

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
УЖГОРОДСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ФАКУЛЬТЕТ РОМАНО-ГЕРМАНСЬКОЇ ФІЛОЛОГІЇ
КАФЕДРА АНГЛІЙСЬКОЇ ФІЛОЛОГІЇ

**ЗБІРНИК ЗАВДАНЬ
ДЛЯ ДІАГНОСТИКИ РІВНЯ ЗНАНЬ СТУДЕНТІВ
З МЕТОДИКИ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ**

УЖГОРОД - 2001

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АВТОР: К.Ф.Н., ДОЦЕНТ КАФЕДРИ АНГЛІЙСЬКОЇ ФІЛОЛОГІЇ
ДОБРОВОЛЬСЬКА О.Я.

Theme 1. Methods of Foreign Language Teaching as a Science

1. Choose the most correct statement:

- a) Methods is closely interrelated with the other sciences.
- b) Methods is fed by Pedagogics, Linguistics, Psychology, Physiology and that is why it has no field of its own. It is a mixture of these sciences applied for language teaching.
- c) Methods is interrelated with the other sciences so that they feed and support each other.

2. What kind of memory is more retentive (helps us to retain new words in memory for a long time)?

- a) Voluntary memory is more retentive.
- b) Involuntary memory is more retentive.
- c) Both kinds are equally retentive since the test just after the experiment shows equally good results of both groups.

Match the beginning and endings:

1. Methods of Foreign Language teaching 1. specially arranged

Teaching is with the purpose of solving

2. General Methods is different methodological

3. Special Methods is problems

2. method, technique, way,

teaching aid, system of

4. Experiment as the main way of investigation in Methods: teaching, approach, principle.

of investigation in Methods:

5. The main methodological categories are 3. methods of FLT irrespective of the language taught.

6. Methods of FLT covers the following main problems:
4. Pedagogical science which
 7. The aim of Methods of FLT: studies the regularities of teaching pupils a foreign language in accordance with
 8. Ways of investigating methodological problems: the data of basic and contiguous sciences with due regard for the peculiarities of aims and conditions of teaching.
 5. Methods of teaching a particular foreign language.
 6. aims of teaching a foreign language, content of teaching and methods and techniques of teaching.
 7. to give a prosperous teacher a thorough understanding of the rule: 'We should teach the right teaching material, in the right place, by the right methods, at the right time'.
 8. critical study of the ways foreign languages were taught in this country and abroad; observation method; talks with teachers and pupils; testing method; experiment; time-keeping.

Theme 2. Aims and Content of Foreign Language Teaching in Secondary Schools

1. What are the practical aims of Foreign Language teaching?
 - a) They are: educational, practical and communicative.
 - b) They are: hearing - speaking - reading - writing.
 - c) They are: direct and indirect.

Multiple choice test

1. The dominating role of teaching aims belongs to :
 - a) educational aim;
 - b) practical aim;
 - c) cultural aim.
2. Practical aim implies:
 - a) developing logical thinking;
 - b) mastering the language as a means of communication;
 - c) developing personality.
3. The aims of teaching answer the questions:
 - a) how to teach;
 - b) what for to teach.
4. Content of teaching depends on:
 - a) oral and written speech;
 - b) teaching aims;
 - c) syllabus limits.
5. The formation of habits occurs in:
 - a) speaking;
 - b) pronunciation;
 - c) reading.

Theme 3. Principles and Methods of Foreign Language Teaching

Match the beginnings and endings

- | | |
|---|---|
| 1. Methodological principles may be defined as | 1. *of conscious approach
*of activity
*of visualization;
*of systematization etc. |
| 2 Fundamental didactic principles are the following: | 2.*of involving learners in the act of communication;
*of differential approach;
*of coping with the learner's mother-tongue;
*of dominating role of exercises;
*of complex organization of language and speech material;
*of all possible intensifications of the teaching procedure. |
| 3. General principles characteristic of foreign language teaching only: | 3.*of teaching on the basis of speech patterns;
*of combination of language drill and speech practice;
*of interrelation of all language activities;
* of approximation in a foreign language activity;
*of oral approach. |
| 5.Special principles | 4.a system of purposeful teacher-learner activities |

characteristic of foreign language teaching only: which provides realization of practical, educational and cultural aims of FLT.

