

PRACTICE EXAM 11: ESOL/ESL TEACHER CERTIFICATION (120 QUESTIONS)

This representative practice exam contains 120 multiple-choice questions covering language development, instruction, assessment, literacy, and culturally responsive practice. Select the best answer for each question. It is designed for study and does not represent an official state examination or passing score.

1. A teacher wants learners to understand why English word order matters. Which activity is most appropriate?
 - A. Ask students to copy a paragraph without discussing its meaning.
 - B. Require students to memorize a list of punctuation terms.
 - C. Use only translation exercises with no English production.
 - D. Have students rearrange mixed-up sentence strips and explain the meaning change.

2. Which strategy best helps an ESOL learner participate in a collaborative research project?
 - A. Grade only the final spelling of the group product.
 - B. Avoid group work until every learner is fully fluent.
 - C. Assign a defined role, language support, and a shared outcome.
 - D. Allow fluent peers to complete the research independently.

3. A teacher introduces cognates while teaching a science unit. The main instructional purpose is to
 - A. connect familiar cross-language word forms to new academic vocabulary.
 - B. discourage use of knowledge from the first language.
 - C. replace science concepts with unrelated everyday conversation.
 - D. teach learners to pronounce every word identically in both languages.

4. Which feature makes a classroom question cognitively demanding but linguistically accessible?

- A. It removes the content objective and asks only yes-or-no questions.
- B. It preserves the idea while providing a visual and a response frame.
- C. It gives the answer in the question before students respond.
- D. It requires advanced idioms unrelated to the lesson.

5. A learner uses pauses and gestures effectively but has limited grammar. This observation most directly describes

- A. strategic competence used to maintain communication.
- B. complete control of English verb morphology.
- C. a lack of any communicative ability.
- D. mastery of all academic written conventions.

6. Which task best develops learners' ability to use context clues?

- A. Memorize isolated spellings without a text.
- B. Infer an unfamiliar word's meaning from nearby examples and descriptions.
- C. Alphabetize a word list without reading sentences.
- D. Copy dictionary definitions exactly as written.

7. A teacher is analyzing an English learner's errors. What is the most useful initial question?

- A. How can the learner be penalized for making the error?
- B. Which home-language practice should be prohibited immediately?
- C. How quickly can the teacher replace the learner's answer?
- D. What language pattern or developmental rule may explain this error?

8. Which activity most directly teaches intonation for a genuine communicative purpose?

- A. Identify verbs in an informational paragraph.
- B. Copy a pronunciation chart without speaking.
- C. Practice how voice pitch changes a statement into a question.
- D. Sort written words by their first letter only.

9. A teacher wants to teach students how authors signal compare-and-contrast relationships. The best text feature to emphasize is

- A. whether the text is printed in color.
- B. capital letters at the beginning of sentences.
- C. connectors such as similarly, however, and in contrast.
- D. the number of paragraphs on a page.

10. Which is the clearest example of a performance-based language assessment?

- A. Students select answers on a vocabulary multiple-choice test.
- B. Students conduct a brief interview and report the findings.
- C. Students copy a teacher-provided grammar definition.
- D. Students mark attendance on a classroom chart.

11. When planning a lesson, a teacher uses proficiency descriptors. These are most helpful for

- A. setting realistic language expectations and scaffolds for different learners.
- B. predicting a learner's motivation from one test score.
- C. eliminating the need for classroom observation.
- D. assigning identical tasks and supports to every student.

12. A teacher asks learners to paraphrase a partner's comment before responding. This primarily develops

- A. knowledge of isolated grammar labels.
- B. silent reading speed during independent work.
- C. the ability to memorize a spelling list.
- D. active listening and respectful academic discussion.

13. Which approach is most likely to help a beginning learner acquire high-utility classroom vocabulary?

- A. Teach a small set of words through repeated routines and meaningful use.
- B. Present hundreds of unrelated words in one lesson.
- C. Avoid gestures, objects, and visual supports entirely.
- D. Wait until learners can read novels before teaching words.

