**Итоговый тест**

**по дисциплине: “Methods of Teaching Foreign Languages”**

*(«Методика обучения иностранным языкам»)*

An approach in foreign language teaching is chosen according to:

aim of teaching

method of teaching

techniques used in teaching

classroom management

qualifications of the teacher

A method in foreign language teaching is based on:

approach

textbook

syllabus

techniques of teaching

authentic teaching materials

Which of the following documents contains the content of teaching English:

Syllabus

Unit plan

Daily plan

Curriculum

Teacher’s book

The principle of communicative approach requires:

creation of real-life situations in teaching

learning by heart

writing dictations

repeating after the teacher

mechanical drill

According to the structural view of the language the aim of language learning is:

to master the elements of the language system

to learn different types of reading

to develop learner’s mental abilities

to teach creative writing

to develop critical thinking

According to the interactional view language is:

a tool for communication

a set of rules

a set of structures

a rule-governed behavior

a set of models

The aim of teaching writing as a communicative activity is:

conveying of a message to the reader

teaching correct spelling of the English words

vocabulary practice

grammar practice

handwriting and punctuation

Which of the following competences writing does not include:

use of correct rhythm and articulation

grammatical competence

sociolinguistic competence

discourse competence

strategic competence

Which of the following does not belong to pre-writing activities:

self-editing

brainstorming

planning

generating ideas

discussion and debate

Which of the following does not characterize the process approach to teaching writing:

imitate model text

ideas as starting point

more than one draft

emphasis on creative process

reader is emphasized

Which of the following does not belong to the product approach to teaching writing:

emphasis on creative writing

imitate model text

individual

emphasis on end product

one draft

The main ways of introducing new grammar items are:

inductive, deductive, whole language participatory guided approach

inductive, communicative

communicative, direct

implicit, inductive,

explicit, inductive

To facilitate learner’s learning the teacher must observe the rule:

one difficulty at a time

make learners repeat many times

make learners learn by heart

the more learners imitate the better

read more aloud

The most characteristic feature of inductive grammar explanation is:

it rejects the need of formal grammar analysis

it requires translation

it rejects learning by heart

it guarantees conscious learning

it designates a passive role on the part of the learners

The most characteristic feature of deductive grammar explanation is:

direct teacher explanations are followed by related exercises

students can acquire language naturally

learners discover rules for themselves

interaction takes place before explanation

the teacher’s role is rather passive

Learning is:

a dynamic, reciprocal and interactive process

memorizing

repeating and learning by heart

copying many texts

retelling

Speaking as a communicative activity is:

production

reproduction

articulation

repetition

reception

Listening comprehension as a communicative activity is:

reception

production

reproduction

practice

presentation

Writing as a communicative activity is:

production

copying

grammar practice

vocabulary practice

making up dialogues in writing

Whole language participatory guided approach

stresses the functional significance of the grammatical structure before the learner’s attention is focused on the form

focuses the learner’s attention on the form first of all

requires learning rules by heart

offers many exercises consisting of disconnected sentences

makes learning by heart necessary

Taking into account interference of the mother tongue we can divide the sounds of the English language into:

three groups

two groups

four groups

five groups

six groups

Which of the following problems the teacher does not have to cope with in teaching pronunciation:

the problem of developing learner’s penmanship

the problem of discrimination

the problem of articulation

the problem of intonation

the problem of integration

The final aim of foreign language teaching at school is:

crosscultural communication

teaching speaking

language competence

teaching oral communication

teaching reading and speaking

Which method is characterized by the use of translation of reading passages:

the grammar-translation method

silent way

TPR

Suggestopedia

Audio-lingual method

Which principle belongs to special methodological principles:

the principle of communicative approach

the principle of conscious approach

the principle of consecutiveness

the principle of durability

the principle of visualization

Which method is based on G. Losanov’s theory:

suggestopedia

silent way

TPR

Community language learning

Communicative approach

In which method the frequent use of commands is considered beneficial to language learning:

TPR

Silent way

Audio-lingual method

Communicative approach

Community language learning

Foreign language teaching methodology is a branch of:

didactics

psychology

linguistics

philology

behaviorism

Choose the most appropriate technique for communicative teaching:

simulation and role-plays

grammar analysis

drills

close to the text retelling

learning by heart

Which technique is used most often in the audio-lingual method:

drill

translation

grammar analysis

reading aloud

work with a dictionary

Supplementary teaching aids and materials do not include:

textbook

dictionary

computer

interactive board

CD

All the ways of presenting new words are combined into two large groups:

direct and translation

list of words and translation

reading and using a dictionary

reading and learning by heart

grouping and filling in the blanks

Visual techniques of presenting new lexical units do not include:

translation

demonstration of pictures

use of body language

demonstration of objects

use of video

Verbal techniques of presenting new lexical units do not include:

translation

video

use of synonyms

use of word-building elements

use of context

Translation as a way of presenting new lexical units can be of:

two types

three types

one type

four types

five types

Which factor is not taken into consideration while choosing the way of presentation of new lexical units:

the time of the day

the meaning of the word

the number of pupils in the group

the age of the pupils

the stage of teaching

The best technique to present the word “doll” will be:

demonstrating a toy

translation

using a dictionary

writing the word on the board

giving a synonym

The best technique to present the word “blind” will be:

to give a definition

to write on the board

to listen to it

to repeat many times

to write down in the vocabulary

The influence of the mother tongue on learning a foreign language is called:

interference

inference

integration

integrity

interchange

The aim of pre-listening activities is:

to prepare learners for listening comprehension

to introduce unknown words

to explain new grammar

to prepare visual aids

to write questions on the board

Teaching listening comprehension can be integrated with:

all mentioned

teaching speaking

teaching writing

teaching reading

teaching vocabulary

Which of the following is not used in listening comprehension:

spelling

selecting the cues necessary for comprehension

guessing

comparing

generalizing

Which of the following does not belong to “top-down” processing:

combining sounds (letters) to form words

summarizing

analyzing

generalizing

comparing

The ability to use a number of guessing strategies to compensate for missing knowledge is called:

strategic competence

grammatical competence

sociolinguistic competence

discourse competence

cultural competence

Choose the best definition of reading:

a process of communication from the writer to the reader

recognition of words, sentences

articulation of the words of the text

perception of printed material

recognition of language forms

The way we read is influenced by:

purpose of reading

number of unknown words

the length of the text

style of the text

language learning

Reading as a process is:

interactive

passive

fast

one-sided

articulation

Which skill is least important in teaching efficient reading:

using a dictionary

using guessing strategies

reading in meaningful units

scanning

prediction

What do we call the transition from supervised learning in the classroom to real-life use of the skill:

transfer of skills

interference

language usage

making choices

producing the right meaning

Which of the reading strategies is least effective:

ask my teacher for help whenever I meet an unknown word

find the sentence that contains the main idea

look at titles, subtitles, pictures and other visuals before reading

use different reading strategies to read different types of texts

start reading without panicking

Which of the reading strategies is most effective:

create some questions for myself before I read, which I think or hope the text will answer

read each word carefully in order to understand the text

say words quietly to myself

use my finger to help my eyes follow lines of the text

ask my teacher for help whenever I meet an unknown word

A task is:

a classroom activity whose focus is on communicating meaning

an exercise done in writing

an activity that involves manipulation of the forms of the language

repetitive oral practice of a language item

sentence transformation

A drill is:

repetitive oral practice of a language item

a classroom activity whose focus is on communicating meaning

reaching some consensus on an issue

solving a problem

persuading someone to do something

An exercise is:

an activity that involves the controlled manipulation of the forms of the language

an activity done in pairs or in small groups

an activity that requires learners to interact with one another

debating a topical issue

problem solving

Which comes THIRD in grammar practice from accuracy to fluency:

meaningful drills

awareness

controlled drills

guided, meaningful practice

free discourse

Which comes last in grammar practice from accuracy to fluency:

free discourse

discourse composition

meaningful drills

awareness

controlled drills

Which of the following criteria is against using a textbook:

the topics dealt with in the textbook may not be relevant or interesting for your class

a textbook is the cheapest way of providing learning material for each learner

the textbook can provide useful guidance and support for teachers

a textbook provides a clear framework

a textbook is a convenient package

Which of the following principles is not used in humanistic education:

thought and reasoning on the part of the learners are rejected

personal growth is one of the primary goals of education

the development of human values

learners should be actively involved in the learning process

behaviors that cause anxiety or stress should be avoided

A lesson plan is:

a document that maps out the teacher’s intentions for the lesson

a unit plan

syllabus

sequence of materials

teacher’s assumption

What do we mean by the word “vocabulary” when we speak about “teaching vocabulary”?

