**O‘ZBEKISTON RESPUBLIKASI XALQ TA'LIM VAZIRLIGI**

**GULISTON DAVLAT UNIVERSITETI HUZURIDAGI XALQ TA’LIMI XODIMLARINI QAYTA TAYYORLASH VA ULARNING MALAKASINI OSHIRISH HUDUDIY MARKAZI**

 **“TASDIQLAYMAN”**

 **GDU huzuridagi XTXQTMOXM**

**direktori: \_\_\_\_\_\_\_Sh.Turdimetov**

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"Tillarni o‘qitish metodikasi" kafedrasi

Xorijiy (ingliz) til fani o`qituvchilari MOK uchun

2019-yilga mo‘ljallangan

TEST SAVOLLARI

 “KELISHILGAN”

O‘quv-ilmiy ishlar bo`yicha

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Guliston - 2019

**1.What is the communicative language?**

1. \*a language spoken by members of a group or community within a majority language context.
2. a language which we usually use working with communication technologies
3. a language that helps to improve speaking abilities
4. no right answer

**2. What usually includes itself Principles of Constructive Approaches?**

1. \*Cultural Awareness
2. Creativity
3. Collaborative learning
4. Constructive Approach includes itself all given features

**3. What does EFL mean?**

1. \*English as Foreign Language
2. English for Foreigner Learners
3. English as Flexible Learning
4. English for Final Learning

**4.** **What is Linguistic intelligence?**

1. \*It is a specially designed grammar and vocabulary exercises based on pair work in dialogues.
2. It is an activity that includes itself speaking and reading exercises.
3. It is a lesson where students can develop all their competence in field of English
4. All answers correct

**5.** **What is Visual intelligence?**

1. \*It is an activity that develops pupils learning process through exercises supported by pictures or use flashcards.
2. It is an activity that develops children listen capabilities and helps to imitate intonation and rhythm, sing songs and recite verses.
3. It is an activity that includes itself expresses with physical activities and movement: roleplay, games, making posters and doing project.
4. All answers correct

**6. What is Bodily kinesthetic intelligence?**

1. \*It is an activity that expresses through physical activities and

movement: roleplay, games, making posters and doing projects.

1. It is an activity that develops pupils learning process through exercises supported by pictures or use flashcards.
2. It is a specially designed grammar and vocabulary exercises based on pair work in dialogues.
3. It is a lesson where students can develop all their competence in field of English.

**7. The essential methods of teaching EFL to young learners are based on …**

1. \*All answers correct
2. Communicative methods
3. Total physical involvement
4. Role plays

**8. From what is the word “Dictation” origin from?**

* 1. \*From Latin “dicto” to speak
	2. From Greek “Diktus” to make a speech
	3. From Assurian “Degete” to note
	4. From Babylonian “Deget” to note

**9. According to the teachers point of view dictation activities work well in the classroom and such kind of activities make better…**

1. \*All answers correct
2. Can be done with any level, depending on the text used
3. Can be graded for a multilevel class
4. Usually require very little preparation and photocopying

**10. Learner to learner dictation is…**

1. \*It is such kind of dictation where a pair could be reader and writer and viceversa.
2. It is such kind of dictation where unnecessary to write full text but writer has to write some of notes.
3. It is such kind of dictation where reader reads loudly and partner listens carefully and fills the gaps.
4. There is no correct answer.

**11. Dictoglos dictation activity is …**

1. \*It is such kind of dictation where listener listens twice the text and writes some of notes.
2. It is such kind of dictation where a pair could be reader and writer and vice versa.
3. It is such kind of dictation where unnecessary to write full text but writer has to write some of notes.
4. It is such kind of dictation where reader reads loudly and partner listens carefully and fills the gaps.

**12. Shouting dictation is …**

1. \*It is such kind of dictation where reader reads loudly and partner listens carefully and fills the gaps.
2. It is such kind of dictation where listener listens twice the text and writes some of notes.
3. It is such kind of dictation where a pair could be reader and writer and viceversa.
4. It is such kind of dictation where unnecessary to write full text but writer has to write some of notes.

**13. What is approach?**

1. \*An approach is a way of looking at teaching and learning.
2. Grammar method of teaching
3. Communicative method of teaching
4. Teaching languages

**14. Teaching a foreign language means the formation and development of pupils …**

1. \*Habits and skills
2. Types of speech.
3. Character and habits
4. Knowledge and skills.

