

**Exercise 1:** *Fill in the blanks with the missing parts. (4.25 pts) (0.25 for filling in each blank)*

1. Pica, Kanagy, and Falodun (1993) classified tasks into five kinds: **Jigsaw, information-gap, problem-solving, decision-making, and opinion exchange.**
2. With respect to the theory of learning, CBLT is founded on **behaviourism and constructivism.**
3. Learners' roles in TBLT involve: **group participants, monitors, risk-takers, and innovators.**
4. TBLT courses are developed along three phases: **pre-task, task cycle, and post task.**
5. There are three main reasons that made Richards and Rodgers revise Anthony's model: **Failing to describe teachers' and students' roles, how a method and technique are related, or how an approach can be realised in a method.**

**Exercise 2:** *Indicate whether these statements are true/false. Correct the false ones. (4pts) (0.25 for stating false/true and 0.5 for providing the correction)*

1. Advocates of TBLT draw only on structural frameworks of language. **False**  
**Advocates of TBLT draw only on structural, functional, and interactional models of language.**
2. A task is an activity that stresses rule learning. **False**  
**A task is an activity that stresses meaning.**
3. Nunan (1989) specified one type of tasks. **False**  
**Nunan (1989) specified two types of tasks: Real-world and pedagogic.**
4. CBLT lectures are developed around behaviours. **False**  
**CBLT lectures are developed around competencies and the skills necessary to master.**
5. Conversation is the cornerstone of language acquisition in TBLT. **True**
6. TBLT is a logical development of CBLT. **False**  
**TBLT is a logical development of CLT.**

**Exercise 3:** *Indicate to which level of Bloom's Cognitive Domain (depend on the revised version) the following examples belong. Justify your choice. (6 pts) (0.25 for indicating the level and 0.5 for providing the explanation)*

<b>Example</b>	<b>Level</b>	<b>Explanation</b>
List adverbs and adjectives	<b>remember</b>	<b>Ls need to remember adverbs &amp; adjectives.</b>
Write a poem	<b>create</b>	<b>Ls have to produce a poem</b>
Solve given tasks	<b>apply</b>	<b>Ls need to use information they already have to solve the tasks</b>
Explain a concept	<b>understand</b>	<b>Ls have to understand the concept so as to explain it</b>
Gauge the phone's value	<b>evaluate</b>	<b>Ls have to assess the phone's value</b>
Compare and contrast charts	<b>analyse</b>	<b>Ls have to draw connections among charts</b>
Defend a stance	<b>evaluate</b>	<b>Ls have to justify their stances</b>
Categorize nouns into kinds	<b>understand</b>	<b>Ls have to classify nouns into kinds</b>

**Exercise 4:** *Being future teachers, design the warming up part of a lesson plan. (4.75 pts)*

<b>Time</b>	<b>Framework Focus</b>	<b>Procedure</b>	<b>Objectives</b>	<b>Material</b>
<b>0.25pt</b>	Warming up	<b>2pts</b>  Ls need to explain the procedure to follow in this phase.	<b>2pts</b>  Ls have to write the objectives in relation to the procedure.	<b>0.5pt</b>  Ls have to mention the aid they are supposed to use in this phase.

**Exercise 5:** *Write two sample learning objectives that correspond to the levels mentioned.*

*(1pt)* **0.5 for writing each objective**

Ls have to write the learning objectives that relates to the levels mentioned: Create and analyse (Answers vary).