

Донишгоҳи давлатии Кӯлоб  
Факултаи филологияи хориҷӣ  
Кафедраи МТЗХ  
Фан: «Курси махсуси методикаи  
таълими забони англисӣ»  
Барои курси 4 – ум семестри 2 – юм  
Муаллими калони кафедраи  
таълими забонҳои хориҷӣ  
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@ 1.  
The short form of Communicative  
language teaching/  
\$A) CLT ;  
\$B) MNDS;  
\$C) Coca-Cola;  
\$D) Nothing;  
\$E) BBC;

@ 2.  
What is CLT.  
\$A) Majority of languages;  
\$B) no language;  
\$C) Majority of people;  
\$D) Majority of animals;  
\$E) Majority of teachings;

@ 3.  
The methodology of choice is...  
\$A) mention communication;  
\$B) mention community;  
\$C) mention lesson;  
\$D) mention your teacher;  
\$E) mention nothing;

@ 4.  
Communicative language teaching  
mean.  
\$A) teaching conversation;

\$B) teaching conversation of words;  
\$C) teaching conversation many;  
\$D) teaching conversation girls;  
\$E) teaching conversation nobody;

@ 5.  
People learning language when...  
\$A) using language works and  
practicing;  
\$B) using language practicing;  
\$C) using language;  
\$D) using language;  
\$E) using works and practicing;

@ 6.  
Grammar is no...  
\$A) Important in language teaching;  
\$B) Important in;  
\$C) Important language;  
\$D) Important in my language  
teaching;  
\$E) Important in language teaching;

@ 7.  
People learn a...  
\$A) language through  
communicating;  
\$B) language through;  
\$C) through communicating;  
\$D) language through  
communicating;  
\$E) nothing through  
communicating;

@ 8.  
Errors are not important in.  
\$A) speak a language;  
\$B) speak louder;  
\$C) speak with;  
\$D) can speak;

\$E) speak slowly;

@ 9.  
CLT is only concerned/  
\$A) with teaching speaking;  
\$B) with me;  
\$C) with teacher;  
\$D) with rules;  
\$E) with teaching grammar;

@ 10.  
Classroom activities should be.  
\$A) meaningful and involve  
communication;  
\$B) meaningful and involve;  
\$C) that's I do;  
\$D) mum's' day;  
\$E) I am ready;

@ 11.  
Dialogues are not use.  
\$A) in CLT;  
\$B) under CLT;  
\$C) at CLT;  
\$D) With CLT;  
\$E) no CLT;

@ 12.  
Accuracy and fluency.  
\$A) are goal of CLT;  
\$B) are goal of lesson;  
\$C) are goal of me;  
\$D) CLT goal;  
\$E) ready CLT;

@ 13.  
CLT usually describe.  
\$A) a method of teaching;  
\$B) as a method of teaching I;

\$C) I don't know;  
\$D) Really methods;  
\$E) Methods;

@ 14.  
CLT can be understand as.  
\$A) a set of principles;  
\$B) a set of lesson;  
\$C) a set of friends;  
\$D) a set of goals;  
\$E) no one sets;

@ 15  
The goal of language teaching.  
\$A) teaching of communicative  
competence;  
\$B) teaching of communicative  
languages;  
\$C) teaching of communicative;  
\$D) teaching of communicative goals;  
\$E) teaching of communicative lessons  
competence;

@ 16.  
How learner learn a language.  
\$A) the practice of second language;  
\$B) the practice of second English  
language;  
\$C) the practice of second no language;  
\$D) the practice of second lesson;  
\$E) the practice of second language  
school;

@ 17.  
Language learning was viewed.  
\$A) as a process of mechanic of habits;  
\$B) as a process of mechanic of hope;  
\$C) as a process of mechanic of health;  
\$D) as a process of mechanic of work;  
\$E) as a process of mechanic;

- @ 18.  
Good habits are formed by.  
\$A) by having students;  
\$B) by having new lesson;  
\$C) by having nothing;  
\$D) by having my pen;  
\$E) by having what;
- @ 19.  
By memorizing...  
\$A) dialogue and performing;  
\$B) dialogue and performing us;  
\$C) dialogue and performing lessony;  
\$D) dialogue and performing of lessoning;  
\$E) dialogue and performing and little;
- @ 20.  
Learning was very drills.  
\$A) as under the control of the teacher;  
\$B) as under the control of the dogs;  
\$C) as under the control of the teachers me;  
\$D) as under the control of the pupils;  
\$E) as under the control of the people;
- @ 21.  
Interaction between...  
\$A) learners and users of language;  
\$B) learners and cats of language;  
\$C) learners and users of school;  
\$D) learners and users of English language;

- \$E) learners and users of teach language;
- @ 22.  
What to create?  
\$A) meaningful and purposeful;  
\$B) meaningful and lesson;  
\$C) pictures;  
\$D) cards;  
\$E) flag;
- @ 23.  
Trying out and experimenting with...  
\$A) different way of saying;  
\$B) different way of saying speech;  
\$C) different way of saying grammatically;  
\$D) different way of saying reading;  
\$E) different way of saying nothing;
- @ 24.  
With CLT begin.  
\$A) movement away from traditional lesson;  
\$B) movement away from traditional meals;  
\$C) movement away from traditional habits;  
\$D) movement away from traditional English;  
\$E) movement away from traditional cards;
- @ 25.  
Eximine is....  
\$A) a classroom text;  
\$B) a classroom lesson;  
\$C) a classroom tasks;  
\$D) a classroom pupils;  
\$E) a classroom my;

