | | |  | |  |
| 30 | Approaches to listening. | | |  | |  |
| 31 | Oral language as a means of  teaching. | | |  | |  |
| 32 | Testing and Evaluating pupils' achievements. | | |  | |  |
| 33 | Techniques the teacher uses for teaching Speaking. | | |  | |  |
| 34 | Teaching pronunciation | | |  | |  |
| 35 | Exercises used for developing pronunciation habits: a) recognition exercises b) reproduction exercises. | | |  | |  |
| 36 | Contemporary methods in teaching Foreign language. | | |  | |  |
| 37 | Errors and correction. | | |  | |  |
| 38 | The foreign language syllabus. | | |  | |  |
| 39 | The principle of visualization. | | |  | |  |
| 40 | Make a review of the main features of the contemporary methods | | |  | |  |
| 41 | | Teaching aids in Foreign language teaching. |  | |  | |
| 42 | | The Essential course in the secondary school. |  | |  | |
| 43 | | Reading as an aim a means of teaching a foreign language. |  | |  | |
| 44 | | Teaching Translation. The role of translation. |  | |  | |
| 45 | | What is prepared and unprepared speech? |  | |  | |
| 46 | | What are principles of selecting vocabulary? |  | |  | |
| 47 | | Formal lesson planning. |  | |  | |
| 48 | | Lesson aims. |  | |  | |
| 49 | | Planning an activity. |  | |  | |
| 50 | | Classroom interaction. |  | |  | |