

## **Перелік контрольних робіт**

1. Навчання фонетичному матеріалу.
2. Навчання лексичному матеріалу
3. Навчання граматичному матеріалу
4. Тест: навчання фонетичному, лексичному, граматичному матеріалу.
5. Навчання аудіювання
6. Навчання монологічного мовлення
7. Навчання діалогічного мовлення
8. Навчання письма
9. Навчання читання
10. Організація процесу навчання іноземної мови в середніх навчальних закладах
11. Контроль у навчанні іноземної мови

### **1. Навчання фонетичному матеріалу**

- 1) Describe the stages of teaching pronunciation, their aims and corresponding types of exercises.
- 2) Give brief characteristics of the phonic system of the English language as compared with that of the mother-tongue.
- 3) Typology of phonetic exercises.
- 4) Suggest the techniques for drilling phonetic material and give examples suitable for the elementary level in secondary school.

### **2. Навчання лексичному матеріалу**

- 1) Describe the stages of teaching vocabulary, their aims and corresponding types of exercises.
- 2) Name the techniques for drilling active vocabulary and give examples suitable for the senior level of secondary school.
- 3) Suggest the techniques for presenting new vocabulary and give examples suitable for the senior level of secondary school.
- 4) Describe the ways of conveying the meaning of a word and give examples suitable for the elementary level of secondary school.

### **3. Навчання граматичному матеріалу**

- 1) Describe the stages of teaching grammar, their aims and corresponding types of exercises.
- 2) Suggest the techniques for the creative stage of forming grammatical habits and give examples suitable for the intermediate level of secondary school

### **4. Тест: навчання фонетичному, лексичному, граматичному матеріалу.**

1. The 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.
4. The English literary pronunciation is called:
  - a) received pronunciation;
  - b) colloquial.
5. Distribute the sounds [m, t, g, r, k, w, q, h] into three groups:
  - a) the sounds, which don't need any special explanation or drill;
  - b) the sounds, which require correction;

- c) the sounds, which require special demonstration.
- 6. Pupils should hear first a particular sound:
  - a) separately / in isolation;
  - b) in a speech pattern;
  - c) in a word.
- 7. We should start teaching pronunciation with:
  - a) speech exercises;
  - b) articulation exercises;
  - c) reception exercises.
- 8. The main aim of teaching vocabulary in a secondary school is:
  - a) to form the pupil's vocabulary habits;
  - b) to learn new words.
- 9. 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.
- 10. Distribute the following exercises into three stages of vocabulary habit formation. Write down 1, 2, 3 before each exercise:
  - a) retell the story;
  - b) make up sentences using the key-words;
  - c) discuss in pairs;
  - d) complete the following sentences;
  - e) say that you do the same;
  - f) think up the end of the story;
  - g) paraphrase the following sentences.
- 11. 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.
- 12. Substitution and expansion exercises are to be done:
  - a) at the first stage of lexical habit formation;
  - b) at the second stage of lexical habit formation;
  - c) at the third one of lexical habit formation.
- 13. 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 of education.
- 14. Pupils are supposed to master vocabulary while:
  - a) speaking and reading;
  - b) listening and reading;
  - c) reading, speaking, listening, and writing.
- 15. Vocabulary work is connected with:
  - a) pronunciation only;

- b) all the other aspects of the language;
  - c) spelling only.
16. The aim of teaching grammar is:
- a) to understand a language;
  - b) to develop logical thinking;
  - c) to form grammatical habits;
  - d) to assimilate the grammar material.
17. Active minimum grammar includes grammar material studied in:
- a) the 5<sup>th</sup> – 11<sup>th</sup> forms;
  - b) the 5<sup>th</sup> – 9<sup>th</sup> forms;
  - c) the 10<sup>th</sup> – 11<sup>th</sup> forms;
  - d) the 7<sup>th</sup> – 11<sup>th</sup> forms.
18. Pupils should make use of passive minimum grammar while:
- a) listening and speaking;
  - b) listening and writing;
  - c) listening only;
  - d) listening and reading.
19. The first stage of grammatical habit formation is:
- a) drill;
  - b) presentation;
  - c) creative stage.
20. The inductive way of introducing new grammar material starts with:
- a) explanation and rules;
  - b) exercises;
  - c) speech examples.
21. The deductive way of introducing new grammar material starts with:
- a) imitation;
  - b) speech examples;
  - c) explanation and rules.
22. The second stage of grammar habit formation is:
- a) presentation of new grammar material;
  - b) creative stage;
  - c) drill stage.
23. 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.
24. Words motivated on the basis of structural and semantic identity belong to:
- a) passive vocabulary;
  - b) active vocabulary;
  - c) potential vocabulary.

