المباراة

مباريات ولوج سلك تأهيل أطر التدريس (CRMEF)

الاختبارات الأول والثاني · بالإنجليزية

التخصص

اللغة الإنجليزية

Language knowledge and didactics

مجاني
للتحميل

إصدار مجاني · للتحميل والمشاركة · لا يُباع

ملخصات المراجعة وأسئلة تدريبية مصححة

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43	فصلًا ملخصًا، بجداول للحفظ وتنبيهات
99	سؤالًا مصححًا ومعلّلًا، مع ورقة إجابة للطباعة

قبل أن تبدأ

هذا الإصدار مجاني. يمكنك تحميله وطباعته ومشاركته كما هو دون مقابل. لا يجوز بيعه ولا تعديله ولا نسبته إلى غير مصدره.

ماذا يقيس الاختبار؟

تتكون مباراة ولوج سلك تأهيل أطر التدريس (دورة نونبر 2025) من ثلاثة اختبارات كتابية من متعدد (QCM): مادة التخصص (4 ساعات، معامل 20)، وديداكتيك مادة التخصص (ساعتان، معامل 12)، وعلوم التربية المشتركة (ساعتان، معامل 8). يتوزع اختبار مادة التخصص في الإنجليزية، وهو بالإنجليزية، على فهم المقروء 20%، واللغة 60% (القواعد 25%، والوظائف 5%، والوعي اللغوي والثقافي 15%، والمعجم 15%)، والكتابة 20%. ويتوزع اختبار الديداكتيك على المقاربات والطرائق 35%، والمتعلم 20%، وتدريس المهارات ومكونات اللغة 25%، والتقويم وتخطيط الدرس وأخلاقيات المهنة وتدبير القسم 5% لكل منها. يغطي هذا الإصدار وحدة المعارف ووحدة الديداكتيك.

الوحدة	وزنها	فصولها	أسئلتها هنا
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كيف تستعمله؟

1. اقرأ ملخص كل فصل، وركّز على **«لا تخلط بين...»** و**«أفخاخ امتحانية»**؛ فهي مواضع الخطأ الأكثر شيوعًا في الأسئلة المغلقة.
2. أجب عن الأسئلة في **ورقة الإجابة** (شبكة فارغة تُطبع)، دون النظر إلى الأجوبة، ثم قارن بشبكة التصحيح وعدّ إجاباتك الصحيحة.
3. سجّل سبب كل خطأ (معلومة ناقصة، خلط بين مصطلحين، قراءة متسرعة) ثم عد إلى الفصل المعني.
4. هذا الكتاب مختصر مركّز. الدروس الكاملة وبقية الأسئلة والاختبارات الموقوتة على الموقع: educoncours.com.

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ج التصحيح المعلَّل

القسم الأول

ملخصات الوحدتين

خلاصة كل فصل: ما يجب أن تعرفه، وما يخلط فيه المترشحون.

الوحدة 1 · تغطي اختبار مادة التخصص (معامل 20)

English language knowledge

A complete knowledge unit for the English specialization test (qualifying secondary cycle), built on the official November 2025 test specifications: Reading Comprehension (20%), Language (60%: grammar, communicative functions, language and cultural awareness, lexis) and Writing (20%). 31 chapters with explicit objectives, worked examples and examination traps, plus 58 practice items in three graded tests.

33 فصلًا · ملخص كل فصل في صفحة أو أقل

1 Orientation and examination blueprint

Topics: How to work with this unit · Understand · Discriminate · Retrieve

Table to remember

Blueprint used as a study allocation, not a prediction of exact item counts.

Main component	Sub-component	Official weight	Preparation priority
Reading Comprehension	Narrative, descriptive, argumentative, expository and other texts	20%	Retrieval, inference, structure and reformulation
Language	Grammar	25%	Accuracy and form–meaning relations
Language	Communicative functions	5%	Contextually appropriate speech acts
Language	Language and cultural awareness	15%	Metalanguage, structure, register and variation
Language	Lexis	15%	Meaning relations and lexical patterning
Writing	Paragraphs, genres, organization, cohesion and mechanics	20%	Recognizing and diagnosing effective prose

2 Text genres and strategic reading

Topics: Chapter objectives · The three-pass procedure · Question types and the strategy each one needs · Typical distractors · Identifying genre from a single sentence · Managing time under examination conditions

Table to remember

Genre	Primary purpose	Typical organization	Frequent signals
Narrative	Relate events and their significance	Orientation → complication → development → resolution/reflection	Past tenses, temporal markers, viewpoint, dialogue and action verbs
Descriptive	Create a precise impression	Spatial order, general-to-specific or dominant impression	Adjectives, sensory language, location expressions and comparison
Argumentative	Defend a claim and influence judgment	Position → reasons/evidence → counterargument → response → conclusion	Evaluation, modals, concession, causal links and evidence verbs
Expository	Explain, classify or inform	Definition, classification, sequence, cause–effect, comparison or problem–solution	Technical terms, examples, definitions and logical connectors

Question type	Typical stem	Strategy
Detail	"According to the text, …"	Scan for the key word or a synonym; read the sentence around it.
Main idea	"The passage is mainly about…"	Combine the opening, topic sentences and conclusion; reject details and over-broad statements.
Inference	"It can be inferred that…"	Choose what must follow from stated evidence; reject outside knowledge.
Reference	"The word *they* in line 9 refers to…"	Substitute each candidate into the sentence and test agreement and sense.
Vocabulary in context	"As used in line 4, *sustain* means…"	Use the surrounding clause, contrast and word class, not the most common meaning.
Attitude / tone	"The author's attitude is…"	Collect evaluative words, hedges and concessions before choosing.
Organization / function	"The second paragraph serves to…"	Name the paragraph's role (example, objection, solution), not its topic.

3 Scanning, comparison, fact and opinion

Topics: Chapter objectives · Scanning · Comparison · Fact versus opinion · Skimming, scanning and close reading · Search keys by information type · Comparison questions: common mistakes · Fact, opinion and reported claim

Table to remember

Criterion	Programme A	Programme B	Relationship
Delivery	Weekly seminar	Self-paced modules	Difference
Assessment	Portfolio	Portfolio	Similarity
Target group	New teachers	Experienced mentors	Difference

Statement	Classification	Reason
The survey included 840 participants.	Fact	Numerically verifiable.
The redesigned course is far more engaging.	Opinion	Evaluative comparison.
The policy will probably reduce absence.	Prediction/opinion	Future outcome marked as probability.
The committee recommends a two-year trial.	Reportable fact about a recommendation	Its existence can be verified; its wisdom remains evaluative.

4 Reference, unfamiliar vocabulary and cohesion

Topics: Chapter objectives · Reference · Vocabulary inference · Cohesive patterns · More reference devices · Testing a referent · Inferring words from context: further cues

Table to remember

Cue	Question	Illustration
Morphology	What do prefix, root and suffix suggest?	*misinterpretation* = wrong understanding.
Syntax	What part of speech fits?	"a remarkably *lucid* explanation" → adjective.
Definition/apposition	Does the text restate it?	"formative assessment, ongoing feedback used to improve learning."
Contrast	Is it opposed to a known idea?	"not rigid but *adaptable*" → flexible.
Example	Do examples reveal the category?	"renewable sources such as solar and wind."
Cause/result	What effect does it produce?	"The instructions were *ambiguous*, so groups interpreted them differently."

Resource	Function	Example
Reference	Points to people or ideas	*this finding, they, the former*
Substitution	Replaces repeated material	"the blue folder, not the red *one*"
Ellipsis	Omits recoverable material	"Some agreed; others did not [agree]."
Conjunction	Signals a logical relationship	*however, therefore, meanwhile*
Lexical cohesion	Links through semantic relations	*teacher → instructor → educator*

5 Organizational patterns

Topics: Chapter objectives · Identifying the pattern in a passage · Combined patterns · Question stems to expect

Table to remember

Pattern	Central question	Signals	Outline
Definition	What is it?	*refers to, means*	Term → category → features → example
Classification	What types exist?	*types, categories, divided into*	Principle → categories → examples
Sequence	In what order?	*first, next, finally*	Stage 1 → Stage 2 → Stage 3
Cause–effect	Why, and with what result?	*because, leads to, consequently*	Cause → mechanism → effect
Comparison–contrast	How alike or different?	*similarly, whereas, unlike*	Block or point-by-point
Problem–solution	What is wrong and what can be done?	*challenge, remedy, proposal*	Problem → criteria → solution → evaluation
Argument	What position is defended?	*should, evidence, although*	Claim → support → counterclaim → rebuttal

Sentence from a text	Pattern
"Absenteeism has three causes: illness, transport and disengagement."	Cause–effect (or listing of causes)
"Unlike urban schools, rural schools often share one teacher across levels."	Comparison–contrast
"Many pupils lacked books; the ministry therefore introduced a lending scheme."	Problem–solution
"First, collect the data; next, clean it; finally, analyse it."	Sequence (process)
"A rubric is a scoring guide that lists criteria and performance levels."	Definition

6 Viewpoint, tone, purpose and inference

Topics: Chapter objectives · Point of view · Tone and attitude · Approving · Critical · Cautious · Ironic · Purpose, attitude, mood and intention · Predicting continuation · Vocabulary of tone · Stated, implied and assumed · Author versus character · Question stems on attitude and purpose

Table to remember

Evidence	Inference
“I could not see what the others were planning.”	First-person limited knowledge.
Private thoughts of several characters are revealed.	Third-person omniscient.
An article foregrounds taxpayer cost but omits learner outcomes.	Economic or fiscal framing.

Tone	Typical evidence
Objective / detached	Neutral verbs (*report, observe*), figures, no evaluative adjectives
Optimistic	*promising, encouraging, will undoubtedly improve*
Pessimistic / sceptical	*unlikely, doubtful, little reason to expect*
Ambivalent	Balanced praise and criticism: *admirable in aim, weak in execution*
Nostalgic	Past scenes, warmth, contrast with the present
Sarcastic / ironic	Literal praise contradicted by context
Formal / informal	Passive and nominal style versus contractions and idioms

7 Paraphrasing and summarizing

Topics: Chapter objectives · Paraphrase operations · Summary hierarchy · Paraphrase, summary and quotation · A paraphrasing routine · Typical faults in a bad paraphrase or summary · Reduction in a summary

Table to remember

Source/candidate	Evaluation
Source: “Limited feedback may reduce novice teachers’ confidence.”	Key constraints: *limited, may, reduce, novice*.
“Beginning teachers can become less confident when feedback is insufficient.”	Faithful paraphrase.
“A lack of feedback always destroys teachers’ confidence.”	Distorted: *may* became *always*; *reduce* became *destroy*.
“Limited feedback may lower novice teachers’ confidence.”	Too close for an extended paraphrase.

Technique	Length	Wording	Purpose
Quotation	exact passage	identical, within quotation marks	evidence in the author’s own words
Paraphrase	about the same	new wording and structure	restate one idea clearly
Summary	much shorter	new wording	give main ideas only

8 Articles, determiners and quantifiers

Topics: Chapter objectives · The article system: a/an, the and zero article · Other determiners and the logic of reference · Quantifiers: countability changes the choice · Countability is meaning-dependent · A Moroccan classroom example · Procedure for solving article and quantifier questions · Frequent errors / points of vigilance · Application activity with answers · Key points · Short references

Table to remember

Form	Core meaning	Example
a/an	One non-specific singular count noun; first mention; classification	"She proposed *a* solution."
the	Identifiable/unique reference; shared knowledge; second mention	"I read a report. *The report* was detailed."
Zero article	General plural/non-count reference	"*Feedback* supports learning."