5. The term 'method' may be defined as

5. a guide to teaching .

Theme 4. Teaching Pronunciation

1. What items constitute the content of teaching pronunciation and auding?
 - a) They are: articulation, automacity, integration, intonation and discrimination.
 - b) They are: discrimination, articulation, intonation and recognition.
 - c) They are: audio- and audio-visual aids since listening to the teacher only does not give a complete idea of Standard English.
2. What is the best way to achieve automacity and correctness of pronunciation?
 - a) The best way to achieve them is to teach pupils all the 3 kinds of auding: explanatory, recognative and professional.
 - b) The best way to achieve them is to perform with the pupils all kinds of preparatory and
 - c) speech 'auding' exercises.
 - d) The best way to achieve them is to
 - e) make exercises in imitation.

Multiple choice test

1. Correct pronunciation is:
 - a) a necessary condition of communication;

- b) an unimportant factor.
2. The main aim of teaching pronunciation at school is:
 - a) to pronounce the most important sounds correctly;
 - b) to form pronunciation and intonation habits.
 3. The first group of exercises to teach pronunciation is:
 - a) speech exercises;
 - b) reproduction exercises;
 - c) reception exercises.
 1. The English literary pronunciation is called:
 - a) received pronunciation;
 - b) colloquial.
 5. The school syllabus presupposes the study of:
 - a) 6 types of intonation patterns;
 - b) 4 types of intonation patterns.
 6. Distribute the sounds m, t, g, s, r, k, w, q, h into 3 groups:
 - a) the sounds which don't need any special explanation;
 - b) the sounds which require corrections;
 - c) the sounds which require special demonstration.
 7. Pupils should hear first a particular sound:
 - a) separately /in isolation;
 - b) in a speech pattern;
 - c) in a word.
 8. We should start teaching pronunciation with:
 - a) speech exercises;
 - b) articulation exercises;
 - c) reception exercises.

Theme 5. Teaching Vocabulary

1. You are suggested Teacher's Rules. Fill in the missing words showing your proficiency in Methods:
 - a) Introduce words in _____ patterns in different _____ situations.
 - b) Present the word as _____, then _____ in the pupil's memory through exercises in _____.
 - c) Pronounce a new word _____, then in _____, Then ask pupils to pronounce it both in unison and _____.
 - d) Establish _____ bonds between new word and those _____.

2. What does the choice of means for conveying the meaning (or presentation) of the new word depend on?
 - a) The choice of means depends on such important factors as pupils' age and intelligence, and on the stage of teaching.
 - b) The choice of means depends on certain psychological, pedagogical and linguistic factors.
 - c) The choice of means depends completely on such important factors as the qualifications of the teacher and factors allotted for learning the new words.

3. What techniques is used to present the new word directly?

a) The best techniques is that of translation as it brings the learner into a direct contact with the new words.

b) To present the new words directly we should show objects or situations using movements or gestures.

c) To present the words directly we can use: visual and verbal techniques.

Multiple choice test

1. The main aim of teaching vocabulary in a secondary school is:

- a) to form the pupil's vocabulary habits;
- b) to learn new words.

2. The second stage of the formation of vocabulary habits is:

- a) assimilation of a vocabulary item;
- b) presentation of a new vocabulary item;
- c) reinforcement of vocabulary habits in different language activities.