lexical units that learners acquire during the course of studies

a dictionary

a separate book

a list of words at the end of some book

a note-book in which learners write down the words new for them

The best technique to present the word “flower” is

demonstrating a picture (or a flower)

translation

using a dictionary

giving an antonym

writing the word on the boar

To teach a new word means to teach

all these aspects

its spelling

its meaning

its usage

its pronunciation and grammatical forms

The reason why we remember some words better than others

all these reasons

the nature of the words themselves

under what circumstances they are learnt

the method of teaching

how they are grouped and linked with each other

What method is characterized by musical accompaniment?

suggestopedia

silent way

community language learning

audio-lingual

TPR

Which method uses commands in foreign language teaching?

TPR

suggestopedia

silent way

audio-lingual

communicative approach

Total Physical Response is a teaching strategy that develops

students’ listening skills

writing skills

reading skills

speaking skills

pronunciation habits

What method is characterized by teacher’s being silent?

silent way

audio-lingual

suggestopedia

community language learning

TPR

Which of the following doesn’t belong to the supplementary teaching materials?

textbook

audio tapes

grammar reference

reader

video

Which of the following is not for learners’ use?

teacher’s book

textbook

workbook

reader

audio cassets

Which of the following doesn’t belong to direct methods of presenting new lexical units?

translation

situation

use of synonyms

use of antonyms

definition

What can’t the textbook provide for learners?

models of pronunciation

lexical material

grammatical material

texts for reading

activities for developing speaking skills

Fill in the blanks with the most appropriate:

A…is an automotized component of conscious…

habit; activity

habit; instruction

skill; activity

skill; behaviour

skill; habit

The content of teaching depends on

aims of teaching

teacher’s qualification

learners’ attitude

learners’ mood

teacher’s choice

Which of the following can’t be found in a textbook?

dictionary

grammar reference

vocabulary

tape scripts

texts

Teaching English pronunciation includes

teaching phonemes, combinations of phonemes, intonation

teaching morphology

teaching syntax

teaching retelling

teaching modeling

For teaching purposes and taking into account interference we can divide the sounds of the target language into

three groups

four groups

two groups

five groups

six groups

Pronunciation at school is taught

in integration with teaching language material and skills

in isolation

only for one month

once a week

by learning poems by heart

An approach in language teaching is

a set of correlative assumptions dealing with the nature of language teaching and learning

one of the methods of teaching

a number of connected techniques of teaching

the way the language is structured

theory put into practice

Language from the mentalist point of view is

a rule-governed behaviour

a tool for communication

a set of habits

patterns and models

oral and written communication

Language from the behaviourist point of view is

a set of habits

a tool for communication

rule-governed behaviour

interaction

programmed material

Language from the point of view of cognitivism is

a tool for communication

a rule-governed behaviour

models and patterns

a set of habits

grammar, vocabulary, pronunciation

Which of the following roles the learner doesn’t perform in cognitive methodology?

lobotomized parrot

processor

active participator

initiator

problem solver

What is grammar?

a set of rules that define how words are combined to form meaningful sentences

a list of verbs in different forms

a number of parts of speech

a number of structures

description of the language

Explicit way of presenting grammar is:

deductive

inductive

whole language approach

step by step

in chunks

Implicit way of presenting grammar is:

inductive

deductive

translation

through reading aloud

with the help of tables

In presenting grammar with a whole text the lesson highlights first of all

the meaning and usage of the new grammatical structure

the form of the new grammatical structure

the pronunciation of the new grammatical structure

the spelling of the new grammatical structure

the new vocabulary

Which of the following principles does not belong to Whole Language Teaching?

deductive way of presenting new grammar

language is language only when it is whole

importance of comprehensible input

the use of authentic texts

focus on meaning and usage first of all

Which of the following does not belong to the traditional approach to teaching grammar?