Count plural	Non-count	Both	Meaning
many, few, a few, fewer	*much, little, a little, less*	*some, any, enough, a lot of*	*few/little* ≈ almost none; *a few/a little* = some
each, every + singular	—	*all*	*each* highlights individuals; *every* covers all members

9 Verb forms: tense, aspect, gerunds and infinitives

Topics: Chapter objectives · Present perfect, past simple and time expressions · Future forms · Past perfect and sequence · Verbs with both gerund and infinitive

Table to remember

Form	Typical use	Example
Present simple	States, routines, truths, schedules	"The course begins on Monday."
Present continuous	Temporary activity, arrangement, change	"The team is revising the rubric."
Past simple	Completed event in finished past time	"They published it in 2024."
Past continuous	Background/in-progress past activity	"While they were working, the system failed."
Present perfect	Past connected to present; unfinished period	"Researchers have identified three patterns."
Past perfect	Earlier past relative to a later past point	"The meeting began after everyone had arrived."
Future perfect	Completion before a future point	"By June, they will have completed three cycles."

Pattern	Examples	Illustration
verb + *-ing*	*avoid, consider, enjoy, suggest*	"They suggested revising the schedule."
verb + to-infinitive	*agree, decide, hope, refuse*	"They agreed to revise it."
verb + object + to-infinitive	*advise, allow, encourage, tell*	"The mentor encouraged her to apply."
preposition + *-ing*	*before, without, interested in*	"Before submitting, check the file."

10 Modals

Topics: Chapter objectives · Time reference and modal perfects · Politeness and interpersonal meaning · A decision procedure for exam questions · Moroccan classroom example · Frequent errors / points of vigilance · Application activity with answers · Key points · Short references

Table to remember

Function	Forms	Key contrast
Ability	*can, could, be able to*	*could* general past ability; *managed to* one successful event
Permission	*can, may, could*	Tentativeness and formality vary by context
Obligation	*must, have to, need to*	*mustn't* = prohibition; *don't have to* = no necessity
Advice	*should, ought to, had better*	*had better* often implies consequences
Possibility	*may, might, could*	Degree depends on context
Deduction	*must, can't, may/might*	"She must be busy" is inference, not obligation

Function	Common forms	Typical distinction
Ability	can, could, be able to	*Can* commonly expresses present ability; *could* can express past general ability; *be able to* is useful across tenses.
Permission	can, may, could	*Can* is common and neutral; *may* is more formal in many contexts; *could* often softens a request.
Obligation	must, have to, need to	*Must* often presents strong necessity from the speaker or rule; *have to* readily expresses externally imposed necessity.
Prohibition	must not, cannot	*Must not* means the action is forbidden, not optional.
No obligation	do not have to, need not	The action is unnecessary but still possible.
Advice	should, ought to, could	*Should* gives a recommendation; *could* can present one possible option.
Possibility	may, might, could	All can express possibility; the exact degree of certainty depends heavily on context.
Deduction	must, cannot, may, might, could	*Must* can mark a strong logical conclusion; *cannot* a strong negative conclusion.

11 Nouns and pronouns

Topics: Chapter objectives · Case: subject, object and possessive · Possessive determiner versus possessive pronoun · Indefinite pronoun compounds · Common errors · For consolidation and review

Table to remember

Apposition type	Punctuation	Example
Non-restrictive	Set off by commas	The coordinator, Amal Idrissi, signed the report.
Restrictive	No commas	my colleague Ahmed

12 Prepositions

Topics: Chapter objectives · Agent, instrument and means · Prepositions after adjectives and in comparison · Fronting versus stranding · Exception and addition · Common errors · For consolidation and review

Table to remember

Domain	Contrast	Examples
Time	*at* point; *on* day/date; *in* period	*at 9; on Tuesday; in August*
Place	*at* point/institution; *on* surface; *in* enclosure	*at school; on the desk; in the room*
Movement	*to, into, onto, through, across*	"walked into the office and across the room"
Duration	*for* length; *since* starting point	*for two years; since 2024*

13 Conjunctions and logical linking

Topics: Chapter objectives · Because vs. because of; although vs. despite · Result and degree: so…that, such…that · Comma placement with subordinate clauses · Common errors · For consolidation and review

Table to remember

Type	Forms	Example
Coordinating	*and, but, or, nor, for, so, yet*	"Simple, yet powerful."
Subordinating	*because, although, if, unless, while*	"Although it is simple, it needs practice."
Correlative	*both…and; either…or; not only…but also*	"Both accuracy and fluency."
Conjunctive adverb	*however, therefore, moreover*	"The sample was small; therefore, the conclusion was cautious."

14 Phrases, clauses and sentence complexity

Topics: Chapter objectives · Relative pronouns and reduced relatives · Noun clauses and their markers · Adverbial clauses by meaning · Non-finite clauses · Repairing fragments, run-ons and comma splices

Table to remember

Clause	Function	Example
Noun clause	Subject, object or complement	"*What the team discovered* changed the plan."
Relative/adjective clause	Modifies a noun	"The plan *that the team proposed*."
Adverbial clause	Time, reason, condition, concession, etc.	"They revised it *because the evidence changed*."

Pronoun	Use	Example
who / whom	people (subject / object)	The inspector *who* visited us; the inspector *whom* we met.
which	things; sentence relative with a comma	The report, *which* was late, surprised everyone.
that	people or things in restrictive clauses only	The plan *that* the team proposed.
whose	possession	A teacher *whose* class improved.
where / when / why	place / time / reason	The school *where* she works; the reason *why* they left.

15 Passive voice

Topics: Chapter objectives · Ditransitive verbs: two possible passives · Passive infinitives and gerunds · By versus with · When to avoid the passive · Common errors · Tense map: active to passive · Verbs that cannot be passivized · Passive with prepositional and phrasal verbs · Impersonal reporting structures · Questions and negatives · For consolidation and review

Table to remember

Active	Passive	Focus
The panel evaluates applications.	Applications are evaluated by the panel.	Process/applications
They have revised the criteria.	The criteria have been revised.	Result; agent unimportant
Schools must submit the form.	The form must be submitted by schools.	Required item

Tense / form	Active	Passive
Present simple	The panel scores each file.	Each file is scored.
Present continuous	They are revising the criteria.	The criteria are being revised.
Past simple	They published the results.	The results were published.
Past continuous	They were repairing the network.	The network was being repaired.
Present perfect	They have approved the plan.	The plan has been approved.
Past perfect	They had cancelled the session.	The session had been cancelled.
Future (will)	They will announce the list.	The list will be announced.
Modal + base	You must submit it.	It must be submitted.
Modal perfect	Someone should have corrected it.	It should have been corrected.

16 Reported speech

Topics: Chapter objectives · Backshift in full · Deixis: time, place and person words · Reported questions and requests · say, tell, ask · When backshift is optional

Table to remember

Pattern	Verbs	Example
verb + that-clause	*admit, claim, explain, insist*	"She explained that the deadline had changed."
verb + to-infinitive	*agree, offer, promise, refuse*	"He offered to help."
verb + object + to-infinitive	*advise, remind, tell, warn*	"They reminded us to sign."
verb + -ing	*admit, deny, recommend, suggest*	"She denied changing it."
verb + preposition + -ing	*apologize for, insist on, object to*	"He apologized for arriving late."

Direct speech	Reported (past reporting verb)
present simple: "I *work* here."	She said she *worked* there.
present continuous: "I *am working*."	She said she *was working*.
present perfect: "I *have finished*."	She said she *had finished*.
past simple: "I *finished*."	She said she *had finished* (or *finished*).
will / can / may: "I *will* call; I *can* help; it *may* rain."	She said she *would* call, she *could* help, it *might* rain.
must: "You *must* sign."	She said I *had to* sign (or *must* for a still-valid rule).
would, could, might, should, ought to	Usually unchanged.
second and third conditionals	Unchanged: "If I knew, I would tell you." → She said that if she knew, she would tell me.

17 Conditionals and wishes

Topics: Chapter objectives · Modals and variations in the main clause · Mixed conditionals · Formal and special patterns · Wishes and related structures

Table to remember

Type	Form	Meaning	Example
Zero	if + present, present	General relation	If water reaches 100 °C at sea level, it boils.
First	if + present, will/modal + base	Real future possibility	If the file arrives, we will review it.
Second	if + past, would + base	Hypothetical present/future	If I were responsible, I would revise it.
Third	if + past perfect, would have + participle	Counterfactual past	If they had tested it, they would have found the error.
Mixed	Past condition + present result, or reverse	Times differ	If she had accepted, she would be abroad now.

Type	Pattern	Example
Past condition → present result	if + past perfect, would + base	If she *had accepted* the post, she *would be* abroad now.
Present state → past result	if + past simple, would have + participle	If he *were* more careful, he *would not have made* that error.

18 Communicative functions

Topics: Chapter objectives · More functions and their typical exponents · Softening, hedging and indirectness · Matching language to context · Responses

Table to remember

Function	Neutral	Tentative/formal
Agreeing	I agree.	That is persuasive, particularly because…
Partial agreement	That is partly true, but…	I accept the principle; however, its application may be problematic.
Complaining	The order arrived late.	I am writing to express concern about the delayed delivery.
Certainty	I am certain that…	The available evidence strongly indicates that…
Apologizing	I am sorry for the delay.	Please accept my apologies for the inconvenience.
Requesting	Please send the file.	Could you please send the revised file by Thursday?
Suggesting	Let's revise it.	It may be worth considering a revision.
Refusing	I cannot attend.	I am afraid I will not be able to attend.

Function	Neutral	Formal / tentative
Giving an opinion	I think it is unfair.	It seems to me that the procedure may be unfair. / In my view, …
Advising	You should check it.	If I were you, I would check it. / It might be advisable to check it.
Warning	Be careful with the file.	I must warn you that the file may be corrupted.
Offering	Shall I help?	Would you like me to help? / Allow me to assist.
Inviting	Would you like to join us?	We would be delighted if you could join us.
Accepting / declining	Yes, thanks. / No, thanks.	I would be glad to. / I am afraid I must decline.
Asking for clarification	What do you mean?	Could you clarify what you mean by…? / I am not sure I follow.
Interrupting	Sorry, can I say something?	If I may interrupt for a moment, …
Thanking / responding	Thanks. / You're welcome.	I am most grateful. / Not at all; it was a pleasure.
Probability	It will probably rain.	It is likely to rain. / There is a strong possibility that…
Obligation / prohibition	You must register. / You mustn't smoke.	Candidates are required to register. / Smoking is not permitted.

19 Parts of speech and word formation

Topics: Chapter objectives · Word-class ambiguity and conversion · More affixes · Spelling changes when adding suffixes · Nouns: countability and plurals · Compounds

Table to remember

Class	Typical role	Diagnostic evidence
Noun	Head of noun phrase	May pluralize, take a determiner or possessive.
Verb	Head of verb phrase	May show tense and combine with auxiliaries.
Adjective	Modifier or complement	May precede noun or follow linking verb.
Adverb	Modifier of verb/adjective/adverb/clause	Flexible position; many, not all, end in *-ly*.
Determiner	Marks noun-phrase reference	*the, this, my, some, each.*
Preposition	Heads prepositional phrase	Takes noun phrase or gerund complement.

