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4. In a writing lesson, the teacher asks learners to work in pairs and read each other's writing, focusing on the following questions:

'Are all the sentences correctly punctuated?'
'Are there any spelling mistakes?'

Which of the following labels is more appropriate for what the students are doing?

A. Drafting **B.** Brainstorming
C. Editing **D.** Outlining

04 ...

5. In a process writing lesson, Brahim went through these stages. What is the appropriate order of the stages in this lesson?

1. Responding to draft: peers responded to ideas, organization and style.
2. Prewriting: brainstorming and outlining.
3. Drafting: getting ideas down on paper.
4. Proofreading: checking and correcting aspects of form and layout.
5. Selecting the topic.

05 ...

A. 5 - 3- 1 – 2 – 4 **B.** 5 – 4 – 1 – 3 – 2
C. 5 – 2 – 3 – 4 – 1 **D.** 5 – 2 – 3 – 1 – 4

6. Before presenting the target structure, Miss Nadif asked learners to read a text which includes examples of the target structure. They were asked to answer a few comprehension questions about the text. The teacher also put pictures on the board. She asked learners questions related to the pictures and wrote some of their answers on the board.

The activities above are related to the first part of a grammar lesson. This first part might be labeled as:

A. contextualization **B.** hypothesizing
C. experimentation **D.** mechanical practice

06 ...

7. While planning a reading comprehension lesson, the teacher came across the following sentence in the reading text: '***Celestial bodies****, including the sun, moon, and stars, have fascinated man through the centuries*'. What would be the most appropriate strategy to deal with the phrase '***celestial bodies***'?

A. to teach it through drawing.
B. to teach it through the use of real objects.
C. to ignore it and focus on other words in the text.
D. to teach it using a definition.

07 ...

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8. The following is a list of content from the units of an English language teaching textbook: "*asking for personal information*", "*greetings*", "*asking for directions and distances*", "*asking for prices*", "*asking about time*". Which of the following would best describe this type of syllabus?

A. Notional-functional syllabus
B. Structural syllabus
C. Skill-based syllabus
D. Content-based syllabus

08	...

9. '*Inferring implicitly stated information*' when reading a text is an important skill. In a reading text about 'the environment', which of the following tasks can the teacher set to target the development of this skill?

A. Students read the text and underline the difficult words and look them up in a dictionary.
B. Students complete the chart with information which answers: *when? – where? – who?*
C. Students write their opinions saying whether they are satisfied with the solutions suggested in the text.
D. Students underline adjectives which show that the writer is not satisfied with the current situation.

09	...

10. Vocabulary can be taught to learners using a variety of techniques. Which of the following is an effective technique to teach the idiom '*when pigs fly*'?

A. Using a situation
B. Miming a flying pig
C. Asking learners to draw a flying pig
D. Showing a picture of a flying pig

10	...

B. CHOOSE THE RIGHT ANSWER. (15 pts; 0.5 pt each)

11. Lahcen is a Moroccan secondary school student who loves to meet and talk with tourists in his village Amouger. In one of his encounters, Lahcen met an English tourist and they exchanged basic information about their names, countries and their likes. At the end of their conversation, the tourist said '*see you later*' and Lahcen replied with '*when?*', which is not an appropriate reply in this situation. Which of the following aspects should Lahcen's teacher focus on in his language classes in order to help learners avoid such embarrassing replies?

A. Linguistic knowledge
B. Phonologic knowledge
C. Pragmatic knowledge
D. Paralinguistic knowledge

11	...

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16. Assia noticed that most of her students do not hand in their homework. She initiates a program that rewards students who hand in completed assignments on time by giving them short stories as gifts. Homework completion rates have increased substantially. The theory that best explains the students' behavior is

A. needs theory **B.** social learning theory
C. reinforcement theory **D.** cognitive theory

16 ...

17. At the end of her listening lesson, Mrs. Karen writes on the board examples of sentences which feature the simple past tense from a listening conversation. She then uses the sentences to teach the simple past to her students. This approach of teaching tenses/structures is more likely related to:

A. The Audio-lingual Method **B.** The Grammar-Translation Method
C. Task-based language teaching **D.** The Silent Way

17 ...

18. The national English language curriculum has established a set of attainment objectives which students should achieve by the time they complete their secondary school education. An example of these broad objectives is "*students should be able to communicate orally and fluently about basic communicative situations with native speakers*'. This statement is an example of

A. a speaking lesson objective **B.** a psychomotor objective
C. an affective objective **D.** a performance objective

18 ...