- @ 26.  
Grammatical competence is...  
\$A) the focus of many grammar practice book;  
\$B) the focus of many grammar practice pen;  
\$C) the focus of many grammar practice dogs;  
\$D) the focus of many grammar practice lessons;  
\$E) the focus of many grammar practice English;
- @ 27.  
Which typically present.  
\$A) a rule of grammar;  
\$B) a rule of lessons;  
\$C) a rule of school;  
\$D) a rule of class;  
\$E) a rule of teaching;
- @ 28.  
The unit of teaching.  
\$A) to teach carefully;  
\$B) to teach nothing;  
\$C) to teach leasson;  
\$D) to teach pupils;  
\$E) to teach students;
- @ 29.  
The unit of analysis is...  
\$A) typically the sentence;  
\$B) type of lessons;  
\$C) type of learning;  
\$D) lesson preperation;  
\$E) new of life;
- @ 30.  
Grammar competencing is...

- \$A) an important dimation of language learning;  
\$B) an important dimation of language;  
\$C) an important dimation of language English learning;  
\$D) an important dimation of language no learning;  
\$E) an important dimation of language learning at;
- @ 31.  
How to use language.  
\$A) a range of difficulrt purposes and functions;  
\$B) a range of difficulrt purposes and goals;  
\$C) a range of difficulrt purposes and books;  
\$D) a range of difficulrt purposes and aim functions;  
\$E) a range of difficulrt purposes and read functions;
- @ 32.  
What to use?  
\$A) formal and informal speech;  
\$B) formal language;  
\$C) formal lessons and learn;  
\$D) formal and formulation;  
\$E) no form;
- @ 33.  
Knowing how to use.  
\$A) to produce and understand;  
\$B) to understand and read;  
\$C) to speak and write;  
\$D) to produce the picture;  
\$E) to cards;
- @ 34.

Early views of language learning.  
\$A) on mastering of grammatical competence;  
\$B) on mastering of grammatical rule;  
\$C) on mastering of grammatical tenses;  
\$D) on mastering of grammatical in competence;  
\$E) on mastering of grammatical ito competence;

@ 35.  
Language learning was viewed.  
\$A) as a process of mechanical habit formation;  
\$B) as a process of mechanical habit;  
\$C) as a process of mechanical habit my formation;  
\$D) as a process of mechanical habit in formation;  
\$E) as a process of mechanical habit at formation;

@ 36.  
Good habit of teaching are...  
\$A) formed by having students;  
\$B) no having student;  
\$C) form of students;  
\$D) formed by friends;  
\$E) students right;

@ 37.  
By memorizing is...  
\$A) dialogues and performing drills;  
\$B) dialogues and performing mine;  
\$C) dialogues and performing drills lesson;  
\$D) dialogues and performing drills nobody;

\$E) dialogues and performing drills copy;

@ 38.  
Learning was very much seen.  
\$A) as under the control of the teacher;  
\$B) as under the control of the students;  
\$C) as under the control of the pupils;  
\$D) as under the control of the friends;  
\$E) as under the control of the teachers role;

@ 39.  
Interaction between the...  
\$A) learner and user of the language;  
\$B) learner and user of the teacher;  
\$C) learner and user of the English language;  
\$D) learner and user of the role language;  
\$E) learner and user of the good language;

@ 40.  
Colaboration is...  
\$A) creation of meaning;  
\$B) creation of lesson;  
\$C) creation of teaching;  
\$D) creation of cards;  
\$E) creative idenitirty;

@ 41.  
Learning through...  
\$A) attending to the feedback learner;  
\$B) good teaching;

\$C) attending students;  
\$D) attending lessons;  
\$E) attending feedback;

@ 42.  
Pay attention to...  
\$A) the language one hears;  
\$B) the language can be learned;  
\$C) the language of use;  
\$D) the language of english;  
\$E) no language;

@ 43.  
The kind of\_\_\_\_\_ that best facilitate learning.  
\$A) classroom activities;  
\$B) classroom lessony;  
\$C) classroom act;  
\$D) classroom teacher;  
\$E) classroom teaching;

@ 44.  
CLT begin a movement away.  
\$A) from traditional lesson;  
\$B) from traditioal goals;  
\$C) from English language;  
\$D) from nothing;  
\$E) from what to do;

@ 45.  
The role of\_\_\_\_\_in the classroom.  
\$A) teachers and learners;  
\$B) teachers at home;  
\$C) teaching English;  
\$D) from lesson;  
\$E) control languages;

@ 46.  
New role in the classrom.  
\$A) for teacher and learners;

\$B) for teachers and nobody;  
\$C) for the lesson;  
\$D) for students;  
\$E) for me;

@ 47.  
In planning a language course.  
\$A) to be made about the content of the course;  
\$B) to be made about the content of the English course;  
\$C) to be made about the content of the my course;  
\$D) to be made about the content of the your course;  
\$E) to be about the content of the course;

@ 48.  
Traditional approaches.  
\$A) up to the late 1960;  
\$B) 1990-1979;  
\$C) 2008;  
\$D) 2015-2016;  
\$E) no year;

@ 49.  
Classic CLT.  
\$A) 1970-1990;  
\$B) 1950-1999;  
\$C) 1960-1980;  
\$D) till 1999;  
\$E) till present;

@ 50  
Carrent CLT.  
\$A) 1990 till present;  
\$B) 1990 - 1998;  
\$C) 1989 - 2000;  
\$D) till present;  
\$E) nothing;

@ 51

Typical audiolingual lesson would be...