Affix	Meaning/class	Example
un-, in-/im-, dis-	negative/opposite	*unclear, impractical, disagree*
re-, mis-, over-, under-	again, wrongly, excessive, insufficient	*reassess, misread, overgeneralize*
-tion, -ment, -ity	noun-forming	*evaluation, development, validity*
-ive, -al, -ous, -able	adjective-forming	*formative, cultural, rigorous*

20 Phrase and sentence structure; syntactic functions

Topics: Chapter objectives · Phrase structure: head, complement and modifier · Form is not function · Core clause patterns · Complement versus adjunct · Three practical constituency tests · Coordination and subordination · Structural ambiguity and common errors · For consolidation and review

Table to remember

Expression	Form	Function
After the meeting, we left.	Prepositional phrase	Adjunct of time
The aim is to improve access.	Infinitival clause	Subject complement
We discussed what the survey revealed.	Finite subordinate clause	Direct object
The candidates seemed confident.	Adjective phrase	Subject complement
Careful planning reduces errors.	Noun phrase	Subject

Pattern	Example	Analysis
SV	Attendance increased.	Subject + intransitive verb
SVC	The result seems reliable.	Complement describes the subject
SVO	The panel reviewed the evidence.	Verb takes one object
SVOO	The mentor gave the trainee feedback.	Indirect object + direct object
SVOC	The panel considered the evidence insufficient.	Complement describes the object
SVOA	She put the file on the desk.	The location is required by this use of *put*

21 Assertion, denial, objection, accusation and politeness

Topics: Chapter objectives · Politeness strategies · Reporting denial and objection · Hedging verbs and evidential markers · Common errors · For consolidation and review

Table to remember

Mode	Purpose	Typical realizations
Assertion	Present a proposition as true	Declaratives, evidential verbs, certainty markers
Denial	Reject truth or responsibility	*not, deny, no evidence, did not*
Objection	Challenge a proposal or claim	*I object to..., however..., that overlooks...*
Accusation	Attribute wrongdoing	*You failed to..., they deliberately...*
Politeness	Manage distance and imposition	Indirectness, hedges, apologies, gratitude, conditionals

British and American linguistic and cultural elements

Topics: Chapter objectives · Lexical contrasts and semantic traps · Spelling patterns: useful conventions, not perfect algorithms · Grammar and usage differences · Pronunciation and cultural conventions · A Moroccan classroom procedure · Frequent errors / points of vigilance · Application activity with answers · Key points · Short references

Table to remember

British tendency	American tendency	Examples
-our	*-or*	*colour/color; behaviour/behavior*
-re	*-er*	*centre/center; metre/meter*
-ise/-ize both possible	*-ize* common	*organise/organize*
Often doubles final *l*	Often single *l*	*travelling/traveling*

British	American	Referent
flat	*apartment*	Residence in a larger building
lift	*elevator*	Vertical transport
holiday	*vacation*	Period away from work/school
queue	*line*	People waiting
head teacher	*principal*	School leader; systems vary

23 Definitions, synonymy, antonymy and semantic relations

Topics: Chapter objectives · Writing a precise definition · Gradable versus complementary antonyms · Co-hyponyms · Common errors · For consolidation and review

Table to remember

Relation	Definition	Example
Synonymy	Similarity, rarely complete identity	*begin/start*
Antonymy	Opposition	gradable *hot/cold*; converse *buy/sell*
Hyponymy	Kind-of relation	*oak* is a kind of *tree*
Meronymy	Part–whole	*chapter* is part of a *book*
Polysemy	Related senses	*head* of a person/department/table
Homonymy	Same form, unrelated meanings	river *bank*/financial *bank*

24 Collocations

Topics: Chapter objectives · Delexical verbs · Fixed binomials · Collocational strength · Common errors · For consolidation and review

Table to remember

Pattern	Examples
Adjective + noun	*strong evidence, heavy workload, close attention*
Verb + noun	*draw a conclusion, meet a deadline, conduct research*
Noun + noun	*assessment criteria, learning outcome, policy framework*
Adverb + adjective	*highly effective, deeply concerned*
Verb + adverb	*strongly recommend, vary considerably*
Prepositional pattern	*increase in, reason for, access to*

25 Phrasal verbs and multi-word verbs

Topics: Multi-word verbs: the key distinctions · For consolidation and review

Table to remember

Type	Pattern	Original example
Phrasal verb	verb + adverb particle	The meeting *ran over*.
Prepositional verb	verb + preposition + object	We *relied on* the data.
Phrasal-prepositional verb	verb + particle + preposition	She *came up with* a solution.

26 Idioms

Topics: Chapter objectives · Why idioms resist literal analysis · Further idioms for professional and academic contexts · Strategy: literal first, then figurative · Common errors · For consolidation and review

Table to remember

Idiom	Meaning	Example
get to the point	State the main idea directly	The speaker finally got to the point.
on the same page	Share an understanding	The team met to ensure agreement.
a grey area	Unclear or unregulated situation	The policy leaves a grey area.
tip of the iceberg	Small visible part of a larger problem	Reported cases may be only the tip.
back to square one	Return to the beginning after failure	Funding loss sent the project back.
read between the lines	Infer unstated meaning	The email indirectly rejects the proposal.

Idiom	Meaning	Example
a rule of thumb	A practical, approximate guideline	As a rule of thumb, allow one hour per document.
in the pipeline	Planned or in preparation	Two new procedures are in the pipeline.
cut corners	Do something poorly to save time or money	The team refused to cut corners on the review.
food for thought	Something worth considering carefully	The report offers food for thought for planners.
raise the bar	Set a higher standard	The new criteria raise the bar for candidates.

27 Paragraph structure

Topics: A paragraph as a unit of development · For consolidation and review

Table to remember

Function	What it does	Example move
Focus	States or establishes the controlling idea	Online feedback can improve revision when it is specific.
Developmen t	Explains, defines or qualifies the idea	Specify what the learner should change and why.
Support	Adds evidence, examples or reasoning	Compare a vague comment with an actionable one.
Connection	Links sentences and the paragraph to the text	Use repetition, reference or a transition where needed.

28 Narrative, descriptive, expository and argumentative writing

Topics: Chapter objectives · Typical structure and language by genre · Thesis statements and topic sentences

Do not confuse...

Real texts mix genres: a narrative may contain a description, and an argument may use a short anecdote as evidence. Decide by the *overall purpose*: to tell what happened (narrative), to depict how something looks or feels (descriptive), to explain or inform (expository), or to persuade (argumentative).

Mixed text: "Last year our school introduced shared planning. At first, teachers resisted; later, they reported fewer repeated lessons. Schools should therefore protect this time." The anecdote supports the final claim, so the dominant genre is **argumentative**.

Frequent weaknesses. Narrative: a list of events without significance. Description: adjectives piled up without a dominant impression. Exposition: terms used but never defined. Argument: opinion repeated without evidence or without answering the opposing view.

Recognition clues. Past tense with a time sequence suggests narrative; spatial prepositions and sensory nouns suggest description; definitions and examples suggest exposition; claims with *should*, *because* and *however* suggest argument.

29 Patterns of organization in writing

Topics: Chapter objectives · Choosing the pattern from the task · Block versus point-by-point comparison · Integrating a mixed pattern · Common errors · Transitions by pattern · Quality checks for each pattern · Cause–effect structures · For consolidation and review

Table to remember

Pattern	Planning frame	Transitions
Definition	Category + distinguishing features + boundary + example	*refers to, in this context, unlike*
Classification	Principle + categories + examples	*can be divided into, one type*
Sequence	Stages in order	*initially, next, once, finally*
Comparison–contrast	Block or point-by-point with identical criteria	*similarly, whereas, both*
Problem–solution	Problem + criteria + solution + feasibility	*central problem, one response, however*
Cause–effect	Cause + mechanism + consequence	*because, contributes to, consequently*

Pattern	Useful expressions
Addition	*moreover, in addition, furthermore, likewise*
Contrast / concession	*however, nevertheless, although, whereas, on the other hand*
Cause and result	*therefore, consequently, as a result, owing to, thus*
Example / illustration	*for instance, such as, to illustrate, namely*
Sequence	*first, subsequently, meanwhile, eventually, finally*
Emphasis / summary	*above all, in particular, in short, to sum up*

30 Introductions and conclusions

Topics: Introductions: orient the reader · Conclusions: complete the reasoning · Types of opening move · Thesis versus announcement · Alignment check · Strong and weak pairs · For consolidation and review

Table to remember

Introduction	Conclusion
Frames the problem	Shows what the discussion has established
Narrows to a focus or thesis	Returns to that focus with fuller meaning
Prepares the reader	Provides closure and significance

Move	Example	Caution
Context statement	"Peer feedback is widely used in secondary classrooms."	Keep it specific to the essay's focus.
Statistic or fact	"Nearly three quarters of teachers opened at least one module."	Source it and connect it to the claim.
Question	"Why do some training modules remain unfinished?"	Answer it in the thesis; avoid rhetorical clichés.
Short anecdote	"When the network failed, one teacher opened an offline copy."	Only if it illustrates the central issue.
Quotation	A brief quotation that frames the issue.	Explain why it matters; do not let it replace your own claim.

31 Unity, cohesion and coherence

Topics: Three qualities that work at different levels · For consolidation and review

Table to remember

Quality	Main level	Diagnostic question
Unity	Paragraph or section focus	Does every part serve the controlling idea?
Cohesion	Local sentence connections	Can the reader identify how this sentence links to the previous one?
Coherence	Overall conceptual flow	Does the sequence of ideas make logical sense?

32 Mechanics: punctuation, spelling and capitalization

Topics: Mechanics as a system for readable writing · For consolidation and review

Table to remember

Mark	Core function	Original example
Comma	Separates selected elements and marks some clause boundaries	After the observation, the team met.
Semicolon	Links closely related independent clauses or separates complex list items	The evidence was limited; the conclusion remained cautious.
Colon	Introduces an explanation, list or amplification after a complete lead-in	The report identifies two priorities: reading and attendance.
Apostrophe	Marks possession or omitted letters in contractions	the teacher's notes; don't
Quotation marks	Mark quoted wording according to the required style	The rubric uses the term "coherence."

33 Mastery checklist, time plan and references

Table to remember

Stage	Approximate time	Action
Initial scan	10 minutes	Check instructions, page count and section distribution.
Reading	45–55 minutes	Local questions before global/inference questions.
Language	120–135 minutes	Secure items first; analytical and flagged items later.
Writing analysis	45–55 minutes	Evaluate purpose, structure, flow and mechanics.
Final review	20–30 minutes	Check omissions, answer-sheet alignment, negatives and qualifiers.

الوحدة 2 · تغطي اختبار الديداكتيك (معامل 12)

English didactics

An enriched English-language master unit for the November 2025 English didactics specification: exam blueprint, teaching methods, skills and components, learner variables, assessment, lesson planning, ethics, classroom management, revision architecture and source notes.

10 فصول · ملخص كل فصل في صفحة أو أقل

1 Official Exam Blueprint and Study Strategy

Topics: A compact conceptual ladder: approach, method, procedure, technique

What the exam asked

Weighting logic The first three domains account for **80%** of the specification. Therefore, this unit deliberately devotes most of its conceptual detail and comparison work to methods/approaches, skills/components, and the learner. The four 5% domains are concise but complete.