3. Distribute the following exercises into 3 stages of vocabulary habit formation. Write down a), b), c) before each exercises:

- Retell the story
- Make up sentences using the key-words
- Discuss in pairs
- Complete the following sentences
- Say that you do the same
- Think up the end of the story
- Paraphrase the following sentences

4. The central period of all the vocabulary work should belong to:
 - a) the first stage of habit formation;
 - b) the second stage of habit formation;
 - c) the third stage of habit formation.
5. Substitution and expansion exercises are to be done:
 - a) at the first stage of habit formation;
 - b) the second stage of habit formation;
 - c) the third stage of habit formation.
6. The visual way of conveying the meaning of a word is more suitable:
 - a) for the intermediate level;
 - b) for the junior level;
 - c) for the senior level.
7. Pupils are supposed to master the Vocabulary:
 - a) while speaking;
 - b) while listening and reading;
 - c) while reading, speaking, listening and writing.
8. Vocabulary work is connected with:
 - a) pronunciation only;
 - b) all the other aspects of the language;
 - c) spelling only.

Theme 6. Teaching Grammar

1. You are suggested Teacher's Rules. Fill in the missing words showing your proficiency in Methods:
 - a) Realize the _____ the sentence pattern presents for your pupils.

- b) Think of the _____ and _____ way for presentation of the new grammar item.
- c) Remember the more you speak about the language the _____ time is left for practice.
- d) Teach correct grammar _____, not grammar _____.
- e) Pupils should assimilate the grammar _____ of the given pattern (substitution table), not the sentences given.
- f) Select _____ situations for the particular grammar item.
- g) Select the _____ method for teaching grammar items needed for _____ but start with reading/writing sentences when the 'passive', non-frequent in speech grammar items occur.

2. What principles is teaching grammar based on?

a) They are 3 in number: that of frequency, that of grammatical polysemy, that of conscious approach.

b) They are 5 in number: that of frequency, that of grammatical polysemy, that of conscious approach, that of practical approach, that of structural approach.

c) They are 5 in number: those of conscious, practical, structural, situational and differential approaches.

Multiple choice test

1. The aim of teaching grammar is:

- a) to understand a language;
- b) to develop logical thinking;
- c) to form grammatical habits; to assimilate the grammatical material.

2. Active minimum includes grammar material studied in:

- a) the 5th-11th forms;
- b) the 5th-9th forms;
- c) the 10th-11th forms;
- d) the 7th-11th forms.

3. Pupils should make use of passive minimum:

- a) while listening and speaking;
- b) while listening and writing
- c) while listening only;;
- d) while listening and reading.

- 4.
- a) A.Starkov;
 - b) G.Rogova ;
 - c) S.Shatilov;
 - d) A.Sokirko.

suggested combining the structural and lexical approaches to teaching grammar.

6. The first stage of grammatical habit formation is:

- a) drill;
- b) presentation;
- c) creative stage.

7. The inductive way of introducing new grammar material starts with:

- a) explanations and rules;
- b) exercises;
- c) speech examples.

8. The deductive way of introducing new grammar material starts with;

- a) imitation;
- b) speech examples;

c) explanation and rules.

9. The second stage of grammar habit formation is:

a) presentation of new grammar material;

b) creative stage;

c) drill stage.

9. The creative stage of grammatical habit formation implies:

a) drawing;

b) reproduction of speech patterns;

c) adaptation of newly-formed grammatical habits to new situations involving listening, speaking, reading and writing.

Theme 7. Teaching Listening Comprehension

1. What is auding?

a) Auding is a process of discriminating speech sounds quickly.

b) Auding is a process of listening and comprehension.

c) Auding is a process of straining our memory and recognizing the sounds as a sense unit.

2. Choose a correct statement:

a) Speech exercises are the drill exercises used for the pupils to assimilate phonetics, grammar and vocabulary.

b) Making up sentences on the model is an excellent speech exercise.

c) Oral exercises are indispensable for developing speech, they should anticipate speech exercises.

Multiple choice tests

1. Listening comprehension is:

- a) a reproductive language activity;
- b) a receptive language activity;
- c) the leading language activity.

2. One of the linguistic difficulties of listening comprehension is:

- a) the speaker's timbre;
- b) stylistic peculiarities;
- c) the volume of auditory memory.

3. One of the extra-linguistic difficulties of listening comprehension is:

- a) presence of geographical names;
- b) tempo of speaking;
- c) grammatical difficulties.