**15. Effective learning of a foreign language depends on the pupils …**

1. \*Memory
2. Study
3. Skills
4. Habits

**16. … which began to be widely used in schools in the 1870’s.**

1. \*The direct method
2. Grammar translation method
3. Oral method
4. Conscious method

**17. … was widely used in teaching the classics, namely Latin.**

1. \*Grammar translation method
2. Direct method
3. Conscious method
4. Deductive method

**18. “The use of the native language for explanation, retention and checking”. What approach is it to foreign language teaching?**

1. \*Traditional approach
2. Oral approach
3. Lexical approach
4. Grammar approach

**19. The development of audiolingual skills first, i.e., listening comprehension and speaking are called: …**

1. \*Audiolingual
2. Contemporary
3. Lingual
4. Traditional

**20. To teach a foreign language effectively the teacher needs … … and … …**

1. \*Teaching aids and teaching material
2. Accessories
3. Syllabus
4. Program

**21. … must be comprehensive enough to be a help to the teacher and it must provide all the recorder material.**

1. \*Teachers’ books
2. Pupils’ books
3. Textbooks
4. The program

**22. In teaching grammar the teachers follow the … given in Teacher’s books**

1. \*Recommendations
2. Instructions
3. Rules
4. Orders

**23. The Audio Lingual method of teaching...**

1. \*It is based on the structural view of language
2. It is based on the grammar
3. It is based on the teaching listening
4. It is based on the teaching vocabulary

**24. Constructivist teaching involves …**

1. \*Negotiation and scaffolding
2. Teaching and learning
3. Listening and speaking
4. Teaching grammar

**25. Choose the right answer. We communicate orally in different ways…**

1. \*Monologue, dialogue
2. Gesture, monologue
3. Dialogue, miming
4. Gesture, monologue

**26. A teacher can make listening using the following**

1. \*Asking the questions
2. Repeating the text
3. Concentration on the main idea
4. Writing the text

**27. What is a skimming technique for reading activity?**

1. \*Reading a text quickly to get the main idea
2. Reading a text quickly to find specific information
3. Reading carefully for detailed understanding
4. Reading a text for finding synonyms, antonyms, some grammar constructions

**28. What is a scanning technique for reading activity?**

1. \*Reading a text quickly to find specific information
2. Reading a text quickly to get the main idea
3. Reading a text for finding synonyms, antonyms, some grammar constructions
4. Reading carefully for detailed understanding

**29. What is an intensive technique for reading activity?**

1. \*Reading a text for finding synonyms, antonyms, some
2. Reading a text quickly to find specific information
3. Reading carefully for detailed understanding
4. Reading a text quickly to get the main idea

**30. What is an Information transfer technique for reading activity?**

1. \*Changing information into another form of information to check pupils understanding?
2. Reading a text for finding synonyms, antonyms, some grammar constructions
3. Reading carefully for detailed understanding
4. Retelling a text for a teacher to check pupils understanding of the text.

**31. What does it mean prewriting?**

1. \*Tasks prepare for writing, arouse learners` interest
2. Tasks encourage learners to relate writing to their own life, gives opportunities to express own ideas, or do something with the information they have got
3. Tasks draw on writing itself, help to communicate a message
4. Tasks to write without mistakes

**32. What is post writing?**

1. \*Tasks encourage learners to relate writing to their own life, gives opportunities to express own ideas, or do something with the information they have got
2. Tasks prepare for writing, arouse learners` interest
3. Tasks to write without mistakes
4. Tasks draw on writing itself, help to communicate a message

**33. What is while reading?**

1. \*Tasks draw on writing itself, help to communicate a message
2. Tasks to write without mistakes
3. Tasks encourage learners to relate writing to their own life, gives opportunities to express own ideas, or do something with the information they have got
4. Tasks prepare for writing, arouse learners` interest

**34. In traditional way of presenting grammar is called inductive when…**

1. \*Pupils work out grammar rules themselves with the help of teacher
2. The teacher explains grammar rules herself
3. The teacher uses only English language for explaining the rule
4. The teacher uses only mother tongue language for explaining the rule

**35. One way of presenting grammar is called deductive when…**

1. \*The teacher explains grammar rules herself
2. The teacher uses only mother tongue language for explaining the rule
3. Pupils work out grammar rules themselves with the help of teacher
4. The teacher uses only English language for explaining the rule

**36. In which activities do pupils use given words for practicing vocabulary?**

1. \*Classifying words into lists, filling sentences gaps, filling tables with new words, crosswords and puzzles
2. Chain drill, matching pictures to words and phrases Birthday line, Guessing game
3. Birthday line, guessing game, Snowball
4. Wordbuilding, guessing game, Snowball