Table to remember

Official domain	Weight	Specified content	Study consequence
Language Teaching Approaches & Methods	**35 %**	Silent Way, TPR, Grammar Translation, Direct Method, Suggestopedia, Audiolingualism, Competency-based Language Teaching, Communicative Language Teaching, Standards-based Education, Task-based Language Teaching, learner-centered approaches.	Master precise discriminators: goal, theory, teacher/learner role, L1 use, treatment of grammar/errors, typical technique.
Teaching Language Skills & Components	**25 %**	Reading, listening, speaking, writing, grammar, functions, vocabulary, ICT integration.	Know subskills, lesson stages, task types, controlled-to-free progression, and skill integration.
The Learner	**20 %**	Learner differences, catering for needs, differentiation, motivation, anxiety, self-esteem, introversion/extroversion, learning styles, multiple intelligences.	Link affect and individual differences to classroom decisions without stereotyping learners.
Assessment	**5%**	Formative/summative; achievement/diagnostic/proficiency tests; reliability, validity, practicality.	Distinguish purpose, timing, interpretation, and quality criteria.
Lesson Planning	**5%**	Components of plans for skills and language components; characteristics of objectives; evaluation of a lesson plan.	Think in alignment: objective → procedure → interaction → assessment.
Ethics of the Teaching Profession	**5%**	Importance of ethics; fairness, equity, empathy; management of professional relationships.	Choose principled, non-discriminatory, proportionate and respectful responses.
Classroom Management	**5%**	Teacher roles, student roles, group dynamics, management of misbehavior.	Prefer prevention, clear organization, appropriate roles, calm intervention and student engagement.

2 Language Teaching Approaches and Methods

Topics: 1 Grammar-Translation Method (GTM) · 2 The Direct Method · 3 Audiolingualism / Audio-Lingual Method (ALM) · 4 Total Physical Response (TPR) · 5 The Silent Way · 6 Suggestopedia · 7 A useful adjacent method: Community Language Learning (CLL)

· 8 Communicative Language Teaching (CLT) · 9 Task-Based Language Teaching (TBLT) · 10 Competency-Based Language Teaching (CBLT) · 11 Standards-Based Education · 12 Learner-Centered Approaches · 13 Core TEFL process terminology · 14 Theory-to-method map: use it for inference, not memorization alone

What the exam asked

High-yield discrimination repetition + substitution + dialogue memorization + habit formation points to **Audiolingualism**, not CLT. Both may involve oral language, but ALM's practice is structurally controlled; CLT's central aim is meaning and communicative competence.

What the exam asked

Do not confuse "quiet classroom" with Silent Way. The method is not defined merely by silence. The silence is strategic: it shifts cognitive and linguistic work to learners and supports autonomy and self-correction.

What the exam asked

CLT vs TBLT CLT is a broad communicative orientation. TBLT is a more specific design in which the **task is the central unit of planning and activity**. A TBLT lesson is communicative, but a CLT lesson is not necessarily organized around a full task cycle.

Table to remember

Feature	Direct Method	Contrast with GTM
Medium	Target language	GTM routinely uses L1.
Grammar	Often inductive and embedded in examples	GTM is characteristically deductive.
Priority	Listening and speaking for communication	GTM prioritizes reading/writing/translation.
Meaning	Demonstration, context, visual/realia support	GTM often relies on translation/equivalence.
Interaction	Teacher–student and student target-language exchanges	GTM is less communicatively oriented.

Term	Exam-ready meaning	Do not confuse it with
Input	The spoken or written target language learners are exposed to.	**Output**, which is language learners themselves produce.
Intake	The part of language input that the learner actually takes in / internalizes.	All available input: exposure does not automatically mean internalization.
Output	Learners' productive use of language in speaking or writing.	Input received from teachers, texts, recordings or interlocutors.
Circumlocution	Explaining an idea with several words when the exact word is unavailable.	Translation or code-switching.
Metalanguage	Language used to talk about language, e.g. terms such as *verb, clause, tense*.	The target language used for ordinary communication.
Learner training	Helping learners learn how to learn, including reflection on vocabulary recording and independent learning beyond class.	Teaching one language item directly.
Authentic materials	Texts, audio or video originally created for real-life purposes but used pedagogically.	Materials written specifically for teaching.

3 Teaching Language Skills and Components

Topics: 1 Receptive skills: listening and reading · 2 Productive skills: speaking and writing · 3 Teaching grammar · 4 Teaching vocabulary · 5 Teaching language functions · 6 PPP and ECRIF as pedagogical organizers · 7 Integrating ICT into language teaching · 8 Skill integration: the exam-friendly principle · 9 High-yield diagnostics for MCQs

What the exam asked

High-value chain: input → noticing → intake → restructuring → productive use. Richards, drawing on Schmidt, distinguishes **input** (what the learner hears) from **intake** (the part of input that is noticed and becomes available for development). A comprehension question asks whether meaning was understood; an acquisition task asks learners to notice and reuse language from the text.

What the exam asked

Top-down vs bottom-up listening Top-down processing uses context, world knowledge, topic and expectations to interpret a message. **Bottom-up** processing builds meaning from sounds, words, phrases and grammatical relationships. Skilled comprehension normally combines both; exam questions may isolate them for conceptual discrimination.

What the exam asked

MCQ cue: "The learner checks during the recording whether the interpretation still fits new information" → **monitoring**. "The learner judges after the task whether the strategy worked" → **evaluating**. "The learner decides before listening which information to focus on" → **planning**.

Table to remember

Subskill	Purpose	Typical prompt	Common mistake
Listening for gist	Build a global understanding	What is the conversation mainly about?	Expecting learners to understand every word on first listening.
Listening for specific information	Locate a particular item	What time does the train leave?	Confusing it with full detailed comprehension.
Listening in detail	Process closely for multiple details, wording or relationships	Why did the speaker change the plan? Identify two reasons.	Using detailed questions before establishing global context.
Inferring	Derive unstated meaning from linguistic/contextual clues	How does the speaker probably feel? What suggests this?	Treating inference as literal retrieval.
Note-taking	Select and record important information	Complete the table while listening.	Trying to transcribe everything.

Feature of spoken discourse	Listening implication	Teaching implication
Often instantaneous and processed online	The listener cannot inspect language at leisure as in reading.	Give purposeful repeated listening rather than requiring total comprehension at once.
Often unplanned	Hesitations, fillers, repetitions and reduced forms occur naturally.	Expose learners to authentic or realistically spoken input, not only written prose read aloud.
Delivered in chunks / clauses	Learners must segment the stream of speech.	Train recognition of word boundaries, key words, transitions, stress and intonation.
Context-dependent and variable	Meaning may rely on shared background knowledge, situation and accent.	Activate schemata but also develop bottom-up decoding skills.

4 The Learner

Topics: 1 Learner differences and catering for needs · 2 Differentiation · 3 Motivation: intrinsic and extrinsic · 4 Anxiety and the affective dimension · 5 Self-esteem and self-efficacy in the language classroom · 6 Introversion and extroversion · 7 Learning styles: exam knowledge plus evidence-aware caution · 8 Multiple intelligences · 9 One integrated learner-response model

What the exam asked

Differentiation is not "lowering standards." Strong differentiation changes support, route, pace or challenge while preserving alignment with the intended learning outcome. It can also increase challenge for learners who are ready to go further.

Table to remember

Dimension	What may vary	Language-class example
Content / input	Text complexity, support, topic choice, modality	Groups use different but related texts/audio at suitable challenge levels.
Process	Scaffolding, pacing, activity type, grouping	Sentence starters for some learners; extension questions for others.
Product	How learning is demonstrated	Learners show understanding through a short oral report, written response or role play when the objective allows such choice.
Learning environment	Interaction and working conditions	Individual rehearsal before pair work; quiet workspace; flexible grouping.

Intrinsic	Extrinsic
Interest, curiosity, satisfaction, mastery, personal relevance.	Grades, certificates, praise, rewards, competition, external consequences.
Can support sustained autonomous engagement.	Can be useful, especially for initiating or structuring effort, but should not replace meaningful learning goals.

5 Assessment

Topics: 1 Assessment, test and evaluation · 2 Formative, summative and diagnostic assessment · 3 Achievement, diagnostic and proficiency tests · 4 Reliability, validity and practicality · 5 Assessment terminology for sharper MCQ discrimination · 6 Error, mistake and correction · 7 Assessment → remediation loop

What the exam asked

Classic MCQ distinctions A speaking objective tested only by multiple-choice grammar items raises a **validity** problem. A test that produces unstable scores under equivalent conditions raises a **reliability** problem. A test that takes six hours to administer and several days per learner to score may be **impractical** even if conceptually valid.

What the exam asked

Rubric example from *TEFL Terminology*, p. 5: the reproduced exam rubric allocates separate weights to content/logical sequencing, vocabulary, grammar/mechanics and layout/organization. Because separate criteria receive separate scores, this is an **analytic** scoring pattern rather than a holistic one.

Table to remember

Type	Timing	Main purpose	What the teacher does next
Diagnostic	Before or at the beginning of instruction	Identify prior knowledge, strengths, gaps and misconceptions	Plan instruction, grouping, scaffolding or remediation.
Formative	During learning	Monitor progress and provide evidence for improvement	Adapt teaching; provide feedback; learners adjust strategies.
Summative	At the end of a unit/course/period	Summarize achievement for judgment/reporting	Record/report achievement; may also inform future planning.

Test	Core question	Reference point
Achievement	How much of the taught course/unit has the learner learned?	Specific syllabus/course content.
Diagnostic	What can the learner already do, and where are the difficulties?	Strength/weakness profile used for planning/remediation.
Proficiency	What is the learner's general language ability, regardless of one specific course?	Broader ability/criterion, often for study/work/certification decisions.

6 Lesson Planning

Topics: 1 Core components of a sound lesson plan · 2 Characteristics of strong objectives · 3 Evaluate a lesson plan through alignment

What the exam asked

Exam rule: objective first If an activity is entertaining but does not move learners toward the objective, it is weak planning. If the objective is speaking fluency but almost all lesson time is spent on written rule explanation, alignment is poor.

Table to remember

Component	Exam-ready description
Learning objectives	Brief, clear and specific statements of what learners should be able to do by the end of the lesson.
Materials/resources	Textbook, handout, board, realia, audio/video, slides, digital tool or other resource directly supporting the objective.
Stages	Organized phases appropriate to the target: PWP for receptive/productive skill lessons in the preparation model; PPP or another suitable framework for language components.
Procedures/activities	What teacher and learners actually do at each stage.
Interaction pattern	Teacher–class, individual, pair, group, student–student, etc., selected for the activity.
Timing	Realistic allocation that protects the core learning objective and allows closure/feedback.
Assessment/checking	Evidence used to determine whether the objective is being or has been achieved.
Anticipated difficulty / flexibility	Likely problems and feasible adaptations or Plan B.

Weak	Stronger	Why
"Teach the past simple."	"By the end of the lesson, learners can describe three completed past events using appropriate past-tense forms in a short pair interview."	States learner performance and a context for evidence.
"Understand a text."	"Learners can identify the main idea and locate three specified details in a short article."	Names observable reading outcomes.