14. A student can state an answer orally but struggles to write it. Which support is most appropriate?

- A. Lower the content expectation to a copying task.
- B. Ask a peer to write the response for the student.
- C. Use oral rehearsal and a graphic organizer before independent writing.
- D. Require a longer essay with no planning time.

15. Which teacher move best supports repair during a breakdown in conversation?

- A. Correct the speaker but give no way to continue.
- B. Tell learners to remain silent whenever they are confused.
- C. Require learners to answer before they understand the question.
- D. Teach learners phrases such as 'Could you say that again?'

16. A teacher uses a quick sketch and labels to explain the word evaporation. This is an example of

- A. reducing content to an unrelated art activity.
- B. multimodal scaffolding that links a concept to language.

- C. assessing a learner's handwriting accuracy only.
- D. avoiding academic vocabulary in science instruction.

17. Which action best supports multilingual learners during a complex lab procedure?

- A. Require learners to memorize the manual before participating.
- B. Assign the lab work only to native English speakers.
- C. Give all directions once at a rapid pace.
- D. Chunk the directions, model steps, and check understanding between steps.

18. A teacher asks students to identify claims and evidence in an article. The teacher is primarily supporting

- A. handwriting fluency without comprehension.
- B. disciplinary literacy and evidence-based reasoning.
- C. letter-sound matching for initial decoding.
- D. memorization of all English idioms.

19. Which feedback is most effective after a learner successfully communicates an idea with an error?

- A. Ignore the message and focus only on the error.
- B. Stop the conversation and assign a penalty.
- C. Acknowledge the idea and briefly model a more accurate form.
- D. Praise the error as the target language form.

20. A student regularly omits articles in English. The teacher should recognize that articles are

- A. a grammatical feature that may require focused noticing and practice.
- B. a pronunciation problem caused by consonant clusters.
- C. evidence that the student cannot learn English.
- D. unimportant because they never affect meaning.

21. Which practice makes a vocabulary quiz more valid for newly taught words?

- A. Reward the fastest finisher regardless of accuracy.
- B. Test only the alphabetical order of the target words.
- C. Include many words that were never taught.
- D. Use contexts that require learners to show the intended word meaning.

22. A teacher wants students to hear the difference between can and can't. The best initial focus is

- A. listening for final sounds and sentence stress in meaningful examples.
- B. memorizing a rule about paragraph indentation.
- C. sorting nouns by whether they are concrete or abstract.
- D. writing a book report without oral language practice.

23. Which is the strongest reason to include student self-assessment in an ESOL class?

- A. It guarantees that all learners will choose the same score.
- B. It replaces the need to collect any language evidence.
- C. It helps learners monitor goals, strategies, and progress over time.
- D. It lets teachers avoid giving feedback on language growth.

24. A teacher invites students to use bilingual resources while planning an essay. This can be beneficial because it

- A. eliminates the need for English instruction and feedback.
- B. allows learners to leverage existing knowledge while developing English output.
- C. prevents learners from thinking about the essay topic.
- D. guarantees that every English sentence will be error-free.

25. Which sentence pattern is most useful for helping learners explain cause and effect?

- A. My favorite color is ____.
- B. I have a pencil.
- C. Because ____, ____ happened as a result.
- D. What time is it?

26. A teacher wants to avoid cultural stereotyping. Which practice is best?

- A. Avoid discussing any cultural experiences in class.
- B. Ask students to represent an entire culture for classmates.
- C. Use one description to predict every family's values.
- D. Learn about individual learners and avoid assumptions based on group membership.

27. Which task best develops awareness of audience in writing?

- A. Revise the same message for a friend and for a school principal.
- B. Read a word list aloud as quickly as possible.
- C. Copy the same sentence ten times without changing it.
- D. Underline every adjective in a dictionary entry.

28. A student has strong ideas but uses few transition words in writing. The best instruction is to

- A. tell the student to write fewer ideas.
- B. model and practice connectors that show sequence, addition, and contrast.
- C. focus only on spelling unrelated words.
- D. replace the student's ideas with teacher sentences.