4. Write down the stages of teaching listening comprehension in logical order:

- a) follow-up activities;
- b) anticipation;
- c) presentation of an audio-text;
- d) prediction.

5. Listening comprehension is:

- a) an aim of teaching;
- b) a means of teaching;
- c) a means and an aim of teaching.

6. The syllabus requirements for listening comprehension in the 11th form are:

- a) to understand texts with 3% of unfamiliar words;
- b) to understand texts without unfamiliar words;

- c) to understand texts with 5% of unfamiliar words.
7. The syllabus requirements for listening comprehension in the 6th form are:
- a) to present a new text once;
 - b) to read a new text twice;
 - c) to read a new text several times.
8. The syllabus requires that the audio-text in the 5th form should last:
- a) up to one minute;
 - b) up to two minutes;
 - c) up to three minutes.
9. A new text for the 7th form must be presented:
- a) twice;
 - b) once;
 - c) several times.

Suggest your pre-listening and post-listening techniques for the text given (the senior level):

The English Language

We can distinguish three main periods in the evolution of the English language. The first, called Old English, covers the period from the very beginning of the language to about the year 1100; the second, Middle English, from 1100 to 1500; and Modern English from 1500 to the present.

During the Old English period, most additions to the English vocabulary were based on native English words. Old words were given new meanings; new words were formed by the addition of prefixes or suffixes or by compounding. Latin was the most influential foreign

language. The Scandinavians also influenced the language spoken in England during the Old English period.

The Middle English period was marked by great extension of foreign influence on English. The Norman Conquest in 1066 brought England under French rule. The English language was for a time only of secondary importance. French became the language of the upper classes in England. The lower classes continued to speak English, but many French words were borrowed into English. For hundreds of years the ordinary people in England continued to speak their own dialects.

Modern English has been through a period of even wider borrowing. English still derives much of its learned vocabulary from Latin and from Greek, words were also borrowed from nearly all European languages.

What English do English people speak now? Educated people speak standard English. People with little or near no education speak non-standard English. Standard and non-standard English differ in construction, pronunciation and vocabulary.

Theme 8. Teaching Speaking (Monologue)

Match the beginnings and endings:

1. Monologue may be defined as 1.informative, influential

- | | |
|--|--|
| | evaluative (expressive) |
| 2. The basic communicative functions of monologue are | 2.a connected, continuous expression of thoughts by one person. |
| 3. The main communicative types of monological utterance are as follows: | 3.*subject/topic centred
*contextual
*logical
*intentional
*addressed to the public
*linguistically correct |
| 4. The levels of teaching monologue are: | 4.*two-member sentences
*extended sentences
*complicated sentences |
| 5. Some psychological characteristics of monologue | 5.*the statement level
*the utterance level
*the discourse level |
| 6. Some linguistic peculiarities of monologue are | 6.*a piece of information
*a piece of narration
*a piece of description
*a piece of argumentation |

What is the correct succession of exercises during the work with substitution tables?

- a) The correct succession is: reproduction, substitution, extension, transformation, completion.
- b) It is: reproduction, transformation, completion.
- c) It is; the statement level, the utterance level and the discourse level.

What set of exercises belongs to the second (after Lapidus) level, a level of a statement?

- a) These exercises are: 'make up sentences on the model', 'ask your friend', 'give a piece of advice', 'answer and add'.
- b) These exercises are: 'monologue after the structure', 'dialogue on a substitution tables', 'transfer a dialogue into a monologue', 'retelling of a composition'.
- c) These exercises are: 'ask your friend', 'ask-and-answer exercises', 'agree or disagree', 'answer and add'.

Multiple choice test

1. The aim of teaching monologue is:
 - a) development of oral speech;
 - b) formation of lasting utterances;
 - c) development of speaking skills.
2. The second level of speech generation is;
 - a) motivation;
 - b) outer speech;
 - c) a phase of inner speech.
3. Monologic speech is always:
 - a) situational;
 - b) contextual;
 - c) both contextual and situational.
4. The first stage of teaching monologue is:
 - a) producing monologues at the discourse level;
 - b) independent composition of an utterance;
 - c) combination of speech patterns into a sentence.