**37. In which activities do the pupils choose words themselves?**

1. \*Chain drill, Snowball, Birthday line
2. Guessing game, mining, filling tables, crosswords and puzzles
3. Chain drill, matching pictures to words and phrases Birthday line, guessing game
4. Wordbuilding, chain drill, Snowball

**38. Identify the technique for presenting vocabulary**

1. \*Real objects, Gestures and acting opposite words
2. Chain drill, complete the gaps, and answer the questions
3. Translation, warmups, ball games
4. Pictures, translation, mining

**39. An informal interview may improve student`s\_\_\_\_ skills**

1. \*Speaking
2. Listening
3. Reading
4. Translating

**40. What is presentation?**

\*a) The way which something is offered, shown or explained others. A formal

monologue presents ideas, opinions or a business proposal.

b) the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics

c) that native speakers of a language would do in everyday life.

d) It is about a person, group, or situation that has been studied over time.

**41. What is brainstorming?**

\*a) a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas.

b) the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics

c) that native speakers of a language would do in everyday life.

d) It is about a person, group, or situation that has been studied over time.

**42. What is Case Study?**

 \*a) a task that native speakers of a language would do in

everyday life.

 b) a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas.

c) It is about a person, group, or situation that has been studied over time.

 d) the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics

**43. What is Discussion method?**

 \*a) It demands that students come to class well prepared. Compelling them to

think out their arguments in advance and to answer their peers‘ questions and

counter arguments, it sharpens their powers of reason, analysis and articulation.

 b) a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas.

c) It is about a person, group, or situation that has been studied over time.

 d) the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics

**44. What is the advantages of authentic materials?**

 \*a) exposure to authentic conversation informal spoken language exposure to different accents

b) usually long background noise might interfere unknown vocabulary fast speech

c) usually boring, students might be deceived about the nature of the real life listening

students who are always exposed to nonauthentic listening texts, might find it difficult to communicate in real life

d) language is clear, language structures are repeated (e.g. can), vocabulary can be taken

from the textbook good for revising vocabulary and grammar suitable for even elementary students

**45. What is the advantages of non authentic materials?**

 \*a) language is clear, language structures are repeated (e.g. can), vocabulary can be taken from the textbook good for revising vocabulary and grammar suitable for even elementary students

b) exposure to authentic conversation informal spoken language exposure to different accents

c) usually long background noise might interfere unknown vocabulary fast speech

d) usually boring, students might be deceived about the nature of the real life listening students who are always exposed to nonauthentic listening texts, might find it difficult to communicate in real life

1. **What are the problems of non authentic materials?**

\*a) usually boring, students might be deceived about the nature of the real life listening students who are always exposed to nonauthentic listening texts, might find it difficult to communicate in real life

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**47. What are the problems of authentic materials?**

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**48. What was the objective of the “Chain Story” activity?**

\*a) to practise past tenses, story telling

b) to develop fluency

c) to prepare for listening task

d) to improve grammar skill

**49. What was the objective of the “Keep Talking” activity?**

\*a) to develop fluency

b) to practise past tenses, story telling

c) to prepare for listening task

d) to improve grammar skill

**50. What language level was the “Keep Chain Story” activity?**

\*a) preintermediate/ intermediate

b) advanced

c)elementary

d) beginner

**51. What is skimming?**

\*a) reading a passage quickly to grasp the main idea

b) reading a passage quickly to find specific form

c) making guesses about the meaning of the words by looking at the surrounding words or situation

d) fill in the blank exercise, in which some words are omitted, designed to measure how well the reader understands how a text is linked together

**52. What is scanning?**

\*a) reading a passage quickly to find specific form

b) reading a passage quickly to grasp the main idea

c) making guesses about the meaning of the words by looking at the surrounding words or situation

d) fill in the blank exercise, in which some words are omitted, designed to measure how well the reader understands how a text is linked together

**53. What is contextual guessing?**

\*a) making guesses about the meaning of the words by looking at the surrounding words or situation

b) reading a passage quickly to grasp the main idea

c) reading a passage quickly to find specific form

d) fill in the blank exercise, in which some words are omitted, designed to measure how well the reader understands how a text is linked together

**54. What is Cloze exercise?**

\*a) fill in the blank exercise, in which some words are omitted, designed to measure how well the reader understands how a text is linked together

b) reading a passage quickly to grasp the main idea

c) reading a passage quickly to find specific form

d) making guesses about the meaning of the words by looking at the surrounding words or situation

**55. What is ‘Paraphrasing’?**

\*a) the ability to say or write ideas in other words; measures the reader’s understanding of the main idea of the text

b) reading carefully for complete, detailed comprehension (e.g. main ideas, details, vocabulary)

c) reading widely in order to improve reading comprehension, reading speed and vocabulary

d) Reading between the lines’; the reader understands what is meant but not stated in a passage.

**56. What is ‘intensive reading’?**

\*a) reading carefully for complete, detailed comprehension (e.g. main ideas, details, vocabulary)

b) the ability to say or write ideas in other words; measures the reader’s understanding of the main idea of the text

c) reading widely in order to improve reading comprehension, reading speed and vocabulary

d) Reading between the lines’; the reader understands what is meant but not stated in a passage.

**57. What is ‘extensive reading’?**

\*a) reading widely in order to improve reading comprehension, reading speed and vocabulary

b) reading carefully for complete, detailed comprehension (e.g. main ideas, details, vocabulary)

c) the ability to say or write ideas in other words; measures the reader’s understanding of the main idea of the text

d) ‘reading between the lines’; the reader understands what is meant but not stated in a passage.

**58. What is ‘making inference’?**

\*a) ‘reading between the lines’; the reader understands what is meant but not stated in a passage.

 b) reading carefully for complete, detailed comprehension (e.g. main ideas, details, vocabulary)

c) reading widely in order to improve reading comprehension, reading speed and vocabulary

d) the ability to say or write ideas in other words; measures the reader’s understanding of the main idea of the text

**59. A good writing task should have \_\_\_\_\_, \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ stages**

\*a) pre/ while / post

b) before/ during/after

c) reading/ listening/ speaking

d) first/ second/ third

1. **Fill in the gaps?**

The case method combines \_\_\_\_\_elements: the case itself and the discussion of

that case.

\*a)2

b) 3

c) 5

d)4

**61. What are Cases?**

a) Cases are narratives that contain information and invite analysis.

Participants are put in the position of making decisions or evaluations based on

the information available.

b) ‘reading between the lines’; the reader understands what is meant but not stated in a passage.

c) reading widely in order to improve reading comprehension, reading speed and vocabulary

d) the ability to say or write ideas in other words; measures the reader’s understanding of the main idea of the text

**62. What happens in a Case Method classroom?**

\*a) In classroom discussion, students analyze the information in the case and use it

to solve the problem set up by the case.

b) reading a passage quickly to grasp the main idea

c) reading a passage quickly to find specific form

d) making guesses about the meaning of the words by looking at the surrounding words or situation

**63. Why Teach with the Case Method?**

\*a) Case discussions bring energy a nd excitement to the classroom,

providing students with an opportunity to work with a range of evidence, and

improving their ability to apply the vocabulary, theory and methods they have

learned in the lesson

b) reading a passage quickly to find specific form

c) making guesses about the meaning of the words by looking at the surrounding words or situation

d) fill in the blank exercise, in which some words are omitted, designed to measure how well the reader understands how a text is linked together.

**64. Disadvantages of using pair and group work**

\*a the class is noisy

b writing communicative

c can speak each other

d pupils can work together

**65. Cluster methods is ….?**

\*a a type of cooperative activity in which number of a group has a piece pf information needed to complete a group task

b the measurement of the ability of a person or the quality or successes of a teaching course

c theoretical positions and beliefs about the nature of the language, the nature language learning and the applicability of both pedagogical settings

d a group activity in which learners have a free relatively an structured discussion on an assigned topic as the way of generating ideas

**66. Brainstorming is…**

\*a a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as the way of generating ideas

b a type of cooperative activity in which number of a group has a piece pf information needed to complete a group task

c the measurement of the ability of a person or the quality or successes of a teaching course

d theoretical positions and beliefs about the nature of the language, the nature language learning and the applicability of both pedagogical settings

**67. Approach is ….**

\*a theoretical positions and beliefs about the nature of the language, the nature language learning and the applicability of both pedagogical settings

b the measurement of the ability of a person or the quality or successes of a teaching course

c a type of cooperative activity in which number of a group has a piece pf information needed to complete a group task

d a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as the way of generating ideas

**68. Assessment is …**

\*a the measurement of the ability of a person or the quality or successes of a teaching course b a type of cooperative activity in which number of a group has a piece pf information needed to complete a group task

c a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as the way of generating ideas

d theoretical positions and beliefs about the nature of the language, the nature language learning and the applicability of both pedagogical settings

**69. Find the types of learning style**

\*a tactile, visual, kinesthetic, auditory

b. tactile, visual, kinesthetic

c visual, kinesthetic, auditory

d visual, kinesthetic,

**70. How do visual learners learn best?**

\*a by seeing

b. by hearing

c by moving

d by touching

**71. How do auditory learners learn best?**

\*a by hearing

b. by seeing

c by moving

d by touching

**72. What is learning style?**

\*a the way a person learns best, understands best and remembers best

 b like to learn new information by seeing it

c learners prefer to learn new things by moving or doing

d guess what style is their best style

**73. I like to talk when I write.**

\*a auditory

 b visual

 c kinesthetic,

 d tactile

74. **What are the people doing in all the conversations?**

\*an exchanging information

b find something out

c retells the text

d make a presentation

75. **What is an information gap?**

\*a one person has information and the other does not, so there isa need to communicate.

b set of questions is for them to ask their partner

c the way a person learns best, understands best and remembers best

d guess what style is their best style

**76. What`s CEFR?**

\*a)A common reference for describing language learning, teaching and assessment

b) it is about a person, group, or situation that has been studied over time.

c) Educational Testing Service

d) Communicative language teaching.

**77. Pre listening….**

\*a)Establish that pre listening tasks help students to predict the content of the recording and thus make it easier to understand it.

b) This activities should focus on listening for the main idea/gist and listening for specific details.

c)At this stage students should be asked to do such nonverbal tasks as multiplechoice exercises, matching, or ticking options as they require less time and no actual writing.

d) This activities can be used to consolidate the material, to develop other skills such as speaking or writing.

**78.** **What does the A1level mean?**

a) \* beginner

b) elementary

c) preintermediate

d) intermediate

**79 .** **What does the B2 level mean?**

a) \*intermediate

b) elementary

c) preintermediate

d) beginner

**80. What does the A2 level mean?**

a) \*elementary

b) intermediate

c) preintermediate

d) beginner

**81. What does the B1 level mean?**

a) \*preintermediate

b) intermediate

c) elementary

d) beginner

1. **What does the C1 level mean?**

a) \* upperintermediate

b) intermediate

c) preintermediate

d) beginner

**83. What does the C2 level mean?**

a) \*advanced

b) intermediate

c) preintermediate

d) upperintermediate

**84. Find the stage of the task.**

Students read very quickly in order to give answers to one or two

general questions.

\*a)while

b) post

c) pre

d)while and post

**85. Find the stage of the task.**

Students draw or use pictures from magazines to create an illustration

for the story.

\*a)while and post

b)while

c) post

d) pre

**86. Find the stage of the task.**

 After reading the first paragraph/sentence of the text students read

several possible continuations of the story and then predict which one the author used

\*a) while

b) while and post

c) post

d) pre

87. **Find the stage of the task.**

 The teacher draws attention to some of the grammar in the text.

\*a) while

b) while and post

c) post

d) pre

88. **Find the stage of the task.**

 Before reading the teacher introduces some new words.

\*a) pre

b) while and post

c) post

d) while

89. **Find the stage of the task.**

 Students complete a detailed True/False exercise.

\*a) while

b) while and post

c) pre

d) post

90 **. Find the stage of the task.**

 Students infer the meaning of selected words and expressions from the context.

\*a) while

b) while and post

c) pre

d) post

91. **Find the stage of the task.**

Students discuss topics related to the content of the text.

 \*a) pre and post

b) while and post

c) pre

d) post

92. **Find the stage of the task.**

 Students scan the text to find the name of the main character.

\*a) while

b) while and post

c) pre

d) post

93. **Find the stage of the task.**

 Students write a paragraph, which could come immediately before the beginning of the story.

\*a) Post

b) while and post

c) pre

d) while

94. **What is active vocabulary?**

a) \* words students can recognize, understand and remember

b)words students can confidently use in speaking and writing

c) words which is classroom language

d) words students can use in the languages

1. **What is passive vocabulary?**

a) \*words students can confidently use in speaking and writing

b) words students can recognize, understand and remember

c) words which is classroom language

d) words students can use in the languages

**96. What is grammar?**

\*a) the system of structures at word, sentence and text level in a Language

b) All the words a person knows or uses

c) the words that come just before or after a word or phrase and help you to understand its meaning

d) something else to show that the two things have the same

97. **…. all the words a person knows or uses**

\*a) vocabulary

b) grammar

c)context

d) metaphor

98. **… the words that come just before or after a word or phrase and help you to understand its meaning**

\*a) context

b) vocabulary

c) grammar

d) metaphor

99. **… the system of structures at word, sentence and text level in a Language**

\*a) grammar

b) vocabulary

c) context

d) metaphor

100. **… a word or phrase used in an imaginative way to describe something else to show that the two things have the same Qualities**

\*a) metaphor

b) vocabulary

c) grammar

d) context