29. Which teacher question most encourages metacognitive reading?

- A. How many pages are in the book?
- B. Can you copy the title exactly?
- C. What is the first word on the page?
- D. What did you do when the sentence stopped making sense?

30. A teacher creates heterogeneous pairs for a speaking task. To ensure both learners contribute, the teacher should

- A. remove the task goal and let pairs chat freely.
- B. provide complementary roles and accountable turn-taking structures.
- C. allow one learner to answer every question.
- D. grade only the most fluent partner's speaking.

31. Which instructional choice best helps learners distinguish informal and formal register?

- A. Teach that every English situation uses identical language.
- B. Limit examples to isolated individual words.
- C. Compare how a request changes in a text message and a job email.
- D. Avoid discussing audience or purpose in communication.

32. A teacher uses a read-aloud and pauses to ask prediction questions. This primarily supports

- A. active comprehension through purposeful listening and thinking.
- B. automatic mastery of every unknown vocabulary word.
- C. replacement of all independent reading practice.
- D. silent copying of the text without interpretation.

33. Which learner response provides the strongest evidence of word knowledge?

- A. State how many syllables the word appears to have.
- B. Repeat the word's first letter only.

- C. Use the word accurately in a new spoken or written context.
- D. Identify the color of the flashcard.

34. A teacher asks students to use a timeline when recounting an event. The timeline mainly supports

- A. memorization of irregular plurals only.
- B. identification of every verb tense in a textbook.
- C. avoidance of oral storytelling practice.
- D. sequencing language and coherent narrative organization.

35. Which support is most appropriate when a learner understands content in the first language but not in English?

- A. Bridge key concepts through visuals, cognates, and guided English practice.
- B. forbid any connection to previously learned concepts.
- C. remove the learner from grade-level content permanently.
- D. reteach the entire concept as if the learner has no knowledge.

36. A teacher wants to assess interactional speaking skills. Which criterion is most relevant?

- A. How silently the learner completes a grammar worksheet.
- B. How well the learner responds, asks follow-up questions, and clarifies meaning.
- C. How quickly the learner can copy a sentence.
- D. How many dictionary pages the learner can memorize.

37. Which practice supports equitable grading of English learner writing?

- A. Lower every content standard regardless of evidence.
- B. Use one vague impression with no stated criteria.
- C. Separate evaluation of content understanding from targeted language objectives.
- D. Score only accent or handwriting quality.

38. A teacher uses a concept map after a lesson. The best reason is to

- A. measure only how quickly students can draw lines.
- B. help learners organize relationships among important ideas and terms.
- C. avoid revisiting vocabulary after instruction.
- D. replace all discussion with an individual worksheet.

39. Which lesson closing best checks both content and language learning?

- A. Ask students to explain one key idea using a target sentence pattern.
- B. Ask only whether students enjoyed the lesson.
- C. Tell students to pack up without reviewing the objective.
- D. Assign new work before checking any understanding.

40. A learner receives a corrected draft and then revises it. This sequence most clearly demonstrates

- A. a final assessment with no opportunity for growth.
- B. a pronunciation drill involving minimal pairs.
- C. a nonlinguistic classroom-management routine.
- D. feedback used as part of an iterative writing process.

41. In a classroom, the teacher wants learners to understand why English word order matters. Which activity is most appropriate?

- A. Require students to memorize a list of punctuation terms.
- B. Have students rearrange mixed-up sentence strips and explain the meaning change.
- C. Use only translation exercises with no English production.
- D. Ask students to copy a paragraph without discussing its meaning.

42. Which strategy best helps an ESOL learner participate in a collaborative research project?

- A. Assign a defined role, language support, and a shared outcome.
- B. Avoid group work until every learner is fully fluent.
- C. Allow fluent peers to complete the research independently.
- D. Grade only the final spelling of the group product.