5. The second stage of teaching monologue is aimed at the development of:
 - a) skills of producing an independent utterance;
 - b) skills of composing a sentence;
 - c) skills of composing an utterance based on a prop.
6. At the elementary stage the succession of props is suggested in the following order:
 - a) text-situation-visibility;
 - b) situation-topic;
 - c) visibility-text-situation-topic.
7. Combination exercises are used :
 - a) at the first stages of teaching monologue;
 - b) at the second stage;
 - c) at the third stage.
8. Distribute these exercises into three stages of teaching monologue, by writing down a), b), c) before each exercise:
 - Complete the following sentences
 - Combine these three sentences into an utterance
 - Say the opposite
 - Continue my sentence
 - Read and say what's your idea of it
 - Extend my sentence
 - Use new words to the topic and substitute.

Theme 9. Teaching Speaking (Dialogue)

Match the beginning and ending:

- | | |
|---|---|
| 1. Dialogue is: | 1.form of speaking which is realized within the immediate exchange of replies between two or more persons. |
| 2.The minimal structural unit of dialogue is: | 2. an exchange of replies |
| 3.Some communicative characteristics of dialogue are | 3.*its situational character
*its being addressed to a partner
*its economical character
*redundancy of wording
*its expressive character |
| 4.Some psychological characteristics of dialogue are: | 4.*bilateral activity of partners
*presence of immediate contact |
| 5.The basic linguistic feature of dialogue is: | *common character of situation and subject of conversation |
| 6.Replies can be: | 5.complex units of dialogue produced by one of the participants of a speech act which combine some qualities of monologue and dialogue
6.a dialogical unit |
| 7.Extended replies are: | 7.short and extended |

Multiple choice tests

1. Extended replies are:
 - a) combination of dialogical units;
 - b) combination of dialogues;
 - c) combination of monologue and dialogue.
2. A dialogical unit is:
 - a) a partner's remark;
 - b) a micro-dialogue;
 - c) a minimal structural unit of dialogue.
3. The aim of teaching dialogue in school is the development of skills of:
 - a) a talk or a discussion arrangement;
 - b) initiating a talk;
 - c) comprehension.
4. Dialogue is:
 - a) an aim of teaching;
 - b) a means of teaching;
 - c) an aim and a means of teaching.
5. The third level of psychological characteristics of dialogue is:
 - a) analytical-synthetic level;
 - b) motivation level;
 - d) realization level.
6. Stage 3 of teaching dialogue is aimed at the developing the skills of producing
 - a) independent dialogues;
 - b) micro-dialogues with the help of props;
 - c) dialogical units.

7. Distribute these exercises into 3 stages of teaching dialogue:

- Listen and reproduce the line, in which ...
- Look at the picture and make up a dialogue between two girls...
- Answer my questions
- Respond to my statements
- Listen to the text and reproduce the conversation
- Make up a dialogical unit by analogy
- Transform a monologue into dialogue
- Make up a dialogue, transform indirect speech
- Look at the invitation card and plan the coming weekend
- Listen to the beginning of a dialogue and enlarge it
- Discuss in pairs the film you saw last yesterday.

9. Grammatical peculiarities of the dialogue are:

- a) contracted forms of auxiliary verbs;
- b) emphatic intonation;
- c) silence-fillers.

Theme 10. Teaching Reading

1. What group of exercises does the system of teaching reading include?

- a) It includes groups of conscious-imitative, semi-independent and independent exercises.
- b) It includes graphemic-phonemic, conscious-imitative and semantic-communicative exercises.

c) It includes graphemic-phonemic, structural-information and semantic-communicative exercises.

2. What can ensure good reading?

a) In ensuring good reading the phonic method is of prime importance since we should teach to read only the material which was assimilated orally.

b) In ensuring good reading the sentence method is of prime importance, since our basic aim is comprehension of the text as a whole.

c) The combination of three methods - the phonic one, the word one, the sentence one - can ensure good reading.