25. Recognition exercises are designed:
  - a) to develop pupil's ability to discriminate sounds;
  - b) to develop pupil's pronunciation habits.
26. In "Methods of Teaching English" grammar is taken as:
  - a) an adequate comprehension and correct usage of words in the act of communication;
  - b) the system of language, the discovery and the description of the nature of the language itself.
27. Teacher: The new word is blind. A blind person is the one who cannot see. Can a blind person see? – This example illustrates the following technique of semantization:
  - a) direct, verbal, definition;
  - b) direct, verbal, context;
  - c) direct, verbal, analysis.
28. The choice of the way for conveying the meaning of a word depends on:
  - a) pupil's age and his intelligence;
  - b) the stage of teaching, the size of the class, the time allotted to learning the new words;
  - c) psychological, pedagogical, linguistic factors.
29. The sounds of English can be arranged into:
  - a) two groups;
  - b) three groups;
  - c) four groups.
30. Methodological typology is:
  - a) the system of difficulties pupils find in assimilation language material;
  - b) common mistakes.

## 5. Навчання аудіювання

### 1). Test:

- 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 tembre,
  - b) stylistic peculiarities
  - c) the volume of auditory memory
- 3) One of the extralinguistic 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 activity,
  - b) anticipation;
  - c) presentation of an audiotext;
  - d) comprehension check;

- e) 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 8-th form are:
  - a) to understand texts with 3 % of unfamiliar words;
  - b) to understand texts without unfamiliar words;
  - c) to understand texts with 5% unfamiliar words
- 7) The syllabus requirements for listening comprehension in the 6-th form «e»:
  - 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 audiotext in the 5-th form should last:
  - a) up to one minute;
  - b) up to two minutes,
  - c) up to three minutes

1). Plan the pre-listening activities on the basis of the text suggested. (the intermediate level)

#### **Text A** **Broken Vase**

The young man was going to marry a beautiful girl. One day the girl told him that the next day she would celebrate her birthday and invited him to her birthday party. The young man was eager to make her a present, so he went to a gift shop. There he saw many beautiful things. Of all the things he particularly liked the vases. But they were very expensive, and as he had very little money, he had to leave the shop without buying anything. Making for the door he suddenly heard a noise one of the vases fell on the floor and broke to pieces. A brilliant idea came to his mind. He came up to the counter and asked the salesman to wrap up the broken vase he wanted to buy. The salesman got a little surprised but did what the young man had asked him to do.

The young man took the parcel and went straight to the girl's place. By the time he entered the room the guests had already gathered. Everybody was enjoying the party. Some of the people were dancing, others talking, joking and laughing. Saying "Many happy returns of the day", the young man told the girl that he had bought a small present for her. With these words he began to unwrap the parcel. Suddenly he got pale and said «I'm afraid, I have broken it. There were so many people in the bus. But when he unwrapped the parcel, he saw that the salesman had wrapped up each piece of the vase separately.

Describe the aims of teaching listening comprehension at a secondary school. Illustrate the difference between listening comprehension as a means and as an aim of teaching in the language classroom.