7 Ethics of the Teaching Profession

Topics: 1 Why ethics matters · 2 Fairness, equity and empathy · 3 Ethical professional relationships

What the exam asked

Ethics in MCQ scenarios Prefer the response that is **fair, proportionate, evidence-based, private when possible, non-humiliating, and educationally purposeful**. Reject options built on threats, public ridicule, favoritism or collective punishment without evidence.

Table to remember

Principle	Meaning in practice	Exam application
Fairness	Use relevant, transparent criteria; avoid favoritism and bias; apply rules consistently while considering legitimate context.	Do not give higher marks because a learner is personally liked or more vocal.
Equity	Provide the support needed for learners to have a fair opportunity to meet legitimate goals; identical treatment is not always equitable.	A learner who needs an appropriate access support can receive it without changing the construct being assessed.
Empathy	Understand the learner's perspective and emotional situation while maintaining professional expectations and boundaries.	Investigate reasons for repeated lateness or disruption privately before making a disproportionate judgment.

8 Classroom Management

Topics: 1 Teacher roles · 2 Student roles · 3 Group dynamics · 4 Preventing and responding to misbehavior

What the exam asked

Role alignment In a TBLT task the learner should perform and collaborate; in TPR the learner is initially a listener/physical performer; in Silent Way the learner is an autonomous problem solver; in GTM the learner more often applies rules and translates.

What the exam asked

Monitoring In *TEFL Terminology*, monitoring is the teacher's movement around the classroom after a task has been assigned in order to check whether learners are on task. In exam scenarios, distinguish **monitoring** from dominating the interaction or stopping every learner for correction.

Table to remember

Role	When it is useful	Risk if overused
Controller / manager	Whole-class instruction, transitions, safety, tightly controlled accuracy practice	Teacher talk dominates and learners lose agency.
Organizer	Explaining tasks, forming pairs/groups, timing, starting/stopping activities	Poor instructions create off-task behavior.
Facilitator	Learner-centered work, problem solving, communicative tasks	"Facilitation" without structure can become vagueness.
Assessor	Observing performance, providing feedback, judging against criteria	Constant correction during fluency can inhibit learners.
Prompter	Helping a learner continue without taking over	Too much prompting creates dependence.
Resource / language adviser	Learners need targeted information during independent work	Answering every problem can reduce learner problem solving.
Participant	Selected communicative activities where joining supports interaction	Teacher may dominate or lose monitoring perspective.
Counselor / supportive adult	Affective support, private problem discussion, CLL-like counseling role	Must remain within professional role and boundaries.

9 Final Revision Architecture

Topics: The 80% priority rule · High-yield contrasts that answer many MCQs · Cross-domain decision chain · High-frequency "best answer" principles · Last-pass memory grid

Table to remember

Contrast	Distinction to retain
GTM vs Direct Method	L1/translation/deduction vs target-language direct meaning/oral work/induction.
ALM vs CLT	Controlled habit-forming drills vs meaningful communicative competence.
CLT vs TBLT	Broad communicative orientation vs task as central unit with outcome/cycle.
Standards-based vs competency-based	Expected standards/descriptors vs demonstrated mastery of functional competencies.
Skimming vs scanning	Main/global meaning vs specific information.
Deductive vs inductive grammar	Rule first vs examples/discovery first.
Fluency vs accuracy	Flow/meaningful communication vs correctness/precision.
Revision vs editing	Improve content/organization vs improve language/mechanics.
Formative vs summative	Evidence for improvement during learning vs summary judgment at the end.
Reliability vs validity	Consistency vs measuring/interpreting the intended construct/purpose.
Listening as comprehension vs acquisition	Understand the message vs use noticed input as a basis for language development and later production.
Bottom-up vs top-down listening	Decode sounds/words/grammar from input vs use schema/context/expectations to interpret meaning.
Declarative vs procedural grammar knowledge	Know/explain the rule vs use it appropriately and increasingly automatically in communication.
Mechanical vs communicative drill	Predetermined form manipulation vs target form used with learner-generated meaningful content.
Talk as interaction / transaction / performance	Social relationship vs information/service exchange vs organized public message to an audience.

If you see...	Think first of...
translation + explicit rule + literary text	Grammar-Translation Method
target language only + demonstration + oral Q&A	Direct Method
repetition/substitution/dialogue + habit	Audiolingualism
commands + bodily response + comprehension before speech	TPR
teacher silence + learner discovery/self-correction + rods/gesture	Silent Way
relaxation + low psychological barriers + delayed correction	Suggestopedia

If you see...	Think first of...
meaning + functions + information gaps + communicative competence	CLT
meaning-focused task + clear outcome + report + later form focus	TBLT
demonstrated mastery / can perform	Competency-based orientation
explicit common outcomes/descriptors + alignment	Standards-based education
main idea quickly	Skimming
specific date/name/number quickly	Scanning
rule after examples	Inductive
evidence gathered during learning to adapt teaching	Formative assessment
consistent scores	Reliability
measures intended ability/construct	Validity
time/cost/administration constraints	Practicality
identify gap then reteach differently and recheck	Remediation cycle
understands recording → notices expressions → reuses them	Listening as acquisition
uses prior knowledge / schema to predict meaning	Top-down processing
segments sounds/words and uses grammar to decode	Bottom-up processing
plans focus → checks during task → evaluates afterward	Metacognitive listening strategies
social small talk / relationship maintenance	Talk as interaction
asking directions / obtaining information or service	Talk as transaction
presentation / speech / public report	Talk as performance
can state grammar rule but cannot use it spontaneously	Declarative knowledge not yet proceduralized
target grammar + personal meaningful answers	Communicative drill
predetermined substitution with minimal meaning	Mechanical drill

10 References and Verification Notes

Topics: A. Official Moroccan specification · B. Core preparation documents · C. Institutional / professional verification and extension

Key points

- **C. Institutional / professional verification and extension :** — وثيقة رسمية ذات صلة: التوجيهات التربوية والبرامج مستضافة على المنصة PDF الثانوي التأهيلي — مادة اللغة الإنجليزية · نونبر 2007. نسخة.

القسم الثاني

الأسئلة التدريبية

99 سؤالًا من متعدد، مرتبة من الأسهل إلى الأصعب. الجواب الصحيح واحد في كل سؤال.

English language knowledge

85 questions

Q 1 When a district introduced optional online professional-development modules, participation initially appeared impressive: nearly three quarters of teachers opened at least one module. Completion, however, was uneven. Teachers were more likely to finish short modules linked to immediate classroom problems than broad theoretical units. Interviews suggested that convenience attracted participants, but relevance sustained them. The district therefore replaced isolated lectures with sequences built around practical cases and asked experienced teachers to moderate discussion boards. A year later, completion had risen, although evaluators warned that design alone could not explain the improvement because school leaders had begun allocating protected study time during the same period. The team recommended retaining the format while conducting a comparison study across schools.Which information is most efficiently found by scanning?

A The writer’s overall attitude

B The pattern of the whole text

C The implied meaning of the word relevance

D The approximate share who opened a module

Q 2 When a district introduced optional online professional-development modules, participation initially appeared impressive: nearly three quarters of teachers opened at least one module. Completion, however, was uneven. Teachers were more likely to finish short modules linked to immediate classroom problems than broad theoretical units. Interviews suggested that convenience attracted participants, but relevance sustained them. The district therefore replaced isolated lectures with sequences built around practical cases and asked experienced teachers to moderate discussion boards. A year later, completion had risen, although evaluators warned that design alone could not explain the improvement because school leaders had begun allocating protected study time during the same period. The team recommended retaining the format while conducting a comparison study across schools.What contrast is established?

- **A** Opening modules took far longer than finishing them.
- **B** Experienced teachers preferred theoretical units to practical ones.
- **C** Online learning proved more expensive than face-to-face sessions.
- **D** Convenience drew participation; relevance sustained completion.

Q 3 When a district introduced optional online professional-development modules, participation initially appeared impressive: nearly three quarters of teachers opened at least one module. Completion, however, was uneven. Teachers were more likely to finish short modules linked to immediate classroom problems than broad theoretical units. Interviews suggested that convenience attracted participants, but relevance sustained them. The district therefore replaced isolated lectures with sequences built around practical cases and asked experienced teachers to moderate discussion boards. A year later, completion had risen, although evaluators warned that design alone could not explain the improvement because school leaders had begun allocating protected study time during the same period. The team recommended retaining the format while conducting a comparison study across schools.In “relevance sustained them,” the pronoun refers to:

- **A** participants
- **B** modules
- **C** interviews
- **D** classroom problems

Q 4 When a district introduced optional online professional-development modules, participation initially appeared impressive: nearly three quarters of teachers opened at least one module. Completion, however, was uneven. Teachers were more likely to finish short modules linked to immediate classroom problems than broad theoretical units. Interviews suggested that convenience attracted participants, but relevance sustained them. The district therefore replaced isolated lectures with sequences built around practical cases and asked experienced teachers to moderate discussion boards. A year later, completion had risen, although evaluators warned that design alone could not explain the improvement because school leaders had begun allocating protected study time during the same period. The team recommended retaining the format while conducting a comparison study across schools.Why avoid attributing improvement to design alone?

- **A** Study time changed in the same period.
- **B** Completion did not rise at all in the year.
- **C** The modules were mainly theoretical units.
- **D** Discussion boards were removed that year.

Q 5 When a district introduced optional online professional-development modules, participation initially appeared impressive: nearly three quarters of teachers opened at least one module. Completion, however, was uneven. Teachers were more likely to finish short modules linked to immediate classroom problems than broad theoretical units. Interviews suggested that convenience attracted participants, but relevance sustained them. The district therefore replaced isolated lectures with sequences built around practical cases and asked experienced teachers to moderate discussion boards. A year later, completion had risen, although evaluators warned that design alone could not explain the improvement because school leaders had begun allocating protected study time during the same period. The team recommended retaining the format while conducting a comparison study across schools.The evaluation team is:

- **A** uncritically enthusiastic
- **B** hostile
- **C** cautiously supportive
- **D** indifferent

Q 6 When a district introduced optional online professional-development modules, participation initially appeared impressive: nearly three quarters of teachers opened at least one module. Completion, however, was uneven. Teachers were more likely to finish short modules linked to immediate classroom problems than broad theoretical units. Interviews suggested that convenience attracted participants, but relevance sustained them. The district therefore replaced isolated lectures with sequences built around practical cases and asked experienced teachers to moderate discussion boards. A year later, completion had risen, although evaluators warned that design alone could not explain the improvement because school leaders had begun allocating protected study time during the same period. The team recommended retaining the format while conducting a comparison study across schools.The dominant organization is:

- **A** chronological problem–response–evaluation
- **B** spatial description of schools and rooms
- **C** definition of a single technical term
- **D** personal anecdote told in the first person

Q 7 Irrelevant sentence in a paragraph on peer observation:

- **A** It provides evidence.
- **B** Many school buildings are old.
- **C** A pre-meeting clarifies focus.
- **D** Post-dialogue links evidence to choices.

Q 8 Connector: “Scores were similar. ___, the experimental group needed less time.”

- **A** For example
- **B** However
- **C** Therefore
- **D** Similarly

Q 9 Correct colon:

- **A** The study examined: attendance and completion.
- **B** The study: examined two outcomes, attendance and completion.
- **C** The study examined two outcomes: attendance and completion.
- **D** The study examined two: outcomes attendance and completion.