- \$A) hear a model dialogue;
- \$B) hear more words;
- \$C) hear nothing;
- \$D) here my teacher;
- \$E) teaching process;

@ 52

What will students repeat each lesson.

- \$A) dialogues, individually and chorus;
- \$B) dialogues, individually and chorus with me;
- \$C) dialogues, individually;
- \$D) dialogues, individually and English;
- \$E) dialogues with each others;

@ 53

The dialog is...

- \$A) memorized gradually, line by line;
- \$B) memorized gradually, day by day;
- \$C) memorized gradually, step to step;
- \$D) memorized gradually, line by line;
- \$E) memorized gradually, line by line;

@ 54

A line may be broken down...

- \$A) into several phases;
- \$B) into several ways;
- \$C) into nothing;
- \$D) into parts;
- \$E) my book;

@ 55

The dialogues rule is...

- \$A) read aloud;
- \$B) read fluently;
- \$C) read with you cat;
- \$D) read nothing;
- \$E) read and read to;

@ 56

Students dialogues.

- \$A) one half saying;
- \$B) one saying;
- \$C) one friend;
- \$D) one goods;
- \$E) one by one;

@ 57

The dialog is adapted to the students.

- \$A) interest or situation;
- \$B) interest to books;
- \$C) interest or not interest;
- \$D) interest or motivation;
- \$E) one's interest;

@ 58

This is acted out by the...

- \$A) students;
- \$B) by the dogs;
- \$C) by the friends;
- \$D) by my dog;
- \$E) by buy;

@ 59

The students may refer to...

- \$A) their textbook;
- \$B) their copy-book;
- \$C) their friend;
- \$D) their subjects;
- \$E) their students;

@ 60

Students may take place in the...

- \$A) language laboratory;
- \$B) language pupil;
- \$C) laboratory work;
- \$D) my laboratories work;
- \$E) work in laboratory;

@ 61

A typical lesson according...

- \$A) to the situational approach;
- \$B) to the situational work;
- \$C) to the home work;
- \$D) to the situational job;
- \$E) to the door;

@ 62

A three phase sequence.

- \$A) presentation, practice and production;
- \$B) presentation, practice and booght;
- \$C) presentation, practice and work;
- \$D) presentation, practice and preparation;
- \$E) presentation, practice and production of;

@ 63

Presentation is...

- \$A) a conversation or short text;
- \$B) a conversation or short song;
- \$C) a conversation or play with;
- \$D) a conversation or short sentences;
- \$E) a conversation or short egg;

@ 64

Practice is...

- \$A) through drill or substitution exercises;
- \$B) through drill or difficult ways;
- \$C) through drill or easy exercises;
- \$D) through drill or my substitution exercises;
- \$E) through drill or not substitution exercises;

@ 65

Produce is...

- \$A) the new structure;
- \$B) the new way;
- \$C) the new action;
- \$D) the new lesson;
- \$E) the new friend;

@ 66

Lesson structure has been...

- \$A) language teaching materials;
- \$B) language teaching exercise;
- \$C) language teaching students;
- \$D) language teaching materials for me;
- \$E) language teaching materials together;

@ 67

The third phase is...

- \$A) a free practice;
- \$B) a free english;
- \$C) a free words;
- \$D) a free or bye;
- \$E) a free nose;

@ 68

Classic CLT

- \$A) 1970 to 1980;
- \$B) 1970 to 2000;
- \$C) 1970 to 1985;
- \$D) 1970 till present;
- \$E) to 2005;