students participate in problem-solving process

little teacher/student interaction

students are passive learners

explicit explanation of grammar

interaction is supposed to take place after the explanation and plenty of structural manipulations of elements

Which comes first in grammar practice from accuracy to fluency?

awareness

guided, meaningful practice

free discourse

controlled drills

free sentence composition

The role of the teacher in explicit grammar instruction

direct and dominating

a guide

a counselor

teacher and learners collaborate

the teacher organizes and monitors the learners’ work

Which of the following techniques doesn’t belong to whole language teaching?

explanation of the rule

interesting story

recorded authentic listening segment

demonstration of a real-life situation

conversation

Analyzing structures and applying rules are common practices of

grammar-translation approach

communicative approach

silent way

whole language approach

contextualized teaching

The main difficulty in learning a foreign language is:

the necessity to switch off from the grammar structure of the mother tongue to the grammar structure of the target language

to learn the necessary number of lexical units

to learn all the details o grammar

to master pronunciation

to learn the subjunctive mood

The main steps in teaching grammar can be represented by the following three letters:

p p p

p p c

a b c

d p p

t p p

Which comes last in grammar practice from accuracy to fluency?

free discourse

controlled drills

meaningful drills

awareness

free sentence composition

What was ‘turned up’ to grammar in the grammar-translation method?

vocabulary

pronunciation

phonetics

translation

intonation

In grammar-translation method exercises were limited to:

translation

writing

listening

testing

pronunciation

According to the grammar-translation method the best way to say a sentence in a foreign language is to start from:

a sentence in the mother tongue

a substitution table

a selected word-group

a rule in correct articulation

a filmstrip

What is considered to be universal according to the grammar-translation method?

syntax

sounds

morphemes

words

intonation

What is the essential teaching aid according to the grammar-translation method?

the textbook

visuals

the teacher

the learner

the schedule

What are the primary objectives according to the grammar-translation method?

mastery of reading and writing

knowledge of foreign morphemes

insistence on grammatical analysis

mastery of speaking and listening

knowledge of vocabulary

In the grammar-translation method what was grammar identified with?

logic

skills

translation

means of communication

competence

What is the main purpose of teaching a foreign language according to the direct method?

practical mastery of the language

knowledge of foreign morphemes

insistence on grammatical analysis

the use of translation

knowledge of vocabulary

Which of the features given does not characterize the direct method?

the deductive approach to teaching grammar

developing speaking skills

restricted application of translation

great care in teaching pronunciation

topical arrangement of linguistic material

Who does the following quotation belong to: ‘Learning a language has a beginning, but no end’?

Palmer

West

Fries

Sweet

Walter

In teaching a foreign language what does West propose to begin with?

reading

phonetics

writing

speaking

listening

According to West, which aspect of a language is the easiest one?

reading

phonetics

writing

speaking

listening

Which way of presenting new grammar material is used in the direct method?

inductive

whole-language

explicit

deductive

holistic

Which system is considered a secondary derivative one according to the audio-lingual method?

writing

speaking

phonetics

grammar

listening

What teaching aid is supposed to be the main one according to the audio-lingual method?

tape-recorded speech

textbook

objects

teacher’s gestures

dictionary

Which theory states that learning is a mechanical process of habit formation and proceeds by means of the frequent reinforcement of a stimulus-response sequence.

behaviorism

cognitivism

conservatism

habitualism

internationalism

What process should be rule-governed according to Chomsky?

thinking

listening

writing

speaking

habit-formation

Which theory states that we learn by thinking about and trying to make sense of what we see, feel, and hear.

cognitivism

behaviorism

mentalism

conservatism

habitualism

The use of activities, in which learners work on the same task, but each learner has different information needed to complete the task is a feature of:

communicative language teaching

comprehensive language teaching

cognitive code theory

audio-lingual language teaching

silent way

Repetitive drill is a characteristic feature of:

the behaviorist theory

the mentalist theory

the cognitive-code theory

the Universal hypothesis theory

the holistic theory

What is not implied under cognitive processes?

repetitive drill

recognition of form

perception of meaning

relations of universals and particulars

generalization

Who makes decisions on the size of groups, the roles the students will be assigned, the materials needed in formal cooperative learning?

teacher

students

parents

school principal

school board

Students work together to achieve shared learning goals and to complete jointly specific tasks and assignments in:

cooperative learning

skills-centered learning

learning-centered learning

Soviet methodology learning

cognitive-code learning

Long-term, heterogeneous cooperative learning groups with stable membership are:

cooperative base groups

cooperative social groups

cooperative time groups

cooperative unit groups

cooperative project groups

Cooperative learning is a good solution of problems that arise in:

heterogeneous classes

homogeneous classes

pre-elementary classes

post-graduate classes

experimental classes

Which one of the listed below does not belong to cooperative learning ideas?