Q 10 Which sentence best paraphrases “Limited funding may delay reforms”?

- **A** Reforms might be slowed when money is scarce.
- **B** Reforms will always be stopped by money.
- **C** Limited funding has ended all reforms.
- **D** Funding delays reforms only in large schools.

Q 11 Which pattern is signalled by “consequently,” “as a result” and “leads to”?

- **A** comparison
- **B** classification
- **C** sequence
- **D** cause–effect

Q 12 “Schools cut budgets. This trend continued.” The phrase “this trend” refers to:

- **A** the schools themselves
- **B** the budgets only
- **C** the cutting of budgets
- **D** a later development in the text

Q 13 “Maths and art were tested; the latter improved.” What improved?

- **A** maths
- **B** both subjects
- **C** art
- **D** neither subject

Q 14 Which tone is most likely in a formal research report?

- **A** sarcastic and mocking
- **B** objective and measured
- **C** nostalgic and emotional
- **D** furious and accusatory

Q 15 She stopped ___ the document, then stopped ___ the phone.

- **A** to read / answering
- **B** reading / answering
- **C** read / answer
- **D** reading / to answer

Q 16 The office is locked. They ___ have left.

- **A** must
- **B** should
- **C** would
- **D** need

Q 17 Applicants ___ submit print; electronic is sufficient.

- **A** mustn't
- **B** cannot
- **C** shouldn't have
- **D** don't have to

Q 18 The researcher to ___ I spoke confirmed it.

- **A** whom
- **B** who
- **C** which
- **D** whose

Q 19 The panel objected ___ releasing results.

- **A** for
- **B** to
- **C** against
- **D** on

Q 20 The sample was small; ___, conclusions were cautious.

- **A** therefore
- **B** otherwise
- **C** meanwhile
- **D** for example

Q 21 Which is parallel?

- **A** planning lessons, classroom observation and to provide feedback
- **B** to plan, observing and feedback
- **C** lesson planning, to observe and feedback provision
- **D** planning lessons, observing classrooms and providing feedback

Q 22 "What reviewers recommended" in "What reviewers recommended remains unclear" is:

- **A** object
- **B** subject
- **C** adverbial
- **D** object complement

Q 23 The files ___ before the audit.

- **A** had stored
- **B** had been stored
- **C** were storing
- **D** have been storing

Q 24 Correct report of “Why did you change it?”

- **A** She asked why had I changed it.
- **B** She asked why did I change it.
- **C** She asked why I had changed it.
- **D** She asked that why I changed it.

Q 25 If instructions had been clearer, fewer candidates ___ confused now.

- **A** would be
- **B** are
- **C** would have been
- **D** had been

Q 26 I wish I ___ the attachment yesterday.

- **A** check
- **B** checked
- **C** had checked
- **D** would check

Q 27 In “a remarkably clear explanation,” remarkably is:

- **A** noun naming a quality
- **B** adverb modifying an adjective
- **C** adjective describing the noun
- **D** determiner introducing the noun

Q 28 Which is conversion?

- **A** unhelpful
- **B** teacher
- **C** to email
- **D** misinterpretation

Q 29 Which is an adjunct in “The panel reviewed the application after lunch”?

- **A** after lunch
- **B** reviewed
- **C** the application
- **D** The panel

Q 30 Which is a mitigated objection?

- **A** You deliberately concealed the evidence from us.
- **B** The report is dishonest and misleading.
- **C** You alone caused the failure of the project.
- **D** The proposal may not fully address access.

Q 31 British/American pair:

- **A** large / big
- **B** book / novel
- **C** teacher / student
- **D** queue / line

Q 32 The evidence ___ serious doubts.

- **A** lifts
- **B** raises
- **C** grows
- **D** builds

Q 33 “Tip of the iceberg” implies:

- **A** unusually cold weather
- **B** that the matter is harmless
- **C** a larger hidden problem
- **D** a ready-made solution

Q 34 Antonym of explicit:

- **A** implicit
- **B** accurate
- **C** detailed
- **D** formal

Q 35 "Where is the conference room?" She asked me ___.

- **A** where was the conference room
- **B** where is the conference room
- **C** where the conference room was
- **D** that where the conference room was

Q 36 "Did you submit the form?" He asked whether I ___ the form.

- **A** had submitted
- **B** have submitted
- **C** would submit
- **D** submit

Q 37 "Please sit down," the invigilator said. The invigilator ___ down.

- **A** said us to sit
- **B** asked us sitting
- **C** told us that sit
- **D** asked us to sit

Q 38 He ___ me that the results would be published on Friday.

- **A** said
- **B** told
- **C** spoke
- **D** asked

Q 39 Which is the correct report of "Let's revise the schedule"?

- **A** She suggested us to revise the schedule.
- **B** She suggested that we to revise the schedule.
- **C** She suggested to revise the schedule.
- **D** She suggested revising the schedule.

Q 40 If the committee ___ earlier, the delay could have been avoided.

- **A** had been informed
- **B** was informed
- **C** is informed
- **D** would be informed

Q 41 I would travel more if I ___ more free time.

- **A** have
- **B** would have
- **C** had
- **D** will have

Q 42 If she hadn't missed the bus, she ___ at work now.

- **A** would have been
- **B** would be
- **C** will be
- **D** was

Q 43 Take a copy of the file ___ the original is lost.

- **A** in case
- **B** unless
- **C** otherwise
- **D** so that

Q 44 It's high time we ___ the syllabus.

- **A** revised
- **B** revise
- **C** will revise
- **D** have revised

Q 45 ___ the report carefully, the inspector made a decision.

- **A** Having been read
- **B** Having read
- **C** Having reading
- **D** To have reads

Q 46 Which sentence contains a comma splice?

- **A** The test was long, but it was fair.
- **B** The test was long; it was fair.
- **C** The test, which was long, was fair.
- **D** The test was long, it was fair.

Q 47 Which of the following is a sentence fragment?

- **A** The evidence was unclear.
- **B** She asked whether it was clear.
- **C** Because the evidence was unclear.
- **D** Unclear evidence delayed the decision.

Q 48 In “We wondered whether the data were reliable,” the clause “whether the data were reliable” is a:

- **A** noun clause (object)
- **B** relative clause
- **C** adverbial clause of condition
- **D** non-finite clause

Q 49 “Would you mind closing the window?” is mainly:

- **A** a question about ability
- **B** an offer of help
- **C** a complaint
- **D** a polite request

Q 50 “Why don’t we begin with the second item?” functions as:

- **A** a request for reasons
- **B** a complaint
- **C** a refusal
- **D** a suggestion

Q 51 “I’m afraid I won’t be able to attend.” expresses:

- **A** a polite refusal
- **B** fear of the event
- **C** a prediction
- **D** an invitation

Q 52 In “They will email the file,” the verb email is an example of:

- **A** compounding
- **B** conversion
- **C** clipping
- **D** blending

Q 53 Which of the following nouns is uncountable?

- **A** criterion
- **B** teacher
- **C** feedback
- **D** report

Q 54 What is the plural of “analysis”?

- **A** analyses
- **B** analysises
- **C** analysis’s
- **D** analysi

Q 55 She ___ here since 2019.

- **A** has worked
- **B** works
- **C** is working
- **D** worked

Q 56 I will call you as soon as I ___.

- **A** will arrive
- **B** am going to arrive
- **C** arrive
- **D** arrived

Q 57 I look forward ___ you at the conference.

- **A** to meet
- **B** to have met
- **C** meeting
- **D** to meeting

Q 58 I must remember ___ the form before Friday.

- **A** signing
- **B** sign
- **C** to sign
- **D** to have signed

Q 59 She is used to ___ large classes.

- **A** teaching
- **B** teach
- **C** taught
- **D** be teaching

Q 60 Which sentence is correct?

- **A** The accident was happened last night.
- **B** The accident has been happen last night.
- **C** Last night was happened the accident.
- **D** The accident happened last night.

Q 61 The complaint ___ by the inspector yesterday.

- **A** was looked into
- **B** was looked
- **C** looked into
- **D** was into looked

Q 62 Which is the passive of “They have approved the plan”?

- **A** The plan is approved.
- **B** The plan was been approved.
- **C** The plan has been approved.
- **D** The plan has approved.

Q 63 A school network introduced a common lesson-planning template to improve coordination. At first, teachers treated it as an administrative form and copied brief descriptions into each box. After instructional coaches began using the template during collaborative planning, its function changed. Teams used the section on anticipated misconceptions to compare prior experience and the evidence section to decide what student work they would collect. Survey responses became more positive, but several teachers warned that rigid enforcement could turn a useful thinking tool back into a compliance exercise. The network retained the template while allowing departments to adapt two sections.In “its function changed,” its refers to:

- **A** template
- **B** coordination
- **C** network
- **D** form

Q 64 A school network introduced a common lesson-planning template to improve coordination. At first, teachers treated it as an administrative form and copied brief descriptions into each box. After instructional coaches began using the template during collaborative planning, its function changed. Teams used the section on anticipated misconceptions to compare prior experience and the evidence section to decide what student work they would collect. Survey responses became more positive, but several teachers warned that rigid enforcement could turn a useful thinking tool back into a compliance exercise. The network retained the template while allowing departments to adapt two sections.Best summary:

- **A** The template was replaced by an entirely new system.
- **B** Teachers refused to use any documents in planning.
- **C** Compulsion always works better than collaboration.
- **D** Collaboration made the template useful yet flexible.

Q 65 There was ___ agreement, but only ___ departments accepted it.

- **A** many / little
- **B** much / a few
- **C** an / few
- **D** few / much

Q 66 When coaches arrived, teachers ___ the draft.

- **A** complete
- **B** were complete
- **C** have completed
- **D** had completed

Q 67 Rigid enforcement ___ undermine value, but it is uncertain.

- **A** must
- **B** has to
- **C** might
- **D** used to

Q 68 Sections that ___ least relevant were adapted.

- **A** was
- **B** is
- **C** were
- **D** has been

Q 69 They insisted ___ discussing evidence.

- **A** to
- **B** on
- **C** for
- **D** at

Q 70 The form was unpopular, ___ collaboration changed perceptions.

- **A** so
- **B** but
- **C** because
- **D** unless

Q 71 “What departments could adapt” is a:

- **A** relative modifier
- **B** noun clause
- **C** prepositional phrase
- **D** coordinate clause

Q 72 Sections ___ by departments.

- **A** could be adapted
- **B** could adapt
- **C** could adapted
- **D** were could adapt

Q 73 Report “Do not copy the plan.”

- **A** said us not copy the plan
- **B** asked that we did not copied it
- **C** told us not to copy the plan
- **D** told not to copy us the plan

Q 74 If it had remained rigid, departments ___ it now.

- **A** would be rejecting
- **B** may reject
- **C** will have rejected
- **D** had rejected

Q 75 Most tactful objection:

- **A** This proposal is ridiculous and unreasonable.
- **B** The rule may limit subject-specific adaptation.
- **C** You clearly do not understand the issue.
- **D** Only an incompetent person would agree with it.

Q 76 Coaches _ _ _ attention to evidence.

- **A** pulled
- **B** built
- **C** made
- **D** drew

Q 77 Comma splice:

- **A** Revised, and accepted.
- **B** Because revised, accepted.
- **C** The form was revised; departments accepted it.
- **D** The form was revised, departments accepted it.