Multiple choice test

1. The classification of models of reading is suggested by

- a) prof. G.Folomkina
- b) A.Starkov
- c) S.Shatilov

2. At the intermediate level we widely use:

- a) analytical reading;
- b) synthetic reading;
- c) skimming.

3. In junior forms preference is given to:

- a) reading aloud;
- b) silent reading.

4. The leading mode of reading at the senior stage is:

- a) analytical reading;
- b) synthetic reading;
- c) skimming.

5. Teaching letters starts with:

- a) reading words;
 - b) demonstrating a letter;
 - c) reading short sentences.
6. Teaching the technique of reading starts with reading:
- a) to oneself;
 - b) in a whisper;
 - c) aloud.
7. Reading is:
- a) a means of teaching;
 - b) an aim of teaching;
 - c) a means and an aim of teaching.
8. Skimming means:
- a) reading with analysis;
 - b) looking through the reading matter to get an idea of what it is about;
 - c) reading for getting detailed information.

Suggest your pre-reading, while-reading and post-reading techniques for the text given (the senior level):

A Joke

When Charles Darwin was visiting the country house of a friend, the two boys of the family thought they would play a joke on the scientist. So they caught a butterfly, a grasshopper, a beetle, and a centipede, and out of these creatures they made a strange composite insect. They took the centipede's body, the butterfly's wings, the grasshopper's legs, and the beetle's head, and they glued them together carefully. Then, with their new bug in a box, they knocked at Darwin's door.

'We caught this bug in a field,' they said. 'Can you tell us what kind of a bug it is, Mr. Darwin?'

Darwin looked at the bug and then looked at the boys. He smiled slightly.

'Did you notice whether it hummed when you caught it, boys?' he asked.

'Yes,' they answered, nudging one another.

'Then," said Darwin, 'it is a hum-bug'.

Theme 11. Teaching Writing

1. Give a full classification of all the dictations possible.
 - a) They are: self-dictation, visual dictation, dictation from memory, dictation-drill.
 - b) They are: dictation-drill, self-dictation, visual dictation.
 - c) They are: dictation-translation, visual dictation, dictation-drill, self-dictation, word/text dictation.
2. Choose a correct statement:
 - a) The amount of the material for spelling test is: 5th forms - 20 words, 6th - 30, 7th- 50, 8th- 60, 9th- 70, 10th - 80, 11th- 100.
 - b) Dictation is the main kind of a written test.
 - c) The spelling system of languages may be based upon the following principles: historical, morphological, phonetic.

Multiple choice tests

1. Writing is:
 - a) a productive language activity;
 - b) a receptive language activity;
 - c) a leading language activity.

2. At the analytical-synthetic level:
 - a) the programme of an utterance is formed;
 - b) an intention to convey something in writing appears;
 - c) a motive appears.
3. A dicto-gloss is:
 - a) a speedy dictation;
 - b) a dictation with pauses;
 - c) a dictation-translation.
4. A dicto-comp is:
 - a) a self dictation;
 - b) a dictation-translation;
 - c) a reproduction.
5. The first step to teach writing letters is:
 - a) writing in notebooks;
 - b) demonstration of letter;
 - c) slow writing on the blackboard.
6. Teaching written speech at the junior stage starts with:
 - a) productive exercises;
 - b) reproductive exercises;
 - c) reception exercises.
7. While teaching spelling we start with:
 - a) translation;
 - b) language games;
 - c) copying.
8. Teaching writing a summary is done in such an order:
 - a) paraphrase;
 - b) compose a plan;
 - c) find the key-points;

- d) reconstruct the material.
9. The final stage of teaching writing is:
- a) creative writing;
 - b) calligraphy;
 - c) spelling.
10. Writing is closely connected with:
- a) listening comprehension;
 - b) speaking;
 - c) all language activities.

