

* دانشجوی گرامی: لطفاً، گزینه ۱ را در قسمت کد سری سؤال برگه پاسخنامه خود، علامت بزنید.

بدیهی است، مسئولیت این امر برعهده شما خواهد بود.

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* استفاده از فرهنگ لغات مجاز نمی باشد.

Answer the following questions by choosing the best choice.

1. A Grammar-translation method teacher uses literary texts in his class. What is the logic behind it?
 - a. It is not possible to reflect culture and fine arts in ordinary texts.
 - b. Literary language is superior to the everyday spoken language.
 - c. It is more enjoyable for students to read literary texts in class.
 - d. It is not easy to use the spoken language materials in class.
2. Which of the following is the typical reaction of a grammar-translation teacher to error made by students?
 - a. correcting students' errors immediately
 - b. helping students to correct their own errors
 - c. ignoring the errors completely
 - d. correcting grammatical errors only
3. Which of the following is the role of the students' native language in a grammar-translation class?
 - a. used for explaining translation techniques
 - b. used interchangeably with the foreign language
 - c. used for teaching written skills
 - d. used for different purposes

4. Which of the following is **NOT** one of the goals of syllabus based on grammar-translation class?
- Helping students to make use of the target language to communicate.
 - Making students familiar with the literature of the target language.
 - Assisting students to grow intellectually.
 - Providing adequate knowledge about grammar.
5. What is the role of the students' native language in the direct method?
- It is avoided completely.
 - It is used only for grammatical explanations.
 - It is used to describe the structure of the class activities.
 - It is used for giving feedback on affective factors.
6. Which of the following types of syllabuses is used in a direct method class?
- functional
 - situational
 - linguistic
 - grammatical
7. Which of the following is **LEAST** likely to be a priority followed by a direct method teacher?
- basing reading and writing exercises on oral practice
 - working on correct pronunciation from the beginning of the course
 - placing more emphasis on grammar than on vocabulary
 - taking oral communication as a basic element in language learning
8. Which of the following is the reason for an audio lingual teacher to prevent errors by students?
- Making errors can lead language learners to form bad linguistic habits.
 - Making errors may lead other learners to take them as correct forms.
 - Making errors takes the students' attention away from forming habits.
 - Making errors blocks students' attempts to overlearn the language forms.

9. Which of the following is an audio lingual method teacher's main reason to avoid using students' native language in class?
- The use of students' native language prevents the formation of correct linguistic habits.
 - The use of native language interferes with the students' attempts to learn the target language.
 - The use of native language may lead to errors and errors lead to the formation of bad habits.
 - The use of native language does not let students think in the target language.
10. Which of the following is the main application of rods in a silent way class?
- making a connection between sounds and their spellings
 - teaching the meaning of complicated structures
 - providing the class with visible actions or situations
 - teaching the sounds of the new language
11. Which of the following is the main application of the Fidel chart in the silent way class?
- the association of sound with spelling
 - the pronunciation of words
 - the structures of simple sentences
 - the connection of words and meaning
12. Which of the following principles is **LEAST** likely to be accepted by a silent way teacher?
- Learning a first language can help learners to learn a second language.
 - It is the duty of a teacher to provide learners with any help they want.
 - Learning should receive more attention than teaching.
 - Learners should be helped to develop their own inner criteria for correctness.
13. Which of the following is **LEAST** likely to be seen in a direct method class?
- using a syllabus that is based on situations
 - teaching grammar deductively
 - creating direct association between meaning and the target language
 - using objects, pictures, and realia to make meanings clear

14. Which of the following is against the principles of the audio lingual method?
- The written form of the language should receive primary emphasis.
 - Repeating can play a great role in language learning.
 - A language teacher should act like a model for learners.
 - Different languages have different systems.
15. Which of the following is expected to be avoided by doing a contrastive analysis of two languages?
- transfer
 - practice
 - interference
 - fossilization
16. What is one of the techniques used by a silent way teacher?
- translation
 - sound color chart
 - transformation drill
 - infantalization
17. What is the role of a teacher who teaches according to the desuggestopedia?
- counselor
 - coordinator
 - participant
 - authority
18. Which of the following methods make use of a musical accompaniment in helping students to learn?
- community language learning
 - total physical response
 - silent way
 - desuggestopedia
19. A language teacher tells her students what they should exactly do in the class to create a feeling of security in them. Which of the following methods is he following?
- Silent way
 - Desuggestopedia
 - Communicative method
 - Community language learning
20. Which of the following abilities is **NOT** expected to develop in learner who has learned English through the direct method?
- using the language to communicate with others
 - writing a paragraph about something they have studied
 - explaining different grammatical structures
 - using both oral and written skills

21. Which of the following is a principle underlying a method of teaching based on strategy training?
- activating the learners' abilities in different contexts
 - transferring knowledge or skills to new situations
 - describing the structure of language explicitly
 - finding new ways of learning old materials
22. Which of the following supports the idea that it is not practical to avoid the students' native language completely?
- the total physical response
 - the grammar-translation method
 - the natural approach
 - the cognitive approach
23. Which of the following is the main role that a total physical response student is expected to play in class?
- coordinator
 - authority
 - conductor
 - imitator
24. A teacher believes that students should be given enough time and input before they feel ready to start speaking. Which method is used by this teacher?
- community language learning
 - total physical response
 - desuggestopedia
 - task-based approach
25. A teacher translates what her students try to say to other students. Which of the following methods is followed by the teacher?
- community language learning
 - communicative method
 - grammar-translation method
 - total physical response
26. How does a total physical response teacher react with regard to students' errors?
- He corrects errors related to their physical responses.
 - He corrects all errors quickly.
 - He corrects only the more important errors.
 - He uses the techniques of self-correction.

27. A teacher walks into the classroom without a preplanned syllabus and tries to make one as a result of the ongoing context-specific problem-posing process. Which of the following is advocated by this teacher?

- a. communicative approach
- b. participatory approach
- c. natural approach
- d. content-based approach

28. Which of the following methods states that communicative competence includes the ability to read, discuss, and write about subject matter from other fields?

- a. participatory approach
- b. content-based
- c. task-based approach
- d. communicative approach

29. Which of the following is **NOT** one of the goals of the silent way?

- a. helping students to develop a number of language habits
- b. guiding students to develop their own inner criteria for correctness
- c. encouraging students to apply the language for expressing their ideas
- d. directing students to become independent learners

30. A communicative activity should have three characteristics. Which of the following is **NOT** one of them?

- a. information gap
- b. choice
- c. feedback
- d. input

31. Which of the following approaches states that what goes on in the classroom should be connected with what happens in the real world that has relevance to the students?

- a. learning strategy approach
- b. participatory approach
- c. content-based approach
- d. task-based approach

32. A student is able to see abstract patterns. He is also able to reason well. Which of the following intelligences is strong in this student?

- a. interpersonal
- b. musical/rhythmic
- c. body/kinesthetic
- d. logical/mathematical

33. A student performs very well in project works. Which of the following intelligences is probably stronger in him/her?

- a. intrapersonal
- b. mathematical
- c. interpersonal
- d. rhythmic

34. Which of the following methods states that a language has phonological, morphological and syntactic levels and being a good language learner involves having enough knowledge and skill in all these levels?

- a. grammar-translation
- b. audio-lingual
- c. desuggestopedia
- d. silent way

35. Which of the following methods provides a relaxed environment for students to learn a foreign language?

- a. desuggestopedia
- b. communicative method
- c. task-based approach
- d. direct method

36. A teacher believes that learning to use the functions of a foreign language is of high importance. Which method does he follow in his classes?

- a. communicative approach
- b. participatory approach
- c. natural approach
- d. comprehension approach

37. Which of the following maintains that interaction encourages cooperative relationship among students and it gives them a chance to work on negotiating meaning?

- a. cooperative approach
- b. participatory approach
- c. communicative approach
- d. integrative approach

38. Which of the following statements is **NOT** confirmed by a desuggestopedia teacher?

- a. Students may not be able to use their full mental powers in learning.
- b. Students can be helped to learn a language at a much faster rate.
- c. Students may form psychological barriers to learning.
- d. Students are able to learn a foreign language in any situation.

39. What is the application of the learners' native language in desuggestopedia?

- a. making teaching instructions clear
- b. providing grammatical explanations
- c. making the meaning of dialogs clear
- d. receiving feedback from students

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45. If you decide to teach English by following a communicative approach, how would you deal with students' feelings?
- a. I help students to feel very comfortable and relaxed in class.
 - b. I avoid giving students any homework to be done at home.
 - c. I permit my students to speak in their native language.
 - d. I create in students the feeling that they are learning to do something useful.
46. Which of the following encourages teachers to positively reinforce the students' correct responses so that they will come up with the responses again later?
- a. behavioristic psychology
 - b. cognitive psychology
 - c. humanistic psychology
 - d. traditional psychology
47. Which of the following considers students as whole persons and tries to understand the relationship among students' physical reactions, their instinctive protective reactions and their desire to learn?
- a. desuggestopedia
 - b. silent way
 - c. communicative approach
 - d. community language learning
48. Which of the following skills is the primary skill that the total physical response tries to develop in learners?
- a. speaking
 - b. reading
 - c. writing
 - d. listening
49. Which of the following is the reaction of a communicative teacher to errors?
- a. ignoring notional and functional errors
 - b. tolerating errors that involve form
 - c. correcting major errors immediately
 - d. trying to prevent communicative errors
50. Which of the following states that each method has its own strengths and weaknesses, but they are not equally appropriate for all teaching situations?
- a. relativism
 - b. cognitivism
 - c. behaviorism
 - d. humanism