Q 78 A paragraph begins: “Once the alarm sounded, everyone moved toward the exit.” The dominant genre is most likely:

- **A** descriptive
- **B** narrative
- **C** expository
- **D** argumentative

Q 79 A topic sentence should:

- **A** list every supporting detail
- **B** state one controlling idea
- **C** repeat the title only
- **D** introduce a new topic in each clause

Q 80 Which sentence has parallel structure?

- **A** The course teaches planning, to assess and reflection.
- **B** The course teaches to plan, assessing and reflection.
- **C** The course teaches planning, assess and to reflect.
- **D** The course teaches planning, assessing and reflecting.

Q 81 Which transition introduces a contrast?

- **A** moreover
- **B** consequently
- **C** for instance
- **D** nevertheless

Q 82 Which transition signals a result?

- **A** on the other hand
- **B** for example
- **C** as a result
- **D** in addition

Q 83 Which definition is circular?

- **A** Feedback is information about performance that guides improvement.
- **B** A rubric is a scoring guide with criteria and levels.
- **C** Assessment is evidence gathered to judge learning.
- **D** Feedback is the act of giving feedback.

Q 84 A conclusion should not:

- **A** synthesise the main reasoning
- **B** introduce a new major argument
- **C** state the significance of the discussion
- **D** return to the central question

Q 85 In a point-by-point comparison, the writer:

- **A** alternates by criterion for both items
- **B** covers all criteria for one item first
- **C** lists only the differences
- **D** writes two unrelated paragraphs

English didactics

14 questions

Q 86 Which method relies on Cuisenaire rods and extended teacher silence to shift responsibility for learning onto the learner?

- **A** The Silent Way
- **B** Audiolingualism
- **C** Suggestopedia
- **D** Total Physical Response

Q 87 On what psychological foundation is the Audiolingual Method based?

- **A** Constructivism
- **B** Behaviourism
- **C** Humanism
- **D** Cognitivism

Q 88 According to Canale and Swain, which component of communicative competence refers to combining grammatical forms and meanings to achieve a unified spoken or written text?

- **A** Grammatical competence
- **B** Strategic competence
- **C** Discourse competence
- **D** Sociolinguistic competence

Q 89 Which of the 5 Cs in the standards-based approach involves extending learning experiences from the EFL classroom to the outside world?

- **A** Communities
- **B** Comparisons
- **C** Connections
- **D** Cultures

Q 90 Which type of standard tells us "how well" learners should perform, according to the standards-based approach?

- **A** Content standards
- **B** Performance standards
- **C** Proficiency standards
- **D** Curriculum standards

Q 91 Which learning style is best served by activities involving movement and physical manipulation of objects?

- **A** Visual
- **B** Kinaesthetic
- **C** Auditory
- **D** Field-independent

Q 92 Which of Gardner's multiple intelligences is most directly addressed by pair and group collaborative tasks?

- **A** Intrapersonal
- **B** Naturalistic
- **C** Interpersonal
- **D** Logical-mathematical

Q 93 Reading for the general idea of a text without focusing on specific details is known as:

- **A** Scanning
- **B** Intensive reading
- **C** Extensive reading
- **D** Skimming

Q 94 "Defining," "cause and effect," and "concessions" are examples of which type of language function?

- **A** Social functions
- **B** Grammatical functions
- **C** Rhetorical functions
- **D** Phonological functions

Q 95 At which stage of vocabulary learning are learners equipped with efficient techniques for recording and revising the words they meet?

- **A** Meeting new words
- **B** Enriching previously met vocabulary
- **C** Developing fluency with known vocabulary
- **D** Developing vocabulary strategies

Q 96 A test administered before instruction to identify each learner's specific strengths and weaknesses is called a:

- **A** Diagnostic test
- **B** Proficiency test
- **C** Achievement test
- **D** Placement test

Q 97 Which two guiding principles should a teacher keep in mind when evaluating and adjusting a lesson plan?

- **A** Speed and silence
- **B** Variety and flexibility
- **C** Translation and repetition
- **D** Grammar and vocabulary

Q 98 Applying the same explicit grading criteria to every learner in the class is primarily an expression of which ethical practice?

- **A** Empathy
- **B** Confidentiality
- **C** Fairness
- **D** Professionalism

Q 99 During which phase of group work does the teacher circulate and observe without intervening unless asked for help?

- **A** Moving-in phase
- **B** Moving-out phase
- **C** Free production phase
- **D** Monitoring phase

أجب هنا ثم قارن

اطبع هذه الصفحة أو انسخها على ورقة. ظلّل دائرة واحدة لكل سؤال دون النظر إلى التصحيح، ثم قارن بشبكة الأجوبة في القسم التالي وعدّ إجاباتك الصحيحة.

English language knowledge

Q 1 – Q 85

1	A	B	C	D	30	A	B	C	D	59	A	B	C	D
2	A	B	C	D	31	A	B	C	D	60	A	B	C	D
3	A	B	C	D	32	A	B	C	D	61	A	B	C	D
4	A	B	C	D	33	A	B	C	D	62	A	B	C	D
5	A	B	C	D	34	A	B	C	D	63	A	B	C	D
6	A	B	C	D	35	A	B	C	D	64	A	B	C	D
7	A	B	C	D	36	A	B	C	D	65	A	B	C	D
8	A	B	C	D	37	A	B	C	D	66	A	B	C	D
9	A	B	C	D	38	A	B	C	D	67	A	B	C	D
10	A	B	C	D	39	A	B	C	D	68	A	B	C	D
11	A	B	C	D	40	A	B	C	D	69	A	B	C	D
12	A	B	C	D	41	A	B	C	D	70	A	B	C	D
13	A	B	C	D	42	A	B	C	D	71	A	B	C	D
14	A	B	C	D	43	A	B	C	D	72	A	B	C	D
15	A	B	C	D	44	A	B	C	D	73	A	B	C	D
16	A	B	C	D	45	A	B	C	D	74	A	B	C	D
17	A	B	C	D	46	A	B	C	D	75	A	B	C	D
18	A	B	C	D	47	A	B	C	D	76	A	B	C	D
19	A	B	C	D	48	A	B	C	D	77	A	B	C	D
20	A	B	C	D	49	A	B	C	D	78	A	B	C	D
21	A	B	C	D	50	A	B	C	D	79	A	B	C	D
22	A	B	C	D	51	A	B	C	D	80	A	B	C	D
23	A	B	C	D	52	A	B	C	D	81	A	B	C	D
24	A	B	C	D	53	A	B	C	D	82	A	B	C	D
25	A	B	C	D	54	A	B	C	D	83	A	B	C	D
26	A	B	C	D	55	A	B	C	D	84	A	B	C	D
27	A	B	C	D	56	A	B	C	D	85	A	B	C	D
28	A	B	C	D	57	A	B	C	D					
29	A	B	C	D	58	A	B	C	D					

عدد الإجابات الصحيحة: _____ من 85 النسبة: _____

86	A	B	C	D	93	A	B	C	D
87	A	B	C	D	94	A	B	C	D
88	A	B	C	D	95	A	B	C	D
89	A	B	C	D	96	A	B	C	D
90	A	B	C	D	97	A	B	C	D
91	A	B	C	D	98	A	B	C	D
92	A	B	C	D	99	A	B	C	D

عدد الإجابات الصحيحة: ____ من 14 النسبة: ____

كيف تقرأ نتيجتك؟ فوق 80%: تابع إلى الاختبارات الموقوتة على الموقع. بين 50% و80%: عد إلى الفصول التي أخطأت في أسئلتها. دون 50%: ادرس الفصول كاملة على الموقع قبل إعادة المحاولة.

بعد المقارنة

سجل أخطائي

دوّن كل سؤال أخطأت فيه وسبب الخطأ، ثم ارجع إلى الفصل المعني. الأخطاء المتكررة تدلك على ما يلزمك أولًا.

رقم السؤال	سبب الخطأ (معلومة ناقصة · خلط بين مفهومين · قراءة متسرعة)	الفصل الذي سأراجعه

القسم الثالث

التصحيح المعلَّل

شبكة الأجوبة الصحيحة لمقارنتها بورقة إجابتك، ثم تعليل كل جواب.

10 **A**	9 **C**	8 **B**	7 **B**	6 **A**	5 **C**	4 **A**	3 **A**	2 **D**	1 **D**
20 **A**	19 **B**	18 **A**	17 **D**	16 **A**	15 **D**	14 **B**	13 **C**	12 **C**	11 **D**
30 **D**	29 **A**	28 **C**	27 **B**	26 **C**	25 **A**	24 **C**	23 **B**	22 **B**	21 **D**
40 **A**	39 **D**	38 **B**	37 **D**	36 **A**	35 **C**	34 **A**	33 **C**	32 **B**	31 **D**
50 **D**	49 **D**	48 **A**	47 **C**	46 **D**	45 **B**	44 **A**	43 **A**	42 **B**	41 **C**
60 **D**	59 **A**	58 **C**	57 **D**	56 **C**	55 **A**	54 **A**	53 **C**	52 **B**	51 **A**
70 **B**	69 **B**	68 **C**	67 **C**	66 **D**	65 **B**	64 **D**	63 **A**	62 **C**	61 **A**
80 **D**	79 **B**	78 **B**	77 **D**	76 **D**	75 **B**	74 **A**	73 **C**	72 **A**	71 **B**
90 **C**	89 **A**	88 **C**	87 **B**	86 **A**	85 **A**	84 **B**	83 **D**	82 **C**	81 **D**
	99 **D**	98 **C**	97 **B**	96 **A**	95 **D**	94 **C**	93 **D**	92 **C**	91 **B**

English language knowledge

Q 1 **D** The approximate share who opened a module

Numerical detail is a classic scanning target.

Q 2 **D** Convenience drew participation; relevance sustained completion.

The text states this relation.

Q 3 **A** participants

Participants can be sustained in engagement.

Q 4 **A** Study time changed in the same period.

A concurrent change is a confounding explanation.

Q 5 **C** cautiously supportive

It supports continuation but requests stronger evidence.

Q 6 **A** chronological problem–response–evaluation

It moves from implementation to redesign and evaluation.

Q 7 **B** Many school buildings are old.

It does not develop the idea.

Q 8 **B** However

The first sentence says the scores were similar, and the second says the experimental group needed less time. The two ideas are in contrast, so the connector must express opposition: “However”. “For example” gives an illustration, “Therefore” a result, and “Similarly” a likeness.

Q 9 **C** The study examined two outcomes: attendance and completion.

Complete clause before colon.

Q 10 **A** Reforms might be slowed when money is scarce.

The paraphrase keeps the modality (may → might) and the cause–effect relation. Reference: Chapter 6.

Q 11 **D** cause–effect

These expressions link causes to their results. Reference: Chapter 4.

Q 12 **C** the cutting of budgets

A this + noun phrase often summarizes the whole preceding idea. Reference: Chapter 3.

Q 13 **C** art

The latter refers to the second of two items mentioned. Reference: Chapter 3.

Q 14 **B** objective and measured

Formal research writing is typically detached and cautious. Reference: Chapter 5.

Q 15 **D** reading / to answer

Discontinue, then pause in order to.

Q 16 **A** must

“must have left” expresses a strong deduction about the past: the office is locked, so the logical conclusion is that they have left. “Should have”, “would have” and “need have” do not express a certainty based on evidence.