- @ 69  
In the 1970  
\$A) a reaction to traditional language;  
\$B) a reaction to traditional lesson;  
\$C) a reaction to traditional English language;  
\$D) a reaction to traditional sentences;  
\$E) a reaction to traditional work;
- @ 70  
The notion of communicative competence was...  
\$A) within the dicipline of linguistics;  
\$B) within the preperation;  
\$C) within the copy-book;  
\$D) within English book;  
\$E) wiyjin my ready;
- @ 71  
CLT created  
\$A) a great deal of enthusiasm and excitment;  
\$B) a great deal of enthusiasm;  
\$C) a great deal of enthusiasm and politness;  
\$D) a great deal of enthusiasm of great;  
\$E) a great deal of enthusiasm and good excitment;
- @ 72  
A new aproach to language teaching.  
\$A) in the 1970 and 1980;  
\$B) in the 1970 and 1985;  
\$C) in the 1970 and 1990;  
\$D) in the 1970 and 1978;  
\$E) in the 1970 and 1967;
- @ 73  
In planning language courses.  
\$A) within communicative approaches;  
\$B) within communicative teaching;  
\$C) within communicative;  
\$D) within communicative new approaches;  
\$E) within communicative students approaches;
- @ 74  
Some idea of the setting.  
\$A) target language;  
\$B) target skills;  
\$C) target teaching;  
\$D) target approach;  
\$E) target friend;
- @ 75  
The social defined...  
\$A) role;  
\$B) ready;  
\$C) read;  
\$D) teaching;  
\$E) teach;
- @ 76  
The communicative events are...  
\$A) everydays situation;  
\$B) everyday at 5 o'clock;  
\$C) everyday work;  
\$D) everyday meeting;  
\$E) everydays teaching;
- @ 77  
The language function involved...  
\$A) in those events;  
\$B) in those jobs;  
\$C) in those rase;  
\$D) in those free;  
\$E) in those glad;
- @ 78  
A traditional language.  
\$A) the specified the vocabulary studed;  
\$B) the specified the vocabulary;  
\$C) the specified the vocabulary at studed;  
\$D) the specified the vocabulary under studed;  
\$E) the specified the vocabulary this studed;
- @ 79  
A skills pased.  
\$A) syllabus;  
\$B) programmar;  
\$C) planning;  
\$D) role of play;  
\$E) play game;
- @ 80  
Recognizing key words...  
\$A) in conversation;  
\$B) in jobs;  
\$C) in session;  
\$D) in the lesson;  
\$E) in the classroom;
- @ 81  
Recognizing the topic...  
\$A) of a conversation;  
\$B) of a teaching;  
\$C) of a free lesson;  
\$D) of a secret;  
\$E) of a series of;
- @ 82  
Recognixing speakers is...  
\$A) attitude toward a topic;  
\$B) attitude toward to speaking;  
\$C) attitude to conversation;  
\$D) attitude to talking;  
\$E) attitude toward a textly;
- @ 83  
Recognizing time is...  
\$A) reference of utterence;  
\$B) reference of time;  
\$C) reference and hour;  
\$D) reference of timing;  
\$E) reference of going on;
- @ 84  
Identifying key...  
\$A) information in passage;  
\$B) information in newspaper;  
\$C) information in TV;  
\$D) information in classroom;  
\$E) information in nowhere;
- @ 85  
A function of syllabus is...  
\$A) the function of the learners;  
\$B) the function of the teachers;  
\$C) the function of the dogs;  
\$D) trhe function of the teaching;  
\$E) the function of the nothing;
- @ 86  
Communicstive competence is viewed.  
\$A) as mastery of function;  
\$B) as mastery of language;  
\$C) as mastery of words;  
\$D) as mastery of ready;  
\$E) as mastery of nothing;

@ 87  
Vocabulary and grammar mean...  
\$A) function being taught;  
\$B) function being not to taught;  
\$C) function to teach;  
\$D) function to speak English;  
\$E) Very well speak;

@ 88  
Communicative skills needed to...  
\$A) for particular role;  
\$B) for teaching role;  
\$C) for role of teacher;  
\$D) for role of students;  
\$E) for role of dogs;

@ 89  
The diciplines of need analysis.  
\$A) the use of observation;  
\$B) the use of investigation;  
\$C) the use of motivation;  
\$D) the use of clarified;  
\$E) the use nothing;

@ 90  
The kind of communicative learners  
would...  
\$A) need to master;  
\$B) need to read;  
\$C) need to polite;  
\$D) need to teaching;  
\$E) need to go;

@ 91  
The focuse of analysis...  
\$A) determine the specific  
characteristics;  
\$B) determine the specific of the;  
\$C) determine the specific new  
characteristics;

\$D) determine the specific no  
characteristics;  
\$E) determine the specific nothing  
characteristics;

@ 92  
Differences in vocabulary is...  
\$A) choice;  
\$B) cheez;  
\$C) conversation;  
\$D) benifits;  
\$E) bored;

@ 93  
Differences in...  
\$A) grammar;  
\$B) red;  
\$C) book;  
\$D) vocabulary;  
\$E) excersise;

@ 94  
Differences in the kind.  
\$A) of text commonle occuring;  
\$B) of the text places;  
\$C) of the text reading;  
\$D) of the text to;  
\$E) of the text you;

@ 95  
Differences in the need  
\$A) for partuculary skills;  
\$B) for partuculary drills;  
\$C) for common skills;  
\$D) no for something;  
\$E) nothing more at;

@ 96  
Classrom activities in...  
\$A) CLT;

\$B) MTZKH;  
\$C) OBCE;  
\$D) UN;  
\$E) UNICEF;

@ 97  
The goal of CLT is...  
\$A) to develop fluency of language  
use;  
\$B) to develop fluency of my  
language use;  
\$C) to develop fluency of students  
language use;  
\$D) to develop fluency of use;  
\$E) to develop fluency of correctly  
language use;

@ 98  
Fluency is...  
\$A) developed by creating classroom  
activities;  
\$B) developed by me;  
\$C) developed increasing language;  
\$D) developed by teaching;  
\$E) developed by studens;

@ 99  
Fluency practice can be  
\$A) with accuracy practice;  
\$B) with accuracy role;  
\$C) with accuracy teaching;  
\$D) with nothing;  
\$E) with my cats;

@ 100  
Activities focusing on...  
\$A) fluency;  
\$B) freely;  
\$C) easing;  
\$D) difficult;

\$E) core;  
  
