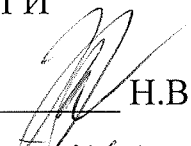


Министерство науки и высшего образования Российской Федерации  
федеральное государственное автономное образовательное учреждение  
высшего образования  
«Санкт-Петербургский политехнический университет Петра Великого»

**Гуманитарный институт**

УТВЕРЖДАЮ

Директор ГИ

  
\_\_\_\_\_  
Н.В. Чичерина

«10» октября 2023 г.

**ПРОГРАММА**

**вступительного испытания для поступающих в магистратуру  
по направлению подготовки / международной образовательной  
программе**

**44.04.01\_02 «Теория и практика преподавания иностранного языка в  
высшей школе»**

---

*Код и наименование направления подготовки / образовательной программы*

Санкт-Петербург  
2023

## АННОТАЦИЯ

Программа содержит перечень тем (вопросов) по дисциплинам базовой части профессионального цикла учебного плана подготовки бакалавров по направлению **44.03.01 «Педагогическое образование»** и **45.03.02 «Лингвистика»**, вошедших в содержание билетов (тестовых заданий) вступительного испытания в магистратуру.

**Цель вступительного испытания** заключается в определении уровня общей личностной культуры, профессиональной компетентности в сфере методики обучения иностранному языку, предполагающей расширенное поле научно-исследовательской и педагогической деятельности в сфере языкового образования, готовности абитуриента к обучению в магистратуре, предполагающей уровень владения английским языком по Европейской шкале не ниже уровня В2-С1.

Вступительное испытание оценивается по 100-балльной шкале и состоит из междисциплинарного экзамена в объеме требований, предъявляемых государственными образовательными стандартами высшего образования к уровню подготовки бакалавра по направлению, соответствующему направлению магистратуры, проводимого очно в письменной или устной форме и дистанционно (**максимальный балл – 100**). Минимальное количество баллов, подтверждающее успешное прохождение междисциплинарного экзамена – **50 баллов (50%)**.

Руководитель ОП

Н.Г. Кац

Составитель:

к. пед. н., старший преподаватель

Н.Г. Кац

Программа рассмотрена и рекомендована к изданию учебно-методическим советом **ГИ** (протокол № 1 от «21» сентября 2023 г.).

## **1. ДИСЦИПЛИНЫ, ВКЛЮЧЁННЫЕ В ПРОГРАММУ МЕЖДИСЦИПЛИНАРНОГО ЭКЗАМЕНА**

1. Дисциплина «Практикум по культуре речевого общения первого иностранного языка».
2. Дисциплина «Практический курс иностранного языка (английский язык)».
3. Дисциплина «Методика преподавания иностранных языков».

## **2. СОДЕРЖАНИЕ УЧЕБНЫХ ДИСЦИПЛИН**

**2.1., 2.2. Дисциплина «Практикум по культуре речевого общения первого иностранного языка», дисциплина «Практический курс иностранного языка (английский язык)».**

Знать содержание следующих тем: множественное число имен существительных; исчисляемые и неисчисляемые существительные; определенный и неопределенный артикли; артикли с именами собственными; степени сравнения прилагательных; количественные и порядковые числительные; виды и употребление местоимений; употребление временных групп глаголов Indefinite/Simple; Continuous/Progressive; Perfect; Perfect Continuous; употребление конструкций used to + infinitive и would + infinitive; употребление глагола в страдательном залоге; модальные глаголы; степени сравнения наречий; место наречий в предложении; предлоги места, направления, времени (и их отсутствие); условные предложения; косвенная речь; инфинитив; герундий; фразовые глаголы; устойчивые словосочетания; идиомы; владение разными стратегиями чтения на иностранном языке текстов различной жанровой специфики.

### **Литература для подготовки:**

1. Murphy R. English Grammar in Use with Answers. (5th edition). – Cambridge University Press, 2019. – 380 p.
2. Fuchs M., Bonner M. Grammar Express with answers. For self-study or the classroom. – Pearson Education Limited, 2003. – 432 p.
3. Vince M., Sunderland, P. Language Practice for Advanced. English grammar and vocabulary (with key). – Macmillan Education, 2003. – 336 p.

4. McCarthy M., O'Dell F. English Vocabulary in Use. Upper-Intermediate (3<sup>rd</sup> edition). – Cambridge University Press, 2012. – 280 p.

5. McCarthy, O'Dell. English Idioms in Use. Intermediate (2<sup>nd</sup> edition). – Cambridge University Press, 2018. – 182 p.

### **2.3. Дисциплина «Методика преподавания иностранных языков».**

Знать содержание следующих тем: методика обучения иностранному языку как учебная, научная и практическая дисциплина; связь методики с другими науками; цели и задачи обучения; содержание обучения; принципы обучения; методы обучения; средства обучения; процесс обучения; организационные формы обучения; речевая деятельность в системе обучения иноязычному общению; обучение фонетике; обучение лексике; обучение грамматике; обучение аудированию; обучение говорению; обучение чтению; обучение письму и письменной речи.

#### **Литература для подготовки:**

1. Алмазова Н.И., Рубцова А.В. Продуктивный подход как основа культууроориентированных технологий в иноязычном образовании в вузе. – СПб.: Изд-во Политехнического университета, 2017. – 140 с.

2. Гальскова Н.Д., Гез Н.И. Теория обучения иностранным языкам. Лингводидактика и методика. – М., 2006. – 336 с.

3. Зимняя И.А. Психология обучения иностранным языкам в школе. – М.: Просвещение, 2006. – 222 с.

4. Мильруд Р. П. Методика преподавания английского языка. English Teaching Methodology. – Москва: Дрофа, 2007. – 253 с.

5. Соловова Е.Н. Методика обучения иностранным языкам. Базовый курс лекций: пособие для студентов пед. вузов и учителей. – М., 2005. – 239 с.

6. Щукин А.Н. Методика преподавания иностранных языков: учебник для студентов учреждений высшего образования, обучающихся по направлению подготовки "Лингвистика". – Москва: Академия, 2015. – 287 с.

7. Scrivener, J. Learning teaching: the essential guide to English language teaching. 3rd ed. – Macmillan, 2011. – 418 p.

8. Watkins, P. Learning to teach English: a practical introduction for new teachers. – DELTA Publishing, 2005. – 143 p.

9. Harmer, J. How to teach English: an introduction to the practice of language teaching. – Longman, 1998. – 212 p.

10. Larsen-Freeman, D., Anderson M. Techniques & Principles in Language Teaching. – Oxford University Press, 2011. – 318 p.

11. Richards, J., Rodgers, T. Approaches and Methods in Language Teaching. 2nd ed. – Cambridge University Press, 2001. – 303 p.
12. Lewis, M. The lexical approach: the state of ELT and the way forward. – Thomson, 2002. – 213 p.
13. Ur, P. A Course in Language Teaching: Practice and Theory. – Cambridge: Cambridge University Press, 1991. –388 p.
14. Shin, J., Crandall J. Teaching young learners English: from theory to practice. – National Geographic Learning, 2013. – 389 p.

### 3. ПРИМЕР ТЕСТОВОГО ЗАДАНИЯ

Санкт-Петербургский политехнический университет Петра Великого  
Гуманитарный Институт

<sup>4</sup> УТВЕРЖДАЮ

Руководитель ОП

\_\_\_\_\_ Н.Г. Кац

« \_\_\_\_ » \_\_\_\_\_ 2023 г.

### ВСТУПИТЕЛЬНОЕ ИСПЫТАНИЕ

по направлению подготовки / международной образовательной  
программе

**44.04.01\_02 «Теория и практика преподавания иностранного языка в  
высшей школе»**

---

*Код и наименование направления подготовки / образовательной программы*

Вступительное испытание оценивается по 100-балльной шкале (максимальный балл – 100) и включает в себя лексико-грамматическое тестирование, чтение текста и ответы на вопросы, вопросы по методике преподавания иностранных языков.

**Модуль 1. Дисциплина «Практикум по культуре речевого общения первого иностранного языка», дисциплина «Практический курс иностранного языка (английский язык)».**

*Task 1. Choose the correct answer.*

1. If the car \_\_\_\_\_ once more, I'm going to get a new one.  
a) **breaks down**      b) comes about      c) gives in      d) changes down
2. Not one of the girl's teachers could \_\_\_\_\_ her poor examination results.  
a) act out      b) answer back      c) **account for**      d) ask after
3. New students spend the first few days \_\_\_\_\_ themselves \_\_\_\_\_ the layout of the university.

- a) calling / out    b) bringing / about    **c) acquainting / with**    d) carrying / on

4. You go now and I'll \_\_\_\_\_ you later.

- a) catch up with**    b) back up    c) go back on    d) come about

5. We certainly didn't \_\_\_\_\_ all this rain when we booked the holiday.

- a) hold out    b) back up    **c) figure out**    d) run into

*Task 2. For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap.*

### **Paris Disneyland**

The Disneyland resort opened its doors in 1992, with the second park Walt Disney Studios Park opening much later than planned in 2002, the resort is 1. \_\_\_\_\_ by Euro Disney SCA which includes stockholders like The Walt Disney Company, Saudi Prince Alwaleed and people like us. So how did Disneyland end up by Paris. Well by 1985 the choices that Disney had made for its European Disneyland was 2. \_\_\_\_\_ down to just 4 locations, 2 in Spain and 2 in France.

3. \_\_\_\_\_ the climate that Spain offered would be more 4. \_\_\_\_\_ to guests the general feeling was that it didn't have the central location that France would offer. The two locations in France were one in the 5. \_\_\_\_\_ by Paris and a southern location. The southern location near Marseille was 6. \_\_\_\_\_ due to thick layers of bedrock that were found when initial pilot 7. \_\_\_\_\_ was done, which is a shame as the weather was better south than the Paris site. But the Paris location offers excellent road and rail 8. \_\_\_\_\_ with Paris as well as major capitals in Europe.

- |                        |                     |                    |                  |
|------------------------|---------------------|--------------------|------------------|
| 1. a) functioned       | b) acted            | <b>c) operated</b> | d) performed     |
| 2. a) diminished       | <b>b) reduced</b>   | c) decreased       | d) contracted    |
| 3. a) because          | b) however          | c) besides         | <b>d) whilst</b> |
| 4. <b>a) appealing</b> | b) appellating      | c) appalling       | d) appearing     |
| 5. <b>a) midway</b>    | b) middle           | c) midpoint        | d) midfield      |
| 6. a) warded off       | <b>b) ruled out</b> | c) staved off      | d) made out      |
| 7. <b>a) drilling</b>  | b) twisting         | c) spinning        | d) grinding      |
| 8. a) joints           | <b>b) links</b>     | c) ties            | d) parts         |

*Task 3. Read the text. Use the word on the right to form a word that fits in the gap. For each question, write your answer in the gap.*

### **The Wildlife On Film**

Moving pictures of animals – domesticated, captive, and wild – have been a part of cinematic history from its earliest days. Some scholars, looking for cinema's 1. \_\_\_\_\_ (PRECEDE) in scientific motion-study photography and 2. \_\_\_\_\_ (PERSIST) -of-vision mechanism, claim that moving images of animals predate cinema itself. However, the images of animals that reached early movie screens did not derive directly from motion studies but rather from the 3. \_\_\_\_\_ (CONVENE) of precinematic visual technologies that had long been used to describe and delineate the boundaries of racial difference, sexual difference, and colonial power, as well as from the often 4. \_\_\_\_\_ (CONFLICT), occasionally overlapping efforts of scientists, naturalists, 5. \_\_\_\_\_ (CONSERVE), hunters, adventurers, and the film industry itself.

For many decades, capturing photographic images of animals, still or moving, was no easy task. In the first few decades of the photographic era, long 6. \_\_\_\_\_ (EXPOSE) times excluded all moving subjects, and therefore most live, free-roaming animals. After about 1870, photographers could take advantage of 7. \_\_\_\_\_ (INCREASE) mobile equipment, with quick shutters and 8. \_\_\_\_\_ (SENSE) emulsions.

**Correct answers:** 1 – precedents; 2 – persistence; 3 – conventions; 4 – conflictual; 5 – conservationists; 6 – exposure; 7 – increasingly; 8 – sensitive.

*Task 4. Read the text below and decide whether the following statements true, false or not given according to the information given in the passage.*

### **The History Of The Nation**

The first Britons (people who live in the United Kingdom) were the Picts, who arrived about 10,000 years ago. In the eighth century B.C., the Celts arrived from Europe and pushed the Picts north into Scotland. In A.D. 43, the Romans invaded and ruled for nearly 400 years. They built roads, bathhouses, sewers, and large villas.

By the sixth century A.D., German people known as Angles, Jutes, and Saxons were moving into Britain. The Angles gave their name to England, and English people became known as Anglo-Saxons. From the 900s to the 1400s, England was ruled by Viking, Danish, and Norman invaders. In 1485 the Welsh noble Henry Tudor claimed the English crown and became Henry VII, the first of five Tudor monarchs. Several important lines of kings and queens followed.



By the 1800s, Britain was one of the most powerful nations in the world. Trade generated immense wealth, and the country built a huge overseas empire. But the early 20th century was a time of setbacks for Britain. Drained by World War I and II, Britain could no longer afford its empire, and most of its colonies became independent.

Questions 1 to 5:

Answer True, False or Not Given to questions 1 to 5.

1. The Celts were preceded by the Picts in the United Kingdom.
2. The Romans ruled for nearly half a millennium.
3. The first of the Tudor monarchs came to power in the 15th century.
4. Trade made Britain one of the most powerful nations in the world.
5. Most of Britain's colonies fought their war of independence during World Wars I & II.

**Correct Answers:** 1- T; 2 – F; 3 – T; 4 – NG; 5 – NG.

## **Модуль 2. Дисциплина «Методика преподавания иностранных языков».**

*Task 1. Look at the examples at what learners do and the possible learning strategies listed A, B, C, and D. Choose the strategy which matches the example.*

I focus on the language I use to make sure it is correct.

- A. Memorizing
- B. Revising
- C. Self-monitoring**
- D. Critical thinking

*Task 2. Complete the sentences about test types by choosing the appropriate option listed A, B, C, and D.*

A cloze test assesses

- A. Reading skills**
- B. Listening skills
- C. Speaking skills
- D. Creative skills

*Task 3. Complete the sentences about test types by choosing the appropriate option listed A, B, C, and D.*

A summative test is used at

- A. The beginning of a course
- B. In the middle of a course
- C. The end of a course**
- D. The beginning and the end of a course

*Task 4. Match the classroom activities with their main teaching aims listed A, B, C, and D.*

In groups learners do a quiz about mammals before reading a text about them

- A. To test their memory
- B. To generate interest in a topic**
- C. To give peer feedback
- D. To test general knowledge

*Task 5. Look at the term below and choose the correct definition.*

Group dynamics


- A. The relationships between learners in a group and the impact that this has on the way they work**
- B. The relationships between a teacher and students
- C. Different groups of learners working autonomously in class
- D. The progress made by learners in class

Ministry of Science and Higher Education of the Russian Federation  
Federal State Autonomous Educational Institution of Higher Education  
“Peter the Great St. Petersburg Polytechnic University”

**Institute of Humanities**

APPROVED

Director of the Institute of Humanities

  
N.V. Chicherina

" 10 " October 2023

**PROGRAM**

**of the entrance examination  
for applicants to International Educational Program**

**44.04.01\_02 «Applied Linguistics and TESOL»**

---

*Code and name of the field of study / academic program*

St Petersburg  
2023

## ABSTRACT

The program contains a list of topics (questions) in the basic disciplines of the professional part of the Bachelor's degree curriculum **44.03.01 "Pedagogical education"** and **45.03.02 "Linguistics"**. The list outlines the scope of topics covered in the tasks (test questions) included into the entrance examination for the present Master's degree program.

The entrance test is an interdisciplinary examination, which corresponds to the requirements for the bachelor's qualification set by the Russian state educational standards of higher education and to the educational program of the Master's degree. The required level is B2-C1 Proficiency in English.

The entrance examination is conducted as a written test and oral interview or as an online test.

The entrance examination is assessed according to a 100-point scale (**maximum score – 100**). The minimum score required for the successful completion of the interdisciplinary exam and admission to the program is **50 points (50%)**.

Educational Program supervisor



N.G. Kats

The program is prepared by:  
Ph.D., Senior Lecturer



N.G. Kats

The program was reviewed and recommended for publication by the Educational and Methodological council of the Institute of Humanities (Protocol No. 1 of September 21, 2023).

## **1. DISCIPLINES INCLUDED IN THE PROGRAM INTERDISCIPLINARY EXAM**

1. Discipline “General English”.
2. Discipline “English for Specific Purposes”.
3. Discipline “Theory and Methods of Foreign Languages Teaching”.

## **2. THE CONTENT OF THE DISCIPLINES**

### **2.1., 2.2 Discipline “General English”, discipline “English for Specific Purposes”.**

Topics (questions): the plural of nouns; countable and uncountable nouns; the definite and indefinite articles; articles with proper names; the adjective: degrees of comparison; cardinal and ordinal numbers; the pronouns; verb tenses (Indefinite/Simple; Continuous/Progressive; Perfect; Perfect Continuous. Used to + infinitive, would + infinitive. Passive voice); modal verbs; the adverb: degrees of comparison; place of adverbs in a sentence; prepositions of place, direction, time; conditional sentences; reported Speech; the infinitive; the gerund; phrasal verbs; collocations and chunks; idioms; different strategies for reading texts of various genres in English.

### **Recommended Literature**

1. Murphy R. English Grammar in Use with Answers. (5th edition). – Cambridge University Press, 2019. – 380 p.
2. Fuchs M., Bonner M. Grammar Express with answers. For self-study or the classroom. – Pearson Education Limited, 2003. – 432 p.
3. Vince M., Sunderland, P. Language Practice for Advanced. English grammar and vocabulary (with key). – Macmillan Education, 2003. – 336 p.
4. McCarthy M., O’Dell F. English Vocabulary in Use. Upper-Intermediate (3<sup>rd</sup> edition). – Cambridge University Press, 2012. – 280 p.
5. McCarthy, O’Dell. English Idioms in Use. Intermediate (2<sup>nd</sup> edition). – Cambridge University Press, 2018. – 182 p.

### **2.3. «Theory and Methods of Foreign Languages Teaching»**

Topics (questions): foundations of methodology; language teaching methods and approaches; language teaching objectives; language teaching principles; tools and techniques of language teaching; lesson planning in language teaching; communicative language teaching; assessment in language teaching; teaching phonetics; teaching vocabulary; teaching grammar; teaching listening; teaching speaking; teaching reading; teaching writing.

#### **Recommended Literature**

##### **In English**

1. Scrivener, J. Learning teaching: the essential guide to English language teaching. 3rd ed. – Macmillan, 2011. – 418 p.
2. Watkins, P. Learning to teach English: a practical introduction for new teachers. – DELTA Publishing, 2005. – 143 p.
3. Harmer, J. How to teach English: an introduction to the practice of language teaching. – Longman, 1998. – 212 p.
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5. Richards, J., Rodgers, T. Approaches and Methods in Language Teaching. 2nd ed. – Cambridge University Press, 2001. – 303 p.
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8. Shin, J., Crandall J. Teaching young learners English: from theory to practice. – National Geographic Learning, 2013. – 389 p.

##### **In Russian**

1. Almazova N.I., Rubtsova A.V. Productive approach as the basis of culture-oriented technologies in foreign language education at a university. – St. Petersburg: Publishing House of the Polytechnic University, 2017. – 140 p.
2. Galskova N.D., Gez N.I. The theory of teaching foreign languages. Lingvodidactics and methodology. – M., 2006. – 336 p.
3. Zimnyaya I.A. Psychology of teaching foreign languages at school. – M.: Education, 2006. – 222 p.
4. Milrud R.P. Methods of teaching English. English Teaching Methodology. – Moscow: Bustard, 2007. – 253 p.

5. Solovova E.N. Methods of teaching foreign languages. Basic course of lectures: a manual for pedagogical students. universities and teachers. – M., 2005. – 239 p.

6. Shchukin A.N. Methods of teaching foreign languages: a textbook for students of higher education institutions studying in the field of preparation "Linguistics". – Moscow: Academy, 2015. – 287 p.

### 3. EXAMPLE OF THE TEST

Peter the Great St. Petersburg Polytechnic University  
Institute of Humanities

APPROVED BY  
Educational Program supervisor  
\_\_\_\_\_ N.G. Kats  
« \_\_\_\_\_ » \_\_\_\_\_ 2023

### ENTRANCE TEST

International Educational Program

44.04.01\_02 «Applied Linguistics and TESOL»

---

*Code and name of the educational program*

**Module 1. Discipline “General English”, discipline “English for Specific Purposes”.**

*Task 1. Choose the correct answer.*

1. If the car \_\_\_\_\_ once more, I'm going to get a new one.  
a) **breaks down**      b) comes about      c) gives in      d) changes down
2. Not one of the girl's teachers could \_\_\_\_\_ her poor examination results.  
a) act out      b) answer back      c) **account for**      d) ask after
3. New students spend the first few days \_\_\_\_\_ themselves \_\_\_\_\_ the layout of the university.  
a) calling / out      b) bringing / about      c) **acquainting / with**      d) carrying / on
4. You go now and I'll \_\_\_\_\_ you later.  
a) **catch up with**      b) back up      c) go back on      d) come about
5. We certainly didn't \_\_\_\_\_ all this rain when we booked the holiday.  
a) hold out      b) back up      c) **figure out**      d) run into



Task 2. For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap.

### Paris Disneyland

The Disneyland resort opened its doors in 1992, with the second park Walt Disney Studios Park opening much later than planned in 2002, the resort is 1. \_\_\_\_\_ by Euro Disney SCA which includes stockholders like The Walt Disney Company, Saudi Prince Alwaleed and people like us. So how did Disneyland end up by Paris. Well by 1985 the choices that Disney had made for its European Disneyland was 2. \_\_\_\_\_ down to just 4 locations, 2 in Spain and 2 in France.

3. \_\_\_\_\_ the climate that Spain offered would be more 4. \_\_\_\_\_ to guests the general feeling was that it didn't have the central location that France would offer. The two locations in France were one in the 5. \_\_\_\_\_ by Paris and a southern location. The southern location near Marseille was 6. \_\_\_\_\_ due to thick layers of bedrock that were found when initial pilot 7. \_\_\_\_\_ was done, which is a shame as the weather was better south than the Paris site. But the Paris location offers excellent road and rail 8. \_\_\_\_\_ with Paris as well as major capitals in Europe.

- |                        |                     |                    |                  |
|------------------------|---------------------|--------------------|------------------|
| 1. a) functioned       | b) acted            | <b>c) operated</b> | d) performed     |
| 2. a) diminished       | <b>b) reduced</b>   | c) decreased       | d) contracted    |
| 3. a) because          | b) however          | c) besides         | <b>d) whilst</b> |
| 4. <b>a) appealing</b> | b) appellating      | c) appalling       | d) appearing     |
| 5. <b>a) midway</b>    | b) middle           | c) midpoint        | d) midfield      |
| 6. a) warded off       | <b>b) ruled out</b> | c) staved off      | d) made out      |
| 7. <b>a) drilling</b>  | b) twisting         | c) spinning        | d) grinding      |
| 8. a) joints           | <b>b) links</b>     | c) ties            | d) parts         |

Task 3. Read the text. Use the word on the right to form a word that fits in the gap. For each question, write your answer in the gap.

### The Wildlife On Film

Moving pictures of animals – domesticated, captive, and wild – have been a part of cinematic history from its earliest days. Some scholars, looking for cinema's

1. \_\_\_\_\_ (PRECEDE) in scientific motion-study photography and
2. \_\_\_\_\_ (PERSIST) -of-vision mechanism, claim that moving images of

animals predate cinema itself. However, the images of animals that reached early movie screens did not derive directly from motion studies but rather from the 3. \_\_\_\_\_ (CONVENE) of precinematic visual technologies that had long been used to describe and delineate the boundaries of racial difference, sexual difference, and colonial power, as well as from the often 4. \_\_\_\_\_ (CONFLICT), occasionally overlapping efforts of scientists, naturalists, 5. \_\_\_\_\_ (CONSERVE), hunters, adventurers, and the film industry itself.

For many decades, capturing photographic images of animals, still or moving, was no easy task. In the first few decades of the photographic era, long 6. \_\_\_\_\_ (EXPOSE) times excluded all moving subjects, and therefore most live, free-roaming animals. After about 1870, photographers could take advantage of 7. \_\_\_\_\_ (INCREASE) mobile equipment, with quick shutters and 8. \_\_\_\_\_ (SENSE) emulsions.

**Correct answers:** 1 – precedents; 2 – persistence; 3 – conventions; 4 – conflictual; 5 – conservationists; 6 – exposure; 7 – increasingly; 8 – sensitive.

*Task 4. Read the text below and decide whether the following statements true, false or not given according to the information given in the passage.*

### **The History Of The Nation**

The first Britons (people who live in the United Kingdom) were the Picts, who arrived about 10,000 years ago. In the eighth century B.C., the Celts arrived from Europe and pushed the Picts north into Scotland. In A.D. 43, the Romans invaded and ruled for nearly 400 years. They built roads, bathhouses, sewers, and large villas.

By the sixth century A.D., German people known as Angles, Jutes, and Saxons were moving into Britain. The Angles gave their name to England, and English people became known as Anglo-Saxons. From the 900s to the 1400s, England was ruled by Viking, Danish, and Norman invaders. In 1485 the Welsh noble Henry Tudor claimed the English crown and became Henry VII, the first of five Tudor monarchs. Several important lines of kings and queens followed.

By the 1800s, Britain was one of the most powerful nations in the world. Trade generated immense wealth, and the country built a huge overseas empire. But the early 20th century was a time of setbacks for Britain. Drained by World War I and II, Britain could no longer afford its empire, and most of its colonies became independent.

Questions 1 to 5:

Answer True, False or Not Given to questions 1 to 5.

1. The Celts were preceded by the Picts in the United Kingdom.
2. The Romans ruled for nearly half a millennium.
3. The first of the Tudor monarchs came to power in the 15th century.
4. Trade made Britain one of the most powerful nations in the world.
5. Most of Britain's colonies fought their war of independence during World Wars I & II.

**Correct Answers:** 1- T; 2 – F; 3 – T; 4 – NG; 5 – NG.

## **Module 2. Discipline “Theory and Methods of Foreign Languages Teaching”.**

*Task 1. Look at the examples at what learners do and the possible learning strategies listed A, B, C, and D. Choose the strategy which matches the example.*

I focus on the language I use to make sure it is correct.

- A. Memorizing
- B. Revising
- C. Self-monitoring**
- D. Critical thinking

*Task 2. Complete the sentences about test types by choosing the appropriate option listed A, B, C, and D.*

A cloze test assesses

- A. Reading skills**
- B. Listening skills
- C. Speaking skills
- D. Creative skills

*Task 3. Complete the sentences about test types by choosing the appropriate option listed A, B, C, and D.*

A summative test is used at

- A. The beginning of a course
- B. In the middle of a course
- C. The end of a course**
- D. The beginning and the end of a course

*Task 4. Match the classroom activities with their main teaching aims listed A, B, C, and D.*

In groups learners do a quiz about mammals before reading a text about them

- A. To test their memory
- B. To generate interest in a topic**
- C. To give peer feedback
- D. To test general knowledge

*Task 5. Look at the term below and choose the correct definition.*

Group dynamics

- A. The relationships between learners in a group and the impact that this has on the way they work**
- B. The relationships between a teacher and students
- C. Different groups of learners working autonomously in class
- D. The progress made by learners in class