Q 17 **D** don't have to

"Don't have to" expresses absence of necessity: print copies are not required because electronic ones are sufficient. "Mustn't" would mean it is forbidden, and "cannot" or "shouldn't have" do not express the idea that something is optional.

Q 18 **A** whom

Formal object of preposition.

Q 19 **B** to

The verb "object" is followed by the preposition "to": "object to releasing results". Because "to" is a preposition here, the verb that follows takes the -ing form (releasing), not the infinitive.

Q 20 **A** therefore

The second clause is the result of the first: the sample was small, so the conclusions were cautious. "Therefore" introduces a result. "Otherwise" introduces a condition, "meanwhile" a simultaneous action, and "for example" an illustration.

Q 21 **D** planning lessons, observing classrooms and providing feedback

Three coordinated gerunds.

Q 22 **B** subject

In "What reviewers recommended remains unclear", the clause "What reviewers recommended" is the subject of the verb "remains". It is a noun clause (it can be replaced by "This"), so it works as a subject, not as an object or an adverbial.

Q 23 **B** had been stored

"Before the audit" points to an earlier past event, so we need the past perfect. The files did not store themselves, so the verb is passive: "had been stored" (had + been + past participle).

Q 24 **C** She asked why I had changed it.

Statement order and backshift.

Q 25 **A** would be

This is a mixed conditional: the condition belongs to the past ("had been clearer") and the result to the present ("now"). So the result clause takes "would" + base verb: "would be confused now". "Would have been" would place the result in the past.

Q 26 **C** had checked

"I wish" followed by a past perfect expresses regret about the past: "I wish I had checked the attachment yesterday" means I did not check it and I regret it. "Checked" or "would check" refer to the present or future.

Q 27 **B** adverb modifying an adjective

"Remarkably" ends in -ly and modifies the adjective "clear", saying how clear the explanation is. So it is an adverb modifying an adjective, not a noun or an adjective describing the noun.

Q 28 **C** to email

Noun used as verb without affix.

Q 29 **A** after lunch

An adjunct is an optional element that adds information (time, place, manner) and can be removed without making the sentence ungrammatical. “After lunch” is an optional time phrase; “reviewed”, “the application” and “The panel” are essential parts of the clause.

Q 30 **D** The proposal may not fully address access.

Measured modality targets the proposal.

Q 31 **D** queue / line

The pair “queue / line” is a standard British–American contrast: British English says “queue” and American English says “line”. The other pairs are not variety differences: large/big, book/novel and teacher/student are simply different words.

Q 32 **B** raises

The collocation is “raise doubts”: evidence raises doubts. “Lift”, “grow” and “build” are not used with “doubts” in this sense.

Q 33 **C** a larger hidden problem

“The tip of the iceberg” means the small visible part of a much larger, hidden problem. It does not refer to cold weather, nor to something harmless, nor to a ready-made solution.

Q 34 **A** implicit

Suggested rather than directly stated.

Q 35 **C** where the conference room was

Reported questions keep statement order (subject before verb) and backshift after a past reporting verb. Reference: Chapter 15.

Q 36 **A** had submitted

A past-tense reporting verb shifts past simple to past perfect; the time reference stays earlier than the asking. Reference: Chapter 15.

Q 37 **D** asked us to sit

Requests are reported with ask/tell + object + to-infinitive. Reference: Chapter 15.

Q 38 **B** told

Tell takes a person object; say does not (said to me / said that). Reference: Chapter 15.

Q 39 **D** She suggested revising the schedule.

Suggest takes a gerund or a that-clause, never an object + to-infinitive. Reference: Chapter 15.

Q 40 **A** had been informed

Third conditional: if + past perfect, with a perfect modal in the result clause. Reference: Chapter 16.

Q 41 **C** had

Second conditional: if + past simple, would + base verb. Reference: Chapter 16.

Q 42 **B** would be

Mixed conditional: past condition (past perfect) with a present result (would + base). Reference: Chapter 16.

Q 43 **A** in case

In case expresses precaution against a possibility, not a condition for the action. Reference: Chapter 16.

Q 44 **A** revised

It's (high) time is followed by a past form with present or future meaning. Reference: Chapter 16.

Q 45 **B** Having read

The participle's subject must be the inspector, who performed the earlier action. Reference: Chapter 13.

Q 46 **D** The test was long, it was fair.

Two independent clauses joined by a comma alone form a comma splice. Reference: Chapter 13.

Q 47 **C** Because the evidence was unclear.

A subordinate clause without a main clause is a fragment however long it is. Reference: Chapter 13.

Q 48 **A** noun clause (object)

Whether introduces a noun clause functioning as the object of wondered. Reference: Chapter 13.

Q 49 **D** a polite request

Form is a question but the function is a request. Reference: Chapter 17.

Q 50 **D** a suggestion

Why don't we is a conventional exponent of suggestion, not a question about reasons. Reference: Chapter 17.

Q 51 **A** a polite refusal

I'm afraid softens a refusal; it does not express fear. Reference: Chapter 17.

Q 52 **B** conversion

Conversion changes a word's class without adding an affix (noun → verb). Reference: Chapter 18.

Q 53 **C** feedback

Feedback has no plural and takes no a/an; use some feedback or a piece of feedback. Reference: Chapter 18.

Q 54 **A** analyses

Nouns ending in -is form the plural with -es (analyses, hypotheses). Reference: Chapter 18.

Q 55 **A** has worked

Since with a starting point in the past requires the present perfect. Reference: Chapter 8.

Q 56 **C** arrive

After as soon as, a present form replaces the future. Reference: Chapter 8.

Q 57 **D** to meeting

In look forward to, to is a preposition and is followed by a gerund. Reference: Chapter 8.

Q 58 **C** to sign

Remember + to-infinitive means remembering a task that must be done. Reference: Chapter 8.

Q 59 **A** teaching

Be used to means “accustomed to” and is followed by a gerund. Reference: Chapter 8.

Q 60 **D** The accident happened last night.

Intransitive verbs such as happen have no passive form. Reference: Chapter 14.

Q 61 **A** was looked into

In the passive, the preposition stays with the verb. Reference: Chapter 14.

Q 62 **C** The plan has been approved.

Present perfect passive: has/have been + past participle. Reference: Chapter 14.

Q 63 **A** template

In “its function changed”, “its” refers back to the template, the main topic of the passage (“a common lesson-planning template … its function changed”). The network introduced it, but the function that changed is the template’s.

Q 64 **D** Collaboration made the template useful yet flexible.

Development, outcome and qualification.

Q 65 **B** much / a few

Non-count + count plural.

Q 66 **D** had completed

The completion happened before the coaches arrived. The past perfect “had completed” marks the earlier of the two past actions.

Q 67 **C** might

The clause “but it is uncertain” calls for the modal “might,” which expresses possibility rather than obligation or a past habit.

Q 68 **C** were

The subject “Sections” is plural, so the relative clause requires the plural past form “were”: sections that were least relevant.

Q 69 **B** on

The verb “insist” is followed by the preposition “on”: “insist on discussing evidence”. After a preposition we use the -ing form (discussing).

Q 70 **B** but

The second clause contrasts with the first: the form was initially unpopular, but collaboration changed perceptions. Therefore “but” is appropriate.

Q 71 **B** noun clause

“What departments could adapt” is a noun clause: it can be replaced by a noun phrase (“the two sections”) and works as an object or subject in the sentence. It is not a relative modifier, since it does not modify a noun.

Q 72 **A** could be adapted

The sections receive the action, so a passive construction is required after the modal: “could be adapted.”

Q 73 **C** told us not to copy the plan

In reported commands we use “tell + object + (not) to + verb”: “told us not to copy the plan”. The other options have errors: “said us”, “did not copied”, and a wrong word order.

Q 74 **A** would be rejecting

The if-clause describes an unreal past condition, while “now” points to a present result. The mixed conditional therefore uses “would be rejecting.”

Q 75 **B** The rule may limit subject-specific adaptation.

A tactful objection is targeted at an idea, not at a person, and is softened with a modal: “The rule may limit subject-specific adaptation.” The others insult the proposal or the listener (“ridiculous”, “do not understand”, “incompetent”).

Q 76 **D** drew

The collocation is “draw attention to”: coaches drew attention to evidence. “Pull”, “build” and “make” do not combine with “attention” in this sense.

Q 77 **D** The form was revised, departments accepted it.

Independent clauses joined by comma alone.

Q 78 **B** narrative

Past tense, a time marker and a sequence of events point to narrative. Reference: Chapter 27.

Q 79 **B** state one controlling idea

The topic sentence announces the single idea that the paragraph develops. Reference: Chapter 27.

Q 80 **D** The course teaches planning, assessing and reflecting.

Items in a series must share the same grammatical form. Reference: Chapter 27.

Q 81 **D** nevertheless

Nevertheless signals concession or contrast. Reference: Chapter 28.

Q 82 **C** as a result

As a result links a consequence to a cause. Reference: Chapter 28.

Q 83 **D** Feedback is the act of giving feedback.

A circular definition uses the term in its own explanation. Reference: Chapter 28.

Q 84 **B** introduce a new major argument

New major claims in a conclusion are unsupported by the body. Reference: Chapter 29.

Q 85 **A** alternates by criterion for both items

Point-by-point organization treats each criterion for A and B before moving on. Reference: Chapter 28.

English didactics

Q 86 **A** The Silent Way

The Silent Way, developed by Gattegno, uses coloured Cuisenaire rods and minimal teacher talk so that learners discover language rules for themselves.

Q 87 **B** Behaviourism

Audiolingualism is grounded in behaviourist psychology: language learning is treated as habit formation through stimulus, response, and reinforcement.

Q 88 **C** Discourse competence

Discourse competence concerns cohesion and coherence across a text or exchange, beyond isolated sentences.

Q 89 **A** Communities

"Communities" is defined in the guidelines as learners extending their learning experiences from the classroom to the outside world, e.g. through internet use.

Q 90 **C** Proficiency standards

Content standards state what learners should know and do; performance standards show progress towards a standard; proficiency standards indicate how well learners should perform.

Q 91 **B** Kinaesthetic

Kinaesthetic (tactile) learners learn best through movement and hands-on activity, which is also the rationale behind Total Physical Response.

Q 92 **C** Interpersonal

Interpersonal intelligence concerns the ability to interact effectively with others, which pair and group work directly engages.

Q 93 **D** Skimming

Skimming means reading quickly for gist/overall idea, while scanning means searching for specific information.

Q 94 **C** Rhetorical functions

Rhetorical functions are language functions typically used in academic spoken or written texts, distinct from everyday social/communicative functions like apologising or complaining.

Q 95 **D** Developing vocabulary strategies

"Developing vocabulary strategies" is the stage devoted to learner training in recording and revising vocabulary — distinct from simply meeting or enriching it.

Q 96 **A** Diagnostic test

A diagnostic test is designed to identify specific strengths and weaknesses, typically before or during instruction, so that teaching can be adjusted accordingly.

Q 97 **B** Variety and flexibility

The guidelines stress variety (activity types catering for different learners) and flexibility (the readiness to depart from the plan when needed).

Q 98 **C** Fairness

Fairness means applying the same standards and criteria, made explicit in advance, to every learner without discrimination.

Q 99 **D** Monitoring phase

The monitoring phase is when the teacher walks around observing groups at work, stepping in only when learners request assistance.

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