@ 101  
Reflect natural.  
\$A) use of language;  
\$B) use of nothing;  
\$C) use of dictionary;  
\$D) use of rules;  
\$E) use of good;

@ 102  
Focus on...  
\$A) achieving communication;  
\$B) communicative skill;  
\$C) communicative drills;  
\$D) rules of skills;  
\$E) skilling me;

@ 103  
Requiring meaningful.  
\$A) use of language;  
\$B) use of dogy;  
\$C) use of free english;  
\$D) use of teaching;  
\$E) use of teach;

@ 104  
Require the use of course.  
\$A) stretegies;  
\$B) stage;  
\$C) ways;  
\$D) creat;  
\$E) did;

@ 105  
Produce language that...  
\$A) may not be praticable;  
\$B) may not be cridy;  
\$C) may not be free;  
\$D) may not be du-du;

\$E) I go home;

@ 106

Seek to link language.

\$A) use to context;

\$B) use to book;

\$C) use to forward;

\$D) use to dask;

\$E) I go du-du;

@ 107

Activities focusing on...

\$A) accuracy;

\$B) academic drills;

\$C) akam;

\$D) accuracy sea;

\$E) grammar;

@ 108

Reflect classroom.

\$A) use of language;

\$B) use of speech;

\$C) use of joy;

\$D) use of teachers skills;

\$E) use of ready;

@ 109

Practice language.

\$A) out of context;

\$B) out of creation;

\$C) out of drills;

\$D) out of speakers;

\$E) out of nothing;

@ 110

Practice small samples.

\$A) of language;

\$B) of talking;

\$C) of gossiping;

\$D) telling nothing;

\$E) teaching skills;

@ 111

Do not require.

\$A) meaningful of communication;

\$B) meaningful of communication

drills;

\$C) meaningful of communication

skills;

\$D) meaningful of communication

students;

\$E) meaningful of ready

communication;

@ 112

Control choice is...

\$A) of language;

\$B) of grammar;

\$C) of vocabulary;

\$D) of skills;

\$E) of crazy;

@ 113

Three different kinds of practice are...

\$A) mechanical, meaningful and

communicative;

\$B) mechanical, meaningful and

teaching;

\$C) mechanical, meaningful and du-

du;

\$D) mechanical, meaningful and

dunduk communicative;

\$E) mechanical, meaningful and

open communicative;

@ 114

Mechanical practice refer to...

\$A) to a control practice activity;

\$B) to a control practice ;

\$C) to a control practice no activity;

\$D) to a control practice my activity;

\$E) to a control practice dady

activity;

@ 115

Communicative practice.

\$A) refer to activity;

\$B) refer to reading;

\$C) refer to role;

\$D) refer to meaning;

\$E) refer to me;

@ 116

Meaningful practice.

\$A) to an activities;

\$B) to be;

\$C) activity;

\$D) no activities;

\$E) many things;

@ 117

Students might have...

\$A) to draw a map;

\$B) to draw a picture;

\$C) to draw me;

\$D) to draw teaching way;

\$E) to draw nothing;

@ 118

Groups of activities are...

\$A) pre-communicative and

communicative activities;

\$B) pre-communicative and

communicative an activities;

\$C) pre-communicative and

communicative role activities;

\$D) pre-communicative and

communicative my activities;

\$E) pre-communicative and

communicative;

@ 119

An important aspect communication is...

\$A) the notion of information gap;

\$B) the notion of information;

\$C) the notion of information my gap;

\$D) the notion of information gap skil;

\$E) the notion of information gappy;

@ 120

Reall communication.

\$A) refer to the fact;

\$B) refer to the act;

\$C) refer to the ways;

\$D) refer to the meaning;

\$E) refer to activity;

@ 121

Authentic communication is...

\$A) to occur in the classroom;

\$B) to occur in the home;

\$C) to occur in the free classroom;

\$D) to occur in the my classroom;

\$E) to occur in the good classroom;

@ 122

Task complation activities.

\$A) puzzles, games, map-reading;

\$B) ready of the lesson;

\$C) teaching game;

\$D) see;

\$E) go to school;

@ 123

Information gathering activities.

\$A) students conducted surveys

interviews;

\$B) students action;

\$C) student act;

\$D) students do;

\$E) student parties;

@ 124

Opinion-sharing activities.

- \$A) students compare value;
- \$B) students compare words;
- \$C) students compare sentences;
- \$D) students compare vocabulary;
- \$E) students compare my value;

@ 125

Information – transfer activities.

- \$A) to take information;
- \$B) to take a picture;
- \$C) to take shower;
- \$D) to take a book;
- \$E) to take nothing;

@ 126

Reasining – gap activities.

- \$A) some new information;
- \$B) some new gifts;
- \$C) some new presents;
- \$D) some new book;
- \$E) some new lesson;

@ 127

Emphasis is...

- \$A) pair and group work;
- \$B) pair and new role;
- \$C) pair and new action;
- \$D) pair and new activity;
- \$E) pair and new film;

@ 128

Classroom activities should paraleled

- \$A) the real world;
- \$B) the real life;
- \$C) the real lesson;
- \$D) the real way;

\$E) the real book;

@ 129

Created material can be...

- \$A) motivating for learners;
- \$B) motivating for me;
- \$C) motivating for friends;
- \$D) motivating for dogs;
- \$E) no motive;

@ 130

Current trends in...