Our teacher must be proud of us.

Your success benefits me and my success benefits you.

We all sink or swim together.

We cannot do it without you.

We all congratulate you on your accomplishment.

What precedes learning according to learning-centered methodology?

comprehension

practical mastery

theoretical background

philosophical views

visualization

Who makes decisions during the process of developing and using a network of knowledge according to learning-centered methodology?

learners

parents

teacher

school principal

school board

According to learning-centered methodology the teachers do not develop positive emotions by:

giving sufficient home task

using pair and group work

valuing attitude, aptitude, and ability

giving students time to think

putting less emphasis on the product

According to learning-centered methodology who creates an internal system of L2?

learner

teacher

peer group

program advisor

class mate

Both low and high proficiency students should be able to carry out (some part of) a task according to:

the use-of-flexible tasks approach

the skills-centered approach

the learning-centered approach

the cognitive-code approach

the behaviorist approach

What underlies any language behavior according to the Skills-Centered Approach?

learners’ skills and strategies

teacher’s input

linguistic environment

learners’ background knowledge

aptitude and ambitions

What are the objectives of Suggestopedia?

to accelerate the process of understanding and to use the language for communication

to read the subject texts in the language and translate them into the mother tongue

to exchange opinions on the classroom activities

to use flexible tasks and flexible materials

to comprehend linguistic units by scheming through texts

The factor which is not essential in the process of using the TL according to Suggestopedia is

extensive use of computer technology

relaxed learning environment

Baroque music

desuggestion of learners’ psychological barriers

learners’ childish behavior

The method is called Suggestopedia because

learners are suggested to the material being learned

learners are suggestive in their behavior

learners are suggested to bring their ideas into the classroom

learners are suggested to do different types of oral activities

learners are suggestive in their utterances

The subconscious or conscious processes by which a language other than the mother tongue is learned in a natural or tutored setting are referred to as:

second language acquisition

second language competence

error analysis

interface position

interference

The internalized rules which are then organized into a system constitute:

competence

performance

accuracy

input

intake

The comprehension and production of language constitute:

performance

accuracy

competence

intake

input

Age, aptitude and intelligence, motivation and needs, personality and cognitive style are:

learner differences

communication strategies

contrastive pragmatics

implicational universals

learning strategies

The input in SLA is:

the data which the learner must use to determine the rules of the target language

the learner's mental abilities

a research procedure used to investigate classroom communication

old habits which get in the way of learning new habits

mental capacities for acquiring a language

That part of the input which is processed or ‘let in’ by the learneris:

intake

interaction

feedback

output

outtake

The discourse jointly constructed by the learner and his interlocutors is:

interaction

feedback

output

intake

outtake

Habit-formation in SLA is:

the behaviorist theory

the interlanguage theory

the nativist theory

the cognitive theory

the mentalist theory

According to … errors serve as evidence of the learner’s active contribution to acquisition

the cognitive theory

the behaviorist theory

the interlanguage theory

the nativist theory

the mentalist theory

Pictures, stories and games are important sources of interest for:

children

adults

heterogeneous learners

homogeneous learners

adolescents

What kind of phenomenon is motivation?

learner-centered

situation-centered

goal-centered

course-centered

place-centered

‘Extrinsic’ and ‘intrinsic’ can be:

motivation

phenomenon

Language learning

learning clues

purposes of study

Feedback, in terms of teaching in general, has two main components:

assessment and correction

visible and invisible benefits

plan and product

goals and achievement

process and result

The specific ability a learner has for learning a second language.