#### **6. Навчання монологічного мовлення**

1). 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;
  - d) a phase of Inner speech

- 3) Monological 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 combination 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-visuality,
  - b) situation- -topic,
  - c) visuality-text-situation-topic
- 7) Combination exercises are used
  - a) at the first stage of teaching monologue,
  - e) at the second stage,
  - f) 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 sentences,
  - look at the plan and describe,
  - look at the picture and say how/ several questions/,
  - discuss a title with your friend,
  - illustrate a proverb,
  - tell us about with the help of questions,
  - make up a story,
  - use the following plan for your description,
  - comment on the picture,
  - read and say what's your idea of it,
  - extend my sentence,
  - use new words to the topic and substitute
- 2). Describe the stages of developing monological skills with the help of visuality (elementary level). Give your examples.
- 3). Describe the stages of the formation of monological skills. Give necessary activities for the intermediate level.
- 4). Describe the stages of teaching monologue. Define the aim of each stage and give examples of exercises.

## **7. Навчання діалогічного мовлення**

### **1) Test**

#### **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) partners' remarks;
- b) a microdialogue,
- c) a minimal structural unit of dialogue

#### **3) The aim of teaching dialogue in school is the development of skills of**

- a) of 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,
- c) realization level.

#### **6) Stage III of teaching dialogue is aimed at developing the skills of producing**

- a) independent dialogues;
- b) microdialogues 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, transforming indirect speech
- look at the invitation card and plan the coming week-end
- listen to the beginning of a dialogue and enlarge it
- discuss in pairs the film you saw yesterday

8) Grammatical peculiarities of the dialogue are

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

- 2) Describe the stages of teaching dialogues and define their aims. Give examples of exercises suitable for the intermediate level.
- 3) Describe the aims, contents and modes of teaching communication. Give examples of activities suitable for the intermediate level.
- 4) Describe the ways of creating the communicative atmosphere at the lesson. Give examples suitable for the senior level.

## **8. Навчання письма**

1) Test

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 smth 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 a 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
- 2) Describe the ways of conducting dictations. What other means can be helpful for teaching spelling? Account for your choice
  - 3) Describe the steps of teaching calligraphy to young learners. Give examples of exercises for each stage.
  - 4) Describe the stages of teaching writing. Give examples for activities for each stage.
  - 5) Describe the steps of teaching calligraphy (give necessary examples)
  - 6) Describe the ways of teaching creative poem writing. Give examples suitable for senior level and state your reasons
  - 7) Describe the steps of teaching spelling. Give necessary examples
  - 8) Describe the stages of teaching paragraph writing. Illustrate your ideas with examples of activities suitable for the senior level.
  - 9) Describe the stages and techniques for teaching letter-writing to intermediate learners.

## **9. Навчання читання**

- 1) Test
  - 1) The classification of modes of reading is suggested by
    - a) prof. 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.
- 2) Describe the stages of teaching skim reading Define their aims and give examples of activities suitable for the senior level.
  - 3) Describe the aims of teaching sensitising and prediction before reading. Give examples of activities
  - 4) Give the description of the effective ways of comprehension check for synthetic reading (the intermediate-level).
  - 5) Describe the modes of teaching reading. Concentrate on the modes suitable for teaching young learners. Give your examples
  - 6) Describe the steps of teaching the technique of reading. Define the aims of each stage.
  - 7) Characterize the communicative approach to teaching reading to senior learners.
  - 8) Describe the stages of teaching reading aloud at the elementary level.
  - 9) Describe the stages of scan reading. Define their aims and give examples of activities suitable for the senior level.

## **10. Організація процесу навчання іноземної мови в середніх навчальних закладах**

- 1) 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) a calendar plan
  - 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 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
  - 8) The communicative character of the lesson is achieved by
    - a) a set of exercises,
    - b) texts;
    - c) tests
- 2) Describe the aim of the English lesson. Illustrate your ideas with necessary examples suitable for the intermediate level.
  - 3) Describe your ideas of the effective English lesson. Comment on all important factors and give your grounds.
  - 4) Describe the compulsory and optional elements of the lesson. Give your reasons

### **11. Контроль у навчанні іноземної мови**

- 1) Describe different kinds, forms and techniques of evaluating pupils' achievement. Give examples of grammar tests for the senior level.
- 2) Describe types and kinds of tests and give examples suitable for the intermediate level of secondary school.
- 3) Describe kinds of tests for evaluating the level of grammar habit formation at the intermediate level
- 4) Describe ways of self-control and peer-control in teaching a foreign language in secondary school. Give examples suitable for the senior level