- \$A) CLT;
- \$B) CLP;
- \$C) CLD;
- \$D) MLT;
- \$E) TCELL;

@ 131.

The information about teaching method are

- \$A) theoretical and emphasizing;
- \$B) theoretical and read;
- \$C) theoretical and nothing;
- \$D) theoretical and mini-emphasizing;
- \$E) theoretical and dog;

@ 132.

What concept and principles pertinent to the learning are ?

- \$A) human behavior and effective communication;
- \$B) effective communication;
- \$C) teachers opinion;
- \$D) no-no;
- \$E) nothing;

@ 133.

Why need recommendation in teaching process?

- \$A) for a actual conduct;
- \$B) for my dog;
- \$C) for peacefull;
- \$D) for teach;
- \$E) for nothing;

@ 134.

Teaching methods in common use, such as

- \$A) the lecture method;
- \$B) the teacher boots;
- \$C) computer game;
- \$D) reading process;
- \$E) everything;

@ 135.

Method of teaching is....

- \$A) the guided discussion method;
- \$B) discussion method;
- \$C) method of lining ;
- \$D) anything at class;
- \$E) nothing more;

@ 136.

Type of learning are....

- \$A) cooperative or group learning;
- \$B) group joke;
- \$C) learning phrases;
- \$D) learning style;
- \$E) go home;

@ 137.

A teaching method is seldom used...

- \$A) by itself;
- \$B) by my cat;
- \$C) by teacher's book;
- \$D) by car;
- \$E) by my bag;

@ 138.

What typical lesson uses instructor (teacher)?

- \$A) only one more than method;
- \$B) one teacher;
- \$C) only you;
- \$D) method of teaching;
- \$E) writing;

@ 139.

Organizing method is....

- \$A) gether more information;
- \$B) no information about;
- \$C) information about you;
- \$D) gether new materials for nobody;
- \$E) more materials for me;

@ 140.

What must at first do teacher?

- \$A) gather more teaching materials;
- \$B) teaching process;
- \$C) teacher's job;
- \$D) reading new material;
- \$E) nothing;

@ 141.

The lesson do not stand alone within what?

- \$A) a course of trainig;
- \$B) a book on the table;
- \$C) teacher's lesson;
- \$D) to copy lecture;
- \$E) nobody come;

@ 142.

What must be teacher use nin class?

- \$A) plan of action;
- \$B) plan of going out;
- \$C) plan of my future profession;



- \$D) plan of house;
- \$E) plan of nothing;

@ 143.

The goal for students is...

- \$A) certificate or rating;
- \$B) rating of my students;
- \$C) student's life;
- \$D) dog and cat;
- \$E) no one;

@ 144.

What is syllabus?

- \$A) It is a program of teaching;
- \$B) it is a program of speaking;
- \$C) it is my problem;
- \$D) it is a book;
- \$E) it is a good done;

@ 145.

What the syllabus contain?

- \$A) a description of each lesson;
- \$B) a description of picture;
- \$C) a description of tree;
- \$D) can't describe;
- \$E) nothing described;

@ 146.

What independent teacher may develop?

- \$A) their own syllabus;
- \$B) their own job;
- \$C) their teacher;
- \$D) their individual work;
- \$E) noone described;

@ 147.

The main concern of the teacher is...

- \$A) the more manageable tasks;
- \$B) the more information;

- \$C) for me easy;
- \$D) who asked you;
- \$E) the more task for me;

@ 148

The traditionl way of organizing a lesson plan are...

- \$A) introduction, development and counclusion;
- \$B) introduction, development and reading;
- \$C) introduction, development and speaking;
- \$D) introduction, development and uncounclusion;
- \$E) introduction myself, development and counclusion;

@ 149.

What is the introduction of the lesson?

- \$A) it is attention, motivation and overview;
- \$B) it is attention;
- \$C) it is attention, motivation and nobody;
- \$D) it is book, motivation and overview;
- \$E) it is attention, telling and overview;

@ 150.

What is attention in class?

- \$A) It is establish of common ground between teacher and students;
- \$B) nobody;
- \$C) good reading;
- \$D) common ground between teacher and students;
- \$E) good job;

@ 151.

What is motivation in class?

- \$A) Establish receptive attitude toward lesson;
- \$B) Nothing established;
- \$C) what to do?;
- \$D) it not my business;
- \$E) oral reading;

@ 152

What is overview in class?

- \$A) Indicate what is to be covered and related;
- \$B) Indicate what is to be;
- \$C) Indicate covered and related;
- \$D) Indicate and related;
- \$E) Indicate nothing;

@ 153.

The purpose of the attention is...

- \$A) to focus each students attention on the lesson;
- \$B) to focus on the lesson;
- \$C) to focus each students;
- \$D) to focus nothing on the lesson;
- \$E) attention on the lesson;

@ 154.

The teacher can begin lesson with...

- \$A) by telling story;
- \$B) by telling nothing;
- \$C) by my friend;
- \$D) by bus;
- \$E) by nobody;

@ 155.

The purpose of motivation is...

- \$A) to offer student specific reason;
- \$B) to offer to read;
- \$C) to offer go out;

- \$D) nothing offer;
- \$E) students work;

@ 156.

The purpose of the overview is...