aptitude

avoidance

attitude

acquisition

accuracy

Theory of language learning emphasizing the learner's innate mental capacities for acquiring a language, and minimizing the contribution of the linguistic environment

mentalism

behaviorism

cognitivism

pragmatism

idealism

The speed at which the learner develops his L2 proficiency.

rate of acquisition

communicative competence

acquisition device

linguistic competence

route of acquisition

A set of general principles that apply to all languages rather than a set of particular rules.

universal grammar

linguistic grammar

social grammar

general grammar

common grammar

The teacher’s choice between offering the learners either brief description or highly structural explanation is:

elaborateness

explicitness

profoundness

strictness

authoritativeness

The major classroom activity in TPR is:

imperative drill

making up dialogues

narrating

dictation

reading aloud

Which method attends to structure and form more than meaning?

audio-lingual

communicative approach

silent way

community language learning

natural

The out-of-class work learners do between lessons is called:

homework

project work

exercises

extra-curricular

correction

The form of classroom interaction where learners work together part or all of the time is called:

group work

choral work

dramatization

frontal work

independent work

Tasks are the organizing principle in:

communicative approach

grammar-translation method

audio-lingual method

TPR

H. Palmer’s method

What kind of process is learning?

conscious

unconscious

mechanical

written

oral

The emphasis in Communicative approach is on

the process of communication

mastery of the language forms

learning rules

enriching vocabulary

drill and memorization

Which method teaches language through physical activity?

TPR

Suggestopedia

Silent way

Community language learning

The Natural Approach

The method developed by Georgi Lozanov is called

suggestopedia

suggestive way

suggestibility

suggestivity

suggestion

The stage of a lesson when a new language item is introduced to the learners is called:

presentation

presentational

presentiment

preservation

presentable

The skill becomes automatic through:

practice

memorizing

choral work

much reading

discussion

The information that learners get on their performance is called:

feedback

reaction

criticism

personalization

cognition

The learning approach that asserts the central role of the “whole person” in the learning process is called:

Humanistic

Behaviourism

Mentalism

Imperative

dynamic

A system for the teaching of a language based on a particular theory of language and language learning is called:

method

approach

technique

syllabus

curriculum

A formal test that is usually administered by some examining body is called:

examination

test

control work

composition

evaluation

The process of working out the rules on the basis of examples is called:

induction

deduction

inductee

inducement

indicative

Which comes second in grammar practice from accuracy to fluency:

controlled drills

awareness

free sentence composition

meaningful drills

free discourse

In behaviourist approach the language is mastered through:

learning patterns

reading

writing

its function

learning rules

The content of teaching pronunciation does not include:

penmanship

sounds of the English language

rhythm

stress

intonation

A “lexical unit” means

any item that functions as a single meaning unit

vocabulary

dictionary

a list of words for learning

a new word

Which component of communicative competence includes knowledge of language structure and language elements?

linguistic

pragmatic

sociolinguistic

grammatical

psycholinguistic

Which component of communicative competence includes ability to read, write, speak and comprehend spoken speech?

pragmatic

linguistic

sociolinguistic

grammatical

psycholinguistic

Which component of communicative competence includes knowledge of accepted norms of behavior in the English-speaking countries?

sociolinguistic

pragmatic

linguistic

grammatical

psycholinguistic

Ability to use appropriate strategies to interpret and construct texts is called:

discourse competence

pragmatic competence

linguistic competence

social competence

strategic competence

Put these notions (approach, method, technique) in the hierarchical order beginning with the major one:

approach, method, technique

method, approach, technique

technique, method, approach

technique, approach, method

method, technique, approach

To develop students’ mental abilities, intelligence, creative potential and imagination is:

educational aim of teaching a foreign language

cultural aim of teaching a foreign language

practical aim of teaching a foreign language

concrete aim of teaching a foreign language

classical aim of teaching a foreign language

To develop students’ knowledge about the culture of the people whose language they are learning is:

cultural aim of teaching a foreign language

educational aim of teaching a foreign language

practical aim of teaching a foreign language

concrete aim of teaching a foreign language

classical aim of teaching a foreign language

Communicative Methods of Language Teaching advocate:

group work, information-gap tasks, pair-work, tasks aimed at imitating natural communication