Theme 12.Lesson Planning

1. What types of lessons do you know?
- a) I know one-type and non- one- type lessons.
 - b) I know training, speech and combined types of lessons.
 - c) The main types are; the training lessons and the speech lessons.
2. What is a 'system of lessons'?
- a) It is a thematic series of the lessons of different types.
 - b) It is a number of lessons with different teaching aims.
 - c) It is a number of lessons where the aim of every separate lesson may be defined proceeding from its place in the system.

Multiple choice test

1. One of the compulsory components of a lesson is:
- a) revision;
 - b) speech activities;

- c) testing.
2. A unit plan is aimed at defining:
 - a) material for revision;
 - b) tasks within a unit;
 - c) the means of teaching.
 3. A teacher composes:
 - a) a unit plan;
 - b) syllabus requirements;
 - c) grammar revision.
 4. The English lesson is aimed at:
 - a) conveying knowledge;
 - b) forming habits and skills;
 - c) grammar revision.
 5. The basic classification of a foreign language lesson is:
 - a) text-centred;
 - b) exercise-centred;
 - c) combined lesson.
 6. One of the optional components is:
 - a) speech activities;
 - b) testing;
 - c) home-task.
 7. The ready-made plan is:
 - a) a lesson plan;
 - b) a unit plan;
 - c) a calendar plan.
 8. The communicative character of the lesson is achieved by:
 - a) a set of exercises;
 - b) texts;
 - c) tests.**

Theme 13. Testing and Evaluation of Pupils' Achievement

Match the beginnings and endings:

- | | |
|----------------------------|---|
| 1. Functions of evaluation | 1.*questioning and individual
*questioning the class
*combined control
*complex control |
| 2. Kinds of control | 2.*recognition tests
*recall tests
*alternative tests
*multiple choice tests
* speed tests
* power tests |
| 3. Forms of control | 3.*teacher-based
*learner-based (peer-control, self-control) |
| 4. Ways of control | 4. *regular
*periodical
*thematic
*final |
| 5. Types of control | 5. *oral
*written |
| 6. Objects of control | 6. *control
*teaching
*educational
*organizational
*developing
*methodological |
| 7. Classification of | 7.*linguistic competence tests |

tests according to the aim of testing:	*communicative competence tests
8. Classification of tests according to the function of control:	8.*descrete-point tests *global tests
9. Classification of tests according to the character of activity:	9.*achievements test *diagnostic tests *aptitude tests
10. Classification of tests according to the aim of a test itself:	10.*standardised *non-standardised
11. Classification of tests according to the formal functions:	11.*knowledge *level of habit *level of skill development.

Theme 14. Teaching English to Pre-School Children and Children in a Primary School

1. Fill in the missing words showing your proficiency in Methods:
 - a) It is necessary to begin the teaching of a foreign language in _____ grade. Otherwise the younger generation _____ master foreign language.
 - a) The aim of the foreign language lessons in primary schools is to develop pupils' skills in understanding _____ and participating in _____ based on the topics _____.
 - b) The content of teaching English in primary schools is the following: children must learn about

_____ sentences and phraseological units and _____ word units.

c) The methods and techniques the teacher should use in teaching children of primary school are _____

to those applied in teaching pre-school children.

d) In teaching English to pre-school children in the kindergarten the _____ method is used since _____ spoken language is the aim, the only means, and the only approach available here.

2. What is the difference between pre-school children and schoolchildren from the point of view of Foreign Language Teaching?

- a) This difference lies in the psychological age characteristics.
- b) This difference is in the fact that pre-school children learn words and sentences without any strain whatsoever, i.e. much easier than the schoolchildren.
- c) This difference is in the fact that - in contrast to the little ones- the schoolchildren can learn a sentence as a model, can learn things not only by means of playing but their imitative ability decreases in age.

2. Choose a correct statement.

- a) In the kindergartens the aural-oral method is used since spoken language is the aim, the only mean and the only approach available here.

- b) The direct method requires enthusiasm on the part of the teacher.
- c) The main form of the extra-curricular work is an individual one.