- \$A) What is to be covered during the lesson;
- \$B) during the lessou;
- \$C) English lesson;
- \$D) more lessonf;
- \$E) no lesson;

@ 157.

The introduction of the lesson should be...

- \$A) free of stories an jokes;
- \$B) free job;
- \$C) nothing to do;
- \$D) free or busy now;
- \$E) lesson preparation;

@ 158

What development lesson is...

- \$A) the main part of the lesson;
- \$B) part of the job;
- \$C) part of lesson;
- \$D) lesson preparation;
- \$E) good lesson;

@ 159.

What is lecture method?

- \$A) is the wast widely used from of presentation;
- \$B) presentation skills;
- \$C) skill of reading;
- \$D) no speaking;
- \$E) don't permition;

@ 160.

The important of lecture is...

- \$A) the introduction of new subjects;

- \$B) new subject;
- \$C) introduce yourself;
- \$D) my friend;
- \$E) nothing to buy;

@ 161.

- Teaching method to give...
- \$A) added meaning and direction;
  - \$B) add some money for teacher;
  - \$C) add more information;
  - \$D) more food;
  - \$E) add lesson for me;

@ 162.

- The lecture method of teaching needs...
- \$A) to be very flexible;
  - \$B) to be more careful;
  - \$C) no-no;
  - \$D) read book;
  - \$E) buy newspaper;

@ 163.

- Type of lecture, such as...
- \$A) illustrated talk;
  - \$B) illustrate the book;
  - \$C) talking English;
  - \$D) What are you doing?;
  - \$E) nothing;

@ 164

- The speakers purpose is...
- \$A) to inform;
  - \$B) to listen;
  - \$C) to cook;
  - \$D) to go by bus;
  - \$E) to write;

@ 165.

- The teaching lectre is...

- \$A) foword by teacher;
- \$B) teacher's job;
- \$C) my work;
- \$D) Easy task;
- \$E) rabbit;

@ 166.

- What must instructor (teacher) determine?
- \$A) the method of develop the subject;
  - \$B) Look and say;
  - \$C) the method of my teaching;
  - \$D) many methods;
  - \$E) many jokes;

@ 167.

- What also should teacher consider?
- \$A) the size and the depth of the presentation;
  - \$B) the size o book;
  - \$C) the size of my boot;
  - \$D) the teachers' size;
  - \$E) its no my size;

@ 168.

- A formal or semi – formal discourse is...
- \$A) presents a series of events;
  - \$B) present tense;
  - \$C) last day;
  - \$D) teaching methods;
  - \$E) method of speaking;

@ 169.

- Stimulates \_\_\_\_ participation.
- \$ A) active;
  - \$ B) do;
  - \$ C) act;
  - \$ D) solution;

- \$ E) no dog;

@ 170.

- Require \_\_\_\_ component instructor.
- \$ A) highly;
  - \$ B) more wide;
  - \$ C) so good;
  - \$ D) nothing to do;
  - \$ E) clear thinking;

@ 171.

- What is the seminar method?
- \$ A) A tutorial arrangement involving the instructor (teacher) and group;
  - \$ B) A tutorial arrangement instructor (teacher) and group;
  - \$ C) A tutorial involving the instructor (teacher) and group;
  - \$ D) A tutorial arrangement;
  - \$ E) involving the instructor (teacher) and group;

@ 172.

- Provide motivation and \_\_\_\_\_.
- \$ A) report;
  - \$ B) doklad;
  - \$ C) readable;
  - \$ D) ability;
  - \$ E) many can;

@ 173.

- Poses \_\_\_\_\_ problems.
- \$ A) evaluations;
  - \$ B) component;
  - \$ C) palace;
  - \$ D) war;
  - \$ E) tank;

@ 174.

The demonstration method is....

- \$ A) a job shows the students what to do;
- \$ B) a job shows the students new films;
- \$ C) a job shows the students what to buy;
- \$ D) a job shows the students do;
- \$ E) a job shows the students what;

@ 175.

- To teach manipulative \_\_\_\_\_.
- \$ A) operation or procedues;
  - \$ B) operation or procedues of class;
  - \$ C) operation of my dog;
  - \$ D) my operation and pupil procedues;
  - \$ E) teaching procedues;

@ 176.

- To \_\_\_\_troubleshooting.
- \$ A) teach;
  - \$ B) reading;
  - \$ C) more clare;
  - \$ D) than;
  - \$ E) showed;

@ 177.

- To illustrate \_\_\_\_\_
- \$ A) prnciples;
  - \$ B) book shop;
  - \$ C) paper;
  - \$ D) speaking;
  - \$ E) no-no;

@ 178.

- \_\_\_\_\_teach operation or functioning of equipment.
- \$ A) To;
  - \$ B) under;
  - \$ C) sad;
  - \$ D) at;
  - \$ E) sorry;

@ 179.  
To teach safety\_\_\_\_\_.  
\$ A) procedures;  
\$ B) dange;  
\$ C) ball;  
\$ D) follow me;  
\$ E) my red doll;

@ 180.  
Cooperative or group learning method  
is...  
\$ A) is an instructional strategy;  
\$ B) is my job;  
\$ C) is teaching process;  
\$ D) is on the bag;  
\$ E) is nobody come;

@ 181.  
Guided discussion.  
\$ A) a more skilled use of question;  
\$ B) asking question;  
\$ C) method of ask question;  
\$ D) no question;  
\$ E) what question is it?;

@ 182.  
What teacher often use in class?  
\$ A) a question to open up an area for  
discussion;  
\$ B) my question;  
\$ C) a question to open the door;  
\$ D) a question discussion;  
\$ E) my question to open up an area  
for discussion;

@ 183.  
The purpose is\_\_\_\_\_.  
\$ A) to get to discussion started;  
\$ B) to discussion;  
\$ C) to speak;

\$ D) folk;  
\$ E) feel bad;

@ 184.  
Question are\_\_\_\_\_  
\$ A) part of teaching;  
\$ B) part of body;  
\$ C) part of house;  
\$ D) part of teachers;  
\$ E) part of nothing;

@ 185.  
Planning a guided discussion is....  
\$ A) the same as planning a lecture;  
\$ B) lecture method;  
\$ C) lesson preparation;  
\$ D) to do lesson;  
\$ E) thank you for lesson;

@ 186.  
Discussion is...  
\$ A) by asking one o fthe prepared  
lead – off question;  
\$ B) by asking me at school;  
\$ C) by bus get;  
\$ D) by prepared lesson;  
\$ E) What to do?;

@ 187.  
The student should be given\_\_\_\_\_.  
\$ A) a chance to reach;  
\$ B) a chance to go;  
\$ C) a chance to read about no;  
\$ D) no coment;  
\$ E) What are you doing?;

@ 188.  
The nature of the question should be  
determined.

\$ A) by the lesson objective and  
desire;  
\$ B) by my lesson;  
\$ C) by who its made;  
\$ D) by car go;  
\$ E) by nobody;

@ 189.  
Demonstration phase...  
\$ A) the teacher must show students  
the action;  
\$ B) show the action me;  
\$ C) pray for me;  
\$ D) must show him;  
\$ E) action at school;

@ 190.  
Student perfomance requires....  
\$ A) to act and to do;  
\$ B) to speak and eat;  
\$ C) to write the essay;  
\$ D) to prepare home work;  
\$ E) to say nothing;

@ 191.  
To learn skills is...  
\$ A) student must act;  
\$ B) student must eat more;  
\$ C) student must study;  
\$ D) student must go home;  
\$ E) student must seak more;

@ 192.  
Discussion session can be led....  
\$ A) by the teacher;  
\$ B) by the pupils;  
\$ C) by my dog;  
\$ D) by son;  
\$ E) Wow;

@ 193.  
The goal is to...  
\$ A) meet the lesson objective;  
\$ B) meet me;  
\$ C) meet my friend at school;  
\$ D) meet new theme;  
\$ E) lesson preparation;

@ 194.  
The demonstration lesson is...  
\$ A) The effective way to teach;  
\$ B) way to teach;  
\$ C) teaching way;  
\$ D) teaching English;  
\$ E) Lesson goal;

@ 195.  
Presentation is....  
\$ A) can see and hear the lesson;  
\$ B) can eat and speak;  
\$ C) can write and jump;  
\$ D) can read;  
\$ E) can get;

@ 196.  
A lesson plan is...  
\$ A) a teacher's detailed description;  
\$ B) a teacher's role;  
\$ C) a teacher's job;  
\$ D) a teacher's work;  
\$ E) a teacher of mine;

@ 197.  
A daily lesson plan is....  
\$ A) devloped by a teacher;  
\$ B) teacher's lesson;  
\$ C) go to work;  
\$ D) sorry;  
\$ E) Thank you very much;

@ 198.  
\_\_\_\_\_of the lesson.  
\$ A) Title;  
\$ B) Beginning;  
\$ C) Said;  
\$ D) say an look;  
\$ E) Look and say;

@ 199.  
List of required \_\_\_\_\_  
\$ A) materials;  
\$ B) reading materials;  
\$ C) more speaking;  
\$ D) many work;  
\$ E) don't ask;

@ 200.  
List of objective.  
\$ A) What the students can do at lesson;  
\$ B) student lesson;  
\$ C) bookless;  
\$ D) What to do;  
\$ E) seldom;

**Answer for the tests:** 1) a, 2) a, 3) a, 4) a, 5) a, 6) a, 7) a, 8) a, 9) a, 10) a, 11) a, 12) a, 13) a, 14) a, 15) a, 16) a, 17) a, 18) a, 19) a, 20) a, 21) a, 22) a, 23) a, 24) a, 25) a, 26) a, 27) a, 28) a, 29) a, 30) a, 31) a, 32) a, 33) a, 34) a, 35) a, 36) a, 37) a, 38) a, 39) a, 40) a, 41) a, 42) a, 43) a, 44) a, 45) a, 46) a, 47) a, 48) a, 49) a, 50) a, 51) a, 52) a, 53) a, 54) a, 55) a, 56) a, 57) a, 58) a, 59) a, 60) a, 61) a, 62) a, 63) a, 64) a, 65) a, 66) a, 67) a, 68) a, 69) a, 70) a, 71) a, 72) a, 73) a, 74) a, 75) a, 76) a, 77) a, 78) a, 79) a, 80) a, 81) a, 82) a, 83) a, 84) a, 85) a, 86) a, 87) a, 88) a,

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