43. In a classroom, the teacher introduces cognates while teaching a science unit. The main instructional purpose is to

- A. replace science concepts with unrelated everyday conversation.
- B. teach learners to pronounce every word identically in both languages.
- C. connect familiar cross-language word forms to new academic vocabulary.
- D. discourage use of knowledge from the first language.

44. Which feature makes a classroom question cognitively demanding but linguistically accessible?

- A. It gives the answer in the question before students respond.
- B. It requires advanced idioms unrelated to the lesson.
- C. It removes the content objective and asks only yes-or-no questions.
- D. It preserves the idea while providing a visual and a response frame.

45. A learner uses pauses and gestures effectively but has limited grammar. This observation most directly describes

- A. a lack of any communicative ability.
- B. mastery of all academic written conventions.
- C. strategic competence used to maintain communication.
- D. complete control of English verb morphology.

46. Which task best develops learners' ability to use context clues?

- A. Alphabetize a word list without reading sentences.
- B. Copy dictionary definitions exactly as written.
- C. Memorize isolated spellings without a text.
- D. Infer an unfamiliar word's meaning from nearby examples and descriptions.

47. In a classroom, the teacher is analyzing an English learner's errors. What is the most useful initial question?

- A. Which home-language practice should be prohibited immediately?
- B. What language pattern or developmental rule may explain this error?
- C. How quickly can the teacher replace the learner's answer?
- D. How can the learner be penalized for making the error?

48. Which activity most directly teaches intonation for a genuine communicative purpose?

- A. Practice how voice pitch changes a statement into a question.
- B. Copy a pronunciation chart without speaking.
- C. Sort written words by their first letter only.
- D. Identify verbs in an informational paragraph.

49. In a classroom, the teacher wants to teach students how authors signal compare-and-contrast relationships. The best text feature to emphasize is

- A. connectors such as similarly, however, and in contrast.
- B. capital letters at the beginning of sentences.
- C. the number of paragraphs on a page.
- D. whether the text is printed in color.

50. Which is the clearest example of a performance-based language assessment?

- A. Students copy a teacher-provided grammar definition.
- B. Students mark attendance on a classroom chart.
- C. Students select answers on a vocabulary multiple-choice test.
- D. Students conduct a brief interview and report the findings.

51. When planning a lesson, a teacher uses proficiency descriptors. These are most helpful for

- A. eliminating the need for classroom observation.
- B. assigning identical tasks and supports to every student.
- C. setting realistic language expectations and scaffolds for different learners.
- D. predicting a learner's motivation from one test score.

52. In a classroom, the teacher asks learners to paraphrase a partner's comment before responding. This primarily develops

- A. silent reading speed during independent work.
- B. active listening and respectful academic discussion.
- C. the ability to memorize a spelling list.
- D. knowledge of isolated grammar labels.

53. Which approach is most likely to help a beginning learner acquire high-utility classroom vocabulary?

- A. Teach a small set of words through repeated routines and meaningful use.
- B. Avoid gestures, objects, and visual supports entirely.
- C. Wait until learners can read novels before teaching words.
- D. Present hundreds of unrelated words in one lesson.

54. A student can state an answer orally but struggles to write it. Which support is most appropriate?

- A. Ask a peer to write the response for the student.

- B. Use oral rehearsal and a graphic organizer before independent writing.
- C. Require a longer essay with no planning time.
- D. Lower the content expectation to a copying task.

55. Which teacher move best supports repair during a breakdown in conversation?

- A. Tell learners to remain silent whenever they are confused.
- B. Require learners to answer before they understand the question.
- C. Correct the speaker but give no way to continue.
- D. Teach learners phrases such as 'Could you say that again?'

56. In a classroom, the teacher uses a quick sketch and labels to explain the word evaporation. This is an example of

- A. assessing a learner's handwriting accuracy only.
- B. avoiding academic vocabulary in science instruction.
- C. multimodal scaffolding that links a concept to language.
- D. reducing content to an unrelated art activity.

57. Which action best supports multilingual learners during a complex lab procedure?

- A. Chunk the directions, model steps, and check understanding between steps.
- B. Assign the lab work only to native English speakers.
- C. Give all directions once at a rapid pace.
- D. Require learners to memorize the manual before participating.

58. In a classroom, the teacher asks students to identify claims and evidence in an article. The teacher is primarily supporting

- A. letter-sound matching for initial decoding.
- B. memorization of all English idioms.

- C. disciplinary literacy and evidence-based reasoning.
- D. handwriting fluency without comprehension.

59. Which feedback is most effective after a learner successfully communicates an idea with an error?

- A. Stop the conversation and assign a penalty.
- B. Acknowledge the idea and briefly model a more accurate form.
- C. Praise the error as the target language form.
- D. Ignore the message and focus only on the error.

60. A student regularly omits articles in English. The teacher should recognize that articles are

- A. evidence that the student cannot learn English.
- B. unimportant because they never affect meaning.
- C. a pronunciation problem caused by consonant clusters.
- D. a grammatical feature that may require focused noticing and practice.

61. Which practice makes a vocabulary quiz more valid for newly taught words?

- A. Test only the alphabetical order of the target words.
- B. Include many words that were never taught.
- C. Reward the fastest finisher regardless of accuracy.
- D. Use contexts that require learners to show the intended word meaning.

62. In a classroom, the teacher wants students to hear the difference between can and can't. The best initial focus is

- A. sorting nouns by whether they are concrete or abstract.
- B. writing a book report without oral language practice.
- C. listening for final sounds and sentence stress in meaningful examples.
- D. memorizing a rule about paragraph indentation.

63. Which is the strongest reason to include student self-assessment in an ESOL class?

- A. It helps learners monitor goals, strategies, and progress over time.
- B. It replaces the need to collect any language evidence.
- C. It lets teachers avoid giving feedback on language growth.
- D. It guarantees that all learners will choose the same score.

64. In a classroom, the teacher invites students to use bilingual resources while planning an essay. This can be beneficial because it

- A. prevents learners from thinking about the essay topic.
- B. allows learners to leverage existing knowledge while developing English output.
- C. guarantees that every English sentence will be error-free.
- D. eliminates the need for English instruction and feedback.

65. Which sentence pattern is most useful for helping learners explain cause and effect?

- A. Because ____, ____ happened as a result.
- B. I have a pencil.
- C. What time is it?
- D. My favorite color is ____.

66. In a classroom, the teacher wants to avoid cultural stereotyping. Which practice is best?

- A. Ask students to represent an entire culture for classmates.
- B. Use one description to predict every family's values.
- C. Avoid discussing any cultural experiences in class.
- D. Learn about individual learners and avoid assumptions based on group membership.

67. Which task best develops awareness of audience in writing?

- A. Copy the same sentence ten times without changing it.
- B. Revise the same message for a friend and for a school principal.
- C. Underline every adjective in a dictionary entry.
- D. Read a word list aloud as quickly as possible.

68. A student has strong ideas but uses few transition words in writing. The best instruction is to

- A. focus only on spelling unrelated words.
- B. replace the student's ideas with teacher sentences.
- C. model and practice connectors that show sequence, addition, and contrast.
- D. tell the student to write fewer ideas.

69. Which teacher question most encourages metacognitive reading?

- A. Can you copy the title exactly?
- B. What did you do when the sentence stopped making sense?
- C. What is the first word on the page?
- D. How many pages are in the book?

70. In a classroom, the teacher creates heterogeneous pairs for a speaking task. To ensure both learners contribute, the teacher should

- A. allow one learner to answer every question.
- B. grade only the most fluent partner's speaking.
- C. provide complementary roles and accountable turn-taking structures.
- D. remove the task goal and let pairs chat freely.

71. Which instructional choice best helps learners distinguish informal and formal register?

- A. Compare how a request changes in a text message and a job email.
- B. Limit examples to isolated individual words.
- C. Avoid discussing audience or purpose in communication.
- D. Teach that every English situation uses identical language.

72. In a classroom, the teacher uses a read-aloud and pauses to ask prediction questions. This primarily supports

- A. replacement of all independent reading practice.
- B. silent copying of the text without interpretation.
- C. automatic mastery of every unknown vocabulary word.
- D. active comprehension through purposeful listening and thinking.

73. Which learner response provides the strongest evidence of word knowledge?

- A. Repeat the word's first letter only.
- B. Use the word accurately in a new spoken or written context.
- C. Identify the color of the flashcard.
- D. State how many syllables the word appears to have.

74. In a classroom, the teacher asks students to use a timeline when recounting an event. The timeline mainly supports

- A. identification of every verb tense in a textbook.
- B. avoidance of oral storytelling practice.
- C. sequencing language and coherent narrative organization.
- D. memorization of irregular plurals only.

75. Which support is most appropriate when a learner understands content in the first language but not in English?

- A. remove the learner from grade-level content permanently.
- B. reteach the entire concept as if the learner has no knowledge.
- C. forbid any connection to previously learned concepts.
- D. Bridge key concepts through visuals, cognates, and guided English practice.

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- A. How well the learner responds, asks follow-up questions, and clarifies meaning.
- B. How quickly the learner can copy a sentence.
- C. How many dictionary pages the learner can memorize.
- D. How silently the learner completes a grammar worksheet.

77. Which practice supports equitable grading of English learner writing?

- A. Use one vague impression with no stated criteria.
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- A. avoid revisiting vocabulary after instruction.
- B. help learners organize relationships among important ideas and terms.
- C. replace all discussion with an individual worksheet.
- D. measure only how quickly students can draw lines.

79. Which lesson closing best checks both content and language learning?

- A. Tell students to pack up without reviewing the objective.
- B. Assign new work before checking any understanding.
- C. Ask students to explain one key idea using a target sentence pattern.
- D. Ask only whether students enjoyed the lesson.

80. A learner receives a corrected draft and then revises it. This sequence most clearly demonstrates

- A. feedback used as part of an iterative writing process.
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81. During instruction, the teacher wants learners to understand why English word order matters. Which activity is most appropriate?

- A. Have students rearrange mixed-up sentence strips and explain the meaning change.
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82. Which strategy best helps an ESOL learner participate in a collaborative research project?

- A. Allow fluent peers to complete the research independently.
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- C. Students select answers on a vocabulary multiple-choice test.
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- B. knowledge of isolated grammar labels.
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93. Which approach is most likely to help a beginning learner acquire high-utility classroom vocabulary?

- A. Wait until learners can read novels before teaching words.
- B. Present hundreds of unrelated words in one lesson.
- C. Teach a small set of words through repeated routines and meaningful use.
- D. Avoid gestures, objects, and visual supports entirely.

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- C. Lower the content expectation to a copying task.
- D. Ask a peer to write the response for the student.

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- A. avoiding academic vocabulary in science instruction.
- B. multimodal scaffolding that links a concept to language.
- C. reducing content to an unrelated art activity.
- D. assessing a learner's handwriting accuracy only.

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- D. letter-sound matching for initial decoding.

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100. A student regularly omits articles in English. The teacher should recognize that articles are

- A. a grammatical feature that may require focused noticing and practice.
- B. unimportant because they never affect meaning.
- C. a pronunciation problem caused by consonant clusters.
- D. evidence that the student cannot learn English.

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- B. Reward the fastest finisher regardless of accuracy.
- C. Test only the alphabetical order of the target words.
- D. Use contexts that require learners to show the intended word meaning.

102. During instruction, the teacher wants students to hear the difference between can and can't. The best initial focus is

- A. writing a book report without oral language practice.
- B. listening for final sounds and sentence stress in meaningful examples.
- C. memorizing a rule about paragraph indentation.
- D. sorting nouns by whether they are concrete or abstract.

103. Which is the strongest reason to include student self-assessment in an ESOL class?

- A. It helps learners monitor goals, strategies, and progress over time.
- B. It lets teachers avoid giving feedback on language growth.
- C. It guarantees that all learners will choose the same score.
- D. It replaces the need to collect any language evidence.

104. During instruction, the teacher invites students to use bilingual resources while planning an essay. This can be beneficial because it

- A. guarantees that every English sentence will be error-free.
- B. eliminates the need for English instruction and feedback.
- C. allows learners to leverage existing knowledge while developing English output.
- D. prevents learners from thinking about the essay topic.

105. Which sentence pattern is most useful for helping learners explain cause and effect?

- A. What time is it?
- B. My favorite color is ____.
- C. Because ____, ____ happened as a result.
- D. I have a pencil.

106. During instruction, the teacher wants to avoid cultural stereotyping. Which practice is best?

- A. Use one description to predict every family's values.
- B. Learn about individual learners and avoid assumptions based on group membership.
- C. Avoid discussing any cultural experiences in class.
- D. Ask students to represent an entire culture for classmates.

107. Which task best develops awareness of audience in writing?

- A. Underline every adjective in a dictionary entry.
- B. Read a word list aloud as quickly as possible.
- C. Copy the same sentence ten times without changing it.
- D. Revise the same message for a friend and for a school principal.

108. A student has strong ideas but uses few transition words in writing. The best instruction is to

- A. model and practice connectors that show sequence, addition, and contrast.
- B. replace the student's ideas with teacher sentences.
- C. tell the student to write fewer ideas.

D. focus only on spelling unrelated words.

109. Which teacher question most encourages metacognitive reading?

- A. What is the first word on the page?
- B. What did you do when the sentence stopped making sense?
- C. How many pages are in the book?
- D. Can you copy the title exactly?

110. During instruction, the teacher creates heterogeneous pairs for a speaking task. To ensure both learners contribute, the teacher should

- A. provide complementary roles and accountable turn-taking structures.
- B. grade only the most fluent partner's speaking.
- C. remove the task goal and let pairs chat freely.
- D. allow one learner to answer every question.

111. Which instructional choice best helps learners distinguish informal and formal register?

- A. Avoid discussing audience or purpose in communication.
- B. Teach that every English situation uses identical language.
- C. Compare how a request changes in a text message and a job email.
- D. Limit examples to isolated individual words.

112. During instruction, the teacher uses a read-aloud and pauses to ask prediction questions. This primarily supports

- A. silent copying of the text without interpretation.
- B. automatic mastery of every unknown vocabulary word.
- C. replacement of all independent reading practice.
- D. active comprehension through purposeful listening and thinking.

113. Which learner response provides the strongest evidence of word knowledge?

- A. Identify the color of the flashcard.
- B. State how many syllables the word appears to have.
- C. Use the word accurately in a new spoken or written context.
- D. Repeat the word's first letter only.

114. During instruction, the teacher asks students to use a timeline when recounting an event. The timeline mainly supports

- A. avoidance of oral storytelling practice.
- B. memorization of irregular plurals only.
- C. identification of every verb tense in a textbook.
- D. sequencing language and coherent narrative organization.

115. Which support is most appropriate when a learner understands content in the first language but not in English?

- A. reteach the entire concept as if the learner has no knowledge.
- B. Bridge key concepts through visuals, cognates, and guided English practice.
- C. forbid any connection to previously learned concepts.
- D. remove the learner from grade-level content permanently.

116. During instruction, the teacher wants to assess interactional speaking skills. Which criterion is most relevant?

- A. How well the learner responds, asks follow-up questions, and clarifies meaning.
- B. How many dictionary pages the learner can memorize.
- C. How silently the learner completes a grammar worksheet.
- D. How quickly the learner can copy a sentence.

117. Which practice supports equitable grading of English learner writing?

- A. Score only accent or handwriting quality.
- B. Separate evaluation of content understanding from targeted language objectives.
- C. Lower every content standard regardless of evidence.
- D. Use one vague impression with no stated criteria.

118. During instruction, the teacher uses a concept map after a lesson. The best reason is to

- A. help learners organize relationships among important ideas and terms.
- B. replace all discussion with an individual worksheet.
- C. measure only how quickly students can draw lines.
- D. avoid revisiting vocabulary after instruction.

119. Which lesson closing best checks both content and language learning?

- A. Assign new work before checking any understanding.
- B. Ask only whether students enjoyed the lesson.
- C. Tell students to pack up without reviewing the objective.
- D. Ask students to explain one key idea using a target sentence pattern.

120. A learner receives a corrected draft and then revises it. This sequence most clearly demonstrates

- A. a nonlinguistic classroom-management routine.
- B. a final assessment with no opportunity for growth.
- C. feedback used as part of an iterative writing process.
- D. a pronunciation drill involving minimal pairs.

Practice Exam 11: Answer Key and Explanations

- 1. D** — The correct choice is have students rearrange mixed-up sentence strips and explain the meaning change. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.
- 2. C** — The correct choice is assign a defined role, language support, and a shared outcome. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.
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87. A — The correct choice is what language pattern or developmental rule may explain this error? This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

88. C — The correct choice is practice how voice pitch changes a statement into a question. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

89. B — The correct choice is connectors such as similarly, however, and in contrast. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

90. A — The correct choice is students conduct a brief interview and report the findings. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the

academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

91. C — The correct choice is setting realistic language expectations and scaffolds for different learners. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

92. D — The correct choice is active listening and respectful academic discussion. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

93. C — The correct choice is teach a small set of words through repeated routines and meaningful use. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

94. A — The correct choice is use oral rehearsal and a graphic organizer before independent writing. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

95. D — The correct choice is teach learners phrases such as 'could you say that again?' This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

96. B — The correct choice is multimodal scaffolding that links a concept to language. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

97. B — The correct choice is chunk the directions, model steps, and check understanding between steps. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

98. C — The correct choice is disciplinary literacy and evidence-based reasoning. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

99. D — The correct choice is acknowledge the idea and briefly model a more accurate form. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

100. A — The correct choice is a grammatical feature that may require focused noticing and practice. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

101. D — The correct choice is use contexts that require learners to show the intended word meaning. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

102. B — The correct choice is listening for final sounds and sentence stress in meaningful examples. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

103. A — The correct choice is it helps learners monitor goals, strategies, and progress over time. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

104. C — The correct choice is allows learners to leverage existing knowledge while developing english output. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

105. C — The correct choice is because ____, ____ happened as a result. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner

participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

106. B — The correct choice is learn about individual learners and avoid assumptions based on group membership. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

107. D — The correct choice is revise the same message for a friend and for a school principal. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

108. A — The correct choice is model and practice connectors that show sequence, addition, and contrast. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

109. B — The correct choice is what did you do when the sentence stopped making sense? This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

110. A — The correct choice is provide complementary roles and accountable turn-taking structures. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

111. C — The correct choice is compare how a request changes in a text message and a job email. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

112. D — The correct choice is active comprehension through purposeful listening and thinking. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

113. C — The correct choice is use the word accurately in a new spoken or written context. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

114. D — The correct choice is sequencing language and coherent narrative organization. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

115. B — The correct choice is bridge key concepts through visuals, cognates, and guided english practice. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

116. A — The correct choice is how well the learner responds, asks follow-up questions, and clarifies meaning. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

117. B — The correct choice is separate evaluation of content understanding from targeted language objectives. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

118. A — The correct choice is help learners organize relationships among important ideas and terms. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

119. D — The correct choice is ask students to explain one key idea using a target sentence pattern. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.

120. C — The correct choice is feedback used as part of an iterative writing process. This fits the instructional goal and supports meaningful English development. The alternatives assess a different skill, limit learner participation, or remove useful scaffolds. Effective ESOL teaching keeps the

academic purpose clear while giving learners understandable input, structured practice, and feedback for future communication.