


خاص بكتابة الامتحان		امتحان الكفاءة المهنية لتولج الدرجة الأولى من إطار أسئلة التعليم الثانوي التاهيلي دورة يونيو 2021 الموضوع		 وزارة التربية الوطنية والتعليم المهني والتقني المركز الوطني للتقويم والامتحانات	
رقم الامتحان		الإسم الشخصي والعائلي		التخصص: اللغة الإنجليزية	
رقم الامتحان		تاريخ ومكان الإجابة		المادة: اختبار في تيدكتيك مادة التخصص	
1	المعامل	3 ساعات	مدة الإجازة:		

خاص بكتابة الامتحان		المنطقة النهائية على 20 بالأرقام والحروف		التخصص: اللغة الإنجليزية	
المنطقة النهائية على 20 بالأرقام والحروف		(على المصحح ثنائى من أن المنطقة النهائية هي على 20)		المادة: اختبار في تيدكتيك مادة التخصص	
المنطقة النهائية على 20 بالأرقام والحروف		اسم المصحح وتوقيعه:		ورقة الإجابة	
المنطقة النهائية على 20 بالأرقام والحروف					

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TASK ONE: Choose the correct answer. Write only the corresponding letter in the space provided. (35 pts; 1 pt each)

- Following the unit on "Humour", Adil asked his students to prepare and perform role-plays related to the function targeted in the unit. Adil scored students' performance using a rubric and decided to allocate 25% of the term grade to this assessment. In this case, Adil is considering the role-plays as a form of

A. formative assessment.	B. summative assessment.	1	...
C. language aptitude test.	D. criterion-referenced test.		
 - When he uses cooperative reading in his English classes, Rachid gives three grades: a quiz grade that assesses individual comprehension of the text, an individual grade for contribution to the group, and a third grade for the whole group accomplishment. Is his grading congruent with the tenets of cooperative learning?

A. No, the grading system penalizes students if their teammates do not perform well.	B. Yes, the grades reflect a balanced assessment of individual and group achievement.	2	...
C. Yes, the grades will reward motivated students who exhibit independence.	D. No, the grading system overemphasizes individual accountability.		
 - Amal noticed that one of her students, Ali, is having a hard time learning English. When she talked to him, she discovered that he had low self-esteem because he comes from a disadvantaged social background. Which of the following accounts for Ali's learning difficulties?

A. Natural order hypothesis	B. Social needs theory	3	...
C. Monitor hypothesis	D. Cognitive development theory		
 - In a reading comprehension lesson, Leila asked her students the following questions:
 - *What three questions would you ask the main character if you met him/her?*
 - *Can you think of another story with a similar theme or main character?*
 Which skill is Leila targeting from these questions?

A. Understanding information	B. Analyzing events	4	...
C. Applying knowledge	D. Evaluating information		
- In her English class, Samira tries to cater for all her students' needs and learning styles. Which learning activity would work best for her kinesthetic learners?
- | | | | |
|---|--|---|-----|
| A. Describing actions in a set of pictures. | B. Listening to a song and filling in a chart. | 5 | ... |
| C. Presenting a puppet show. | D. Watching and discussing a video. | | |

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امتحان الشهادة المعمدة لتوليف الدرجة الأولى من إطار أمانة التعليم الثانوي - الدورة سبتمبر 2021 - الموضوع الصفحة : 2 على 16
المادة - اختبار في جداول جدول مادة الخمس - اللغة الإنجليزية

6. In a listening lesson, Ahmed used the following activity:
- Working in small groups, learners listen to separate small parts of a longer recording; each group listens to a different part.
 - They then meet up, in groups of four, with people from groups that listened to other parts of the recording.
 - They report to each other the gist of what they have listened to and compare ideas and reach a conclusion or consensus or complete a task. This activity is called
- A. Live listening. B. Jigsaw listening.
C. Interactive listening. D. Deep listening.
- 6 ...
7. In her speaking class, Amina has decided to offer students a choice of being graded either on their informed participation in a discussion or on writing a reflective essay after the discussion. Is this an appropriate way to assess students' speaking skills?
- A. Yes, it encourages all students even the shy ones to demonstrate their learning.
B. No, some students may choose not to participate if they are not graded on participation.
C. No, it is not appropriate to assess students in discussion lessons.
D. Yes, it helps to differentiate between students in assessing oral abilities.
- 7 ...
8. In teaching vocabulary to his students, Karim usually makes use of the following strategies: repetition, memorization, translation, grouping words and guessing. Which of the following vocabulary learning strategies is Karim fostering in his classes?
- A. Cognitive strategies B. Metacognitive strategies
C. Affective strategies D. Social strategies
- 8 ...
9. In Rachid's class, teams of students study their vocabulary together each day. After this, they practice the words and complete a related task together. At the end of the week, Rachid gives each student a graded quiz on the vocabulary. The individual grades are averaged to give the team a total score, and the teams whose scores improve win prizes.
- This is an example of the use of
- A. cooperative goal and individual reward structures.
B. cooperative task and competitive reward structures.
C. personal goal, cooperative task, and cooperative reward structures.
D. the jigsaw approach to cooperative learning.
- 9 ...
10. When discussing the phenomenon of brain drain, Mourad, one of the students, can't find the word 'diaspora', which the teacher has already presented, and he replaces it with a complete sentence. In this case, the teacher should
- A. draw the student's attention to the importance of vocabulary.
B. interrupt the discussion and ask the student to provide the right word.
C. stop the student and ask others to provide the right word.
D. let the student continue and then highlight the importance of this technique.
- 10 ...

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امتحان الشهادة المعدلة لولوج الدرجة الأولى من إطار أمانة التعليم الثانوي التأميني - حوزة جندوب 2021 - الموضوع الصفحة : 3 على 16

المادة : اختبار في عينات اختبار مادة اللغتين ، اللغة الإنجليزية

11. Youness is a high school English language learner. His teacher never corrects his speaking or writing mistakes because he believes that making mistakes is a stage within the learning process. When the teacher recognizes that Youness has avoided a mistake that he has been making, he feels satisfied as he understands that his classroