



سری سوال: یک ۱

زمان آزمون (دقیقه): تستی: ۸۵ تشریحی: ۰

تعداد سوالات: تستی: ۳۰ تشریحی: ۰

عنوان درس: بررسی و تحلیل محتوای کتابهای انگلیسی دوره راهنمایی و روش تدریس آنها

رشته تحصیلی/کد درس: آموزش زبان انگلیسی ۱۲۲۵۰۹۳ - آموزش زبان انگلیسی ۱۲۲۵۱۳۵

1-Richard and Rodgers (2011) distinguish between approach, design, and procedure. All of the following areas are included in the design component EXCEPT-----.

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|---------------------------------------------|---------------------------------------|
| 1. Curriculum objectives and syllabus types | 2. Theories of the nature of language |
| 3. Learning and teaching activities | 4. Instructional materials |

2-In the Audio-Lingual Method, the grammar is taught -----.

- | | | | |
|----------------|----------------|----------------|-----------------|
| 1. deductively | 2. objectively | 3. inductively | 4. subjectively |
|----------------|----------------|----------------|-----------------|

3-The affective-humanistic approach was developed as a reaction to the general lack of affective consideration in both the -----.

1. grammar-translation approach and audiolingual approach
2. grammar-translation approach and reading method
3. oral approach and situational approach
4. audiolingual approach and cognitive approach

4-All of the following are among the macro strategies that Kumaravadivelu (1994) proposes in the postmethod era BUT -----.

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|-----------------------------------|--------------------------------------|
| 1. Maximize perceptual mismatches | 2. Facilitate negotiated interaction |
| 3. Activate intuitive heuristics | 4. Integrate language skills |

5-As the CLT movement began in the 1970s, an important parallel development taking place within theoretical linguistics was an emphasis on -----.

- | | |
|--------------------------------------------|-----------------------------------|
| 1. teaching the language structures | 2. exploring different genres |
| 3. understanding the functions of language | 4. using native-like combinations |

6-Which of the following is NOT mentioned in the Five Cs model proposed by the American Council on the Teaching of Foreign Languages?

- | | | | |
|-----------------|------------------|----------------|----------------|
| 1. Coordination | 2. Communication | 3. Connections | 4. Communities |
|-----------------|------------------|----------------|----------------|

7-According to sociocultural and critical pedagogical perspectives, the goals of language education should be to help learners -----.

1. speak fluently in different contexts
2. find voice and identity in the target language
3. identify the differences between first and second languages
4. develop native-like proficiency



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8-The traditional approach that involves the systematic teaching of grammatical features in accordance with a structural syllabus is called -----.

- | | |
|-------------------|------------------------|
| 1. focus-on-form | 2. analytical approach |
| 3. focus-on-forms | 4. synthetic approach |

9-In which of the following meaning types can the teacher and the students treat language as an object and function as pedagogue and learners?

- | | |
|-----------------------|----------------------|
| 1. Objective meaning | 2. Pragmatic meaning |
| 3. Subjective meaning | 4. Semantic meaning |

10-Which of the following sees implicit knowledge arising from explicit knowledge when the latter is proceduralized through practice?

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|-----------------------------|----------------|
| 1. Cognitivism | 2. Emergentism |
| 3. Skill-Acquisition theory | 4. Humanism |

11-A dynamic system of interconnected, interrelated, and overlapping processes is called -----.

- | | | | |
|-------------|-----------|------------|---------------|
| 1. syllabus | 2. course | 3. program | 4. curriculum |
|-------------|-----------|------------|---------------|

12-All of the following are among the purposes of curriculum planning EXCEPT -----.

1. Providing a framework for course
2. Guiding and supporting teaching and learning
3. Providing a basis for the evaluation of program effectiveness
4. Establishing a connection between teacher and learners

13-Which of the following represents a classic model of comprehension proposed by Anderson (1995)?

- | | |
|-------------------------------------|------------------------------------------|
| 1. Planning, production, feedback | 2. Perception, parsing, utilization |
| 3. Parsing, production, integration | 4. Comprehension, production, evaluation |

14-A system that holds verbal information in our working memory long enough for it to be processed is called -----.

- | | |
|----------------------|----------------------|
| 1. phonological loop | 2. short-term memory |
| 3. long-term memory | 4. executive memory |

15-According to Edge and Garton (2009), ----- is conforming to the language system, while ----- is operating the language system quickly.

- | | |
|-------------------------------|-----------------------|
| 1. competence - performance | 2. writing - speaking |
| 3. objectivity - subjectivity | 4. accuracy - fluency |



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16- Which of the following language domains studies appropriacy?

1. Semantics 2. Pragmatics 3. Phonetics 4. Linguistics

17- Which of the following refers to a sociological approach that attempts to uncover the systematic properties of sequential organization of talk ?

1. CLT 2. Conversation analysis
3. Parsing 4. Speaking analysis

18- According to Brumfit (1984), accuracy will have all of the following characteristics EXCEPT -----.

1. It is closely related to syllabus. 2. It is teacher-dominated.
3. It is form-based. 4. It is unpredictable towards the syllabus.

19- The mental process in which ambiguous or imprecise notions are made clear and more precise is called -----.

1. definition 2. conceptualization
3. formulation 4. articulation

20- According to the literature, jigsaw activities are based on the ----- principle.

1. information-sharing 2. information-gap
3. information exchange 4. interaction

21- Which of the following is an example of a stressed-timed language?

1. English 2. Korean 3. Spanish 4. Japanese

22- Consonant sounds are characterized by all of the following criteria BUT -----.

1. Place of articulation 2. Manner of articulation
3. Relative tension of muscle involved 4. Voicing

23- We have long known that reading and writing involve the use of both bottom-up and top-down skills. Which of the following is categorized as one of top-down skills?

1. Word recognition 2. Understanding
3. Sound-letter relationship 4. Bringing world knowledge

24- Which of the following is NOT among the characteristics defining engaged readers?

1. They read widely with different purposes.
2. They develop their comprehension by using what they read.
3. They are motivated reader.
4. They enjoy high degrees of intelligence.



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25- According to the literature, reading fluency is a combination of both -----.

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|-----------------------------------|-------------------------------------------|
| 1. knowledge of words and grammar | 2. practice and motivation |
| 3. strategy and skill | 4. reading rate and reading comprehension |

26- Traditional grammar teaching has employed a structural syllabus and lessons composed of three phases. What are these phases?

- | | |
|---------------------------------------|---------------------------------------|
| 1. Presentation, practice, production | 2. Presentation, feedback, practice |
| 3. Practice, motivation, conditioning | 4. Presentation, repetition, practice |

27- According to Larsen-Freeman, the ability to use grammar constructions accurately, meaningfully, and appropriately is called -----.

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|------------------|------------|----------------|---------------|
| 1. communication | 2. fluency | 3. interaction | 4. grammaring |
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28- Large principled collections of naturally occurring texts stored electronically is called -----.

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|-------------|------------|--------------|-----------------|
| 1. database | 2. corpora | 3. data silo | 4. data storage |
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29- Which of the following provides information that is useful for determining student's appropriate levels of instruction within a program?

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|---------------------|---------------------|
| 1. Diagnostic test | 2. Proficiency test |
| 3. Achievement test | 4. Placement test |

30- An assessment tool that includes criteria and levels of performance is called -----.

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|----------------|-----------|----------|-------------------|
| 1. instruction | 2. rubric | 3. guide | 4. scoring method |
|----------------|-----------|----------|-------------------|