chorus practice, repetitive drills, pair-work

controlled frontal and individual exercises

group work, individual tasks, pair-work, tasks aimed at repetitive practice

focus on grammatical accuracy and communication patterns

A branch of science that studies mechanisms of speech production and speech comprehension is called:

psycholinguistics

sociolinguistics

language didactics

anthropology

neurolinguistics

Phonetic exercises are divided into:

recognition and reproduction exercises

reading aloud and drilling

demonstrational and articulatory

group and frontal

exercises with mirror and computer

Automated communicatively motivated correct use of grammar structures in oral speech is called:

grammar habit

grammar skill

speaking habit

lexical habit

lexical skill

Exercises imitating natural communication using various skills refer to:

communicative exercises

semi-communicative exercises

linguistic exercises

lexical exercises

exercises aimed at developing habits and skills

Exercises aimed at analyzing language elements refer to:

linguistic exercises

semi-communicative exercises

communicative exercises

lexical exercises

exercises aimed at developing habits and skills

“Re-write these sentences in the passive voice” is an example of:

linguistic exercises

semi-communicative exercises

communicative exercises

lexical exercises

exercises aimed at developing habits and skills

“Answer the questions to the text” is an example of :

semi-communicative exercises

communicative exercises

lexical exercises

exercises aimed at developing habits

linguistic exercises

“Listen to the text and express your ideas on the topic” is an example of:

communicative exercises

semi-communicative exercises

linguistic exercises

lexical exercises

exercises aimed at developing habits and skills

“Make up a dialogue according to the model” is an example of:

semi-communicative exercises

communicative exercises

linguistic exercises

lexical exercises

recognition exercises

Positive transition of skills in the mother tongue to the target language is called:

transfer

transit

interference

coherence

transposition

Negative transition of knowledge of the mother tongue structure to the target language is called:

interference

transfer

transit

coherence

transposition

This type of reading is aimed at getting a general idea of the text:

skimming

study

scanning

reading for details

silent

This type of reading is aimed at finding specific information:

scanning

study

skimming

reading for detail

silent

This type of reading is aimed at analyzing the target language elements:

study

scanning

skimming

reading for detail

silent

This type of reading is aimed at understanding and analyzing all the information in the text:

reading for detail

scanning

skimming

extensive

silent

Which of the following is the example of scanning:

read the text to find Ann’s, Sam’s and Julie’s birthdays

read the text and find all the verbs. Analyse the tense forms.

look through the text and choose the best article

finish reading the story at home

read the text to find out exactly how the machine works.

Which of the following is the example of skimming:

look through the text and choose the best article

read the text to find Ann’s, Sam’s and Julie’s birthdays

read the text and find all the verbs. Analyse the tense forms.

finish reading the story at home

read the text to find out exactly how the machine works.

Which of the following is the example of study reading:

read the text and find all the verbs. Analyse the tense forms.

look through the text and choose the best article

read the text to find Ann’s, Sam’s and Julie’s birthdays

finish reading the story at home

read the text to find out exactly how the machine works.

Which of the following is the example of reading for detail:

read the text to find out exactly how the machine works.

read the text and find all the verbs. Analyse the tense forms.

look through the text and choose the best article

read the text to find Ann’s, Sam’s and Julie’s birthdays

finish reading the story at home

This type of reading is used for reading books, poems, magazines, etc. in your free time:

extensive

scanning

skimming

intensive

silent

What are three stages of working with a text for reading:

pre-reading, while-reading, after-reading

doing vocabulary exercises, reading aloud, re-telling

reading, translating, re-telling

presenting new vocabulary, practicing grammar, making a plan of the text

pre-reading, reading and re-telling

What are three stages of working with a text for listening:

pre-listening, while-listening, after-listening

vocabulary work, repeating after the speaker, re-telling the text

listening, translating, acting out

presenting new vocabulary, practicing grammar, making a plan of the text

pre-listening, listening and re-telling

“Look at the title of the text and guess what the text is about” is an example of:

pre-reading task

while-reading task

lexical task

problem-solving task

after-reading task

“Look at the key words in the text and guess what the text is about” is an example of:

pre-reading task

while-reading task

lexical task

problem-solving task

after-reading task

“What do you think about the problem discussed in the audio text?” is an example of:

after-listening task

while-listening task

lexical task

problem-solving task

preparatory task