19. In a writing lesson, Mr. Mouradi tells his class: "You have 15 minutes to do this task. Write down your ideas first, then organize them before you start writing the final draft. Once you finish drafting, exchange your writing with another peer and use the checklist to edit it".
In this extract from his classroom practice, Mr. Mouradi is adopting the role of:

19 ...

A. counselor **B.** observer **C.** organizer **D.** prompter

20. John is a new teacher. He knows very little about his students. At the beginning of the year, he wants to evaluate learners' previous knowledge of language so that he could differentiate instruction and cater for different learner needs in his classes. Which of the following tests do you think John should administer?

A. An achievement test **B.** A diagnostic test
C. A proficiency test **D.** A summative test

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21. In one of her EFL classes Maria asked her international students to work in groups of 4 students belonging to different nationalities. The task was to discuss the signs which show respect and those which might indicate disrespect to the interlocutor in a conversation. She gave them the example of maintaining eye-contact with the speaker in America as a sign of showing interest and respect. Which of the following knowledge types Maria wants learners to develop in her classes?

A. Linguistic competence
B. Supra-segmental competence
C. Sociolinguistic competence
D. Intercultural competence

21 ...

22. During a teacher training webinar, Houssam learnt that assigning projects is an aspect of formative assessment which helps learners to demonstrate their language competencies and to learn better. In his class, the teacher asked his learners to prepare a project about the theme of the previous unit. Which among the teacher's practices is **NOT** an appropriate aspect of formative assessment?

A. The teacher asked pairs of learners to work on projects.
B. The teacher monitored learners' products along the way.
C. The teacher allowed a few individuals to share their presentations with the class, while all the projects were also shared online.
D. The teacher finally graded learners' projects and classified them on his desk.

22 ...

23. Mr. Amrou administered a summative test. While taking the test, many students complained that it was too long to be taken in one hour. After scoring students' performance, he found out that the majority, including the excellent ones, didn't finish all the tasks. More, they obtained a grade below average. Which one of the following qualities of the test is affected in this case?

A. Construct validity
B. Reliability
C. Consistency
D. Content validity

23 ...

24. Amal believes that because she's adopting the communicative approach in her teaching, she should also test learners' achievement in a communicative way. To test learners' speaking abilities, Amal designed a variety of tasks about the topic of *"Weather"*. Which of the following is **NOT** consistent with Amal's philosophy in teaching language?

A. Students asking each other about the weather in their area.
B. Filling in gaps with the right adjectives to describe the weather.
C. Exchanging details in an information gap activity about the weather.
D. Completing a conversation about the weather appropriately.

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25. One of the approaches to teaching vocabulary and grammar is the use of three stages referred to as PPP. What do the initials stand for?

A. Process, Product, Preparation.
B. Presentation, Production, Process.
C. Presentation, Practice, Production.
D. Preparing, Presenting, Producing.

25 ...

26. Maria noticed that her supervisor's report focused on two points in her lesson. First, the text which Maria used is contrived. It seems that it was written by the teacher herself. Second, the situations which she assigned to the students in a role-play activity barely resemble anything which may happen in a real-life context. The issues which the supervisor raised in relation to Maria's class are mainly related to:

A. originality **B.** authenticity **C.** variety **D.** adaptability

26 ...

27. Which of the following ICT practices does **NOT** enhance learning in an English language class?

A. Displaying pictures to learners using a video-projector in a reading lesson.
B. Using Microsoft Excel to make lists of projects which students have prepared.
C. Sharing materials with learners via a social network site such as Facebook.
D. Listening to a story while silently reading its audio script.

27 ...

28. The Moroccan Baccalaureate exam specifications stress that the language section of the tests/exams should include both receptive and productive tasks. The following are the rubrics of four possible exam tasks. Which among the four is a productive task?

A. Complete the conversation with a phrase from the list.
B. Complete the missing part of the conversation appropriately.
C. Circle the appropriate expression to use in the dialogue.
D. Match each function to its appropriate example in the chart below.

28 ...

29. To examine how learners develop their language, researchers in our department collected huge data of authentic speakers' language sample. They, then, analyzed this data using sophisticated computer tools in order to draw conclusions about how their second language learner population develop their use of certain syntactic constructions. Which of the following language development perspectives is more likely to be adopted by these researchers?

A. The functionalist tradition
B. The behaviorist tradition
C. The structuralist tradition
D. The generative linguistics tradition

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30. "The Natural Approach, developed by Stephen Krashen and Tracy Terrell, emphasizes that people "acquire" languages best by learning naturally like children do. This approach is based on a set of principles. Which of the following is **NOT** a principle of this approach?

A. Learning elements of a second language follows a predictable order.
B. Language learning develops through drills and repetition.
C. Language is learned when the input is comprehensible.
D. Language development occurs in an anxiety free environment.

30 ...

31. Jamal is a high school teacher. He often has behavior problems with his students. He has recently reached a compromise with them: "Students who do not make noise will get extra marks on their tests." The teacher's decision raises the issue of

A. conflict of interest **B.** confidentiality **C.** equity **D.** segregation

31 ...

32. While teaching writing to beginners, Mrs. Benaissa provides close assistance to the students by helping them with ideas and outlining their writing. She also closely monitors their work and gives them feedback on their writing as required. As learners show they have improved their writing skills, the teacher provides them with less support while she allows them to work with peers. What the teacher is doing can be labeled as:

A. rote learning **B.** peer support **C.** scaffolding **D.** conservation

32 ...

33. In one of her lessons, Nejma decided to use ICT to teach the simple past tense. She took pictures of some practice exercises from the textbook and projected them to learners. Students worked on the exercises in pairs and the teacher provided them with the correction later.

Which of the following would be the most appropriate judgment to form about Nejma's use of ICT in the lesson?

A. Nejma made very good use of ICT in her lesson because she asked learners to work in pairs.
B. Nejma didn't use ICT appropriately because she used it only in the practice stage of the lesson.
C. Nejma shouldn't have used ICT in that lesson because we can teach the simple past without ICT.
D. Nejma used ICT in an inappropriate way because she only projected what's already on the textbook.

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34. For his performance based lesson, Rachid asked his colleague Leila for feedback on his grammar lesson plan. One of her comments is that the objective of the lesson (*By the end of the lesson, students will know the past perfect*) is problematic. Which of the following reformulations can be used to improve the lesson objective?

A. "By the end of the lesson, students will be able to recognize the past perfect."
B. "By the end of the lesson, students will be able to understand the past perfect."
C. "By the end of the lesson, students will be able to appreciate the past perfect."
D. "By the end of the lesson, students will be able to use the past perfect."

34 ...

35. During her life, a child goes through different maturational stages. Each stage is characterized by changes which affect various processes. Some of the processes involve changes in the child's thinking and the way they perceive the world around them. This involves the ability to use their reasoning, the ability to memorize things, the ability to think in an abstract way and the ability to think creatively and to solve complex problems. These maturational changes might be labeled as

A. Biological processes.
B. Cognitive processes.
C. Emotional processes.
D. Psychomotor processes

35 ...

36. Abdelali is a secondary school teacher. He is an ICT enthusiast. He has his own computer and video-projector. In one of his 2nd year Baccalaureate classes, he is planning to use this equipment in a writing lesson. Which of the following is **NOT** an appropriate use of Abdelali's equipment to teach writing?

36 ...

A. It can be used to display learners' grades on the writing task.
B. It can be used before students start their writing to help them with ideas.
C. It can be used after writing; when the teacher is giving feedback on students' products.
D. It can be used to share the outline with the whole class.

37. After teaching the past form of regular verbs, Rachid checked students' understanding by asking them to write answers to the following questions: "*Where did you go last weekend? What did you do?*" Maria, one of the students, answered: "*I waked up early and goed to the mall with my friends.*" Why do you think Maria answered in this way?

A. She didn't understand the task.
B. The teacher didn't practice regular verbs enough.
C. There is problem with the task set by the teacher.
D. She hasn't yet mastered regular verbs.

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38. For which of the following practices can Microsoft PowerPoint be used in a language class?

A. Making lists of students who do their homework and those who come to class on time.
B. Preparing lists of students' partial grades and averages for the administration.
C. Preparing end of term tests and additional practice exercises for learners.
D. Providing learners with more updated materials (such as photos) than those in the textbook.

38	...

39. Mourad thinks that he should have a virtual platform through which he could share language materials with his learners. He needs a platform which helps him organize his lessons better and interact with his learners through audio recordings. Which of the following platforms do you think is more suitable for Mourad in this context?

A. Google Forms **B.** A Facebook page **C.** Google Drive **D.** Edmodo

39	...

40. After silently reading a text in which different experts express their opinions about illegal immigration, learners were asked to underline all the statements which express different views about the issue in the text. They are then asked to work in pairs and sort out the different views into those who are with and those who are against immigration and their arguments. Finally, the teacher asked learners to react to the arguments of each person and to say which one is more convincing and why.

Which of the following pair of levels in Bloom's taxonomy of cognitive objectives is the teacher targeting in her activities in the lesson?

A. Application and creation
B. Analysis and evaluation
C. Remembering and understanding
D. Analysis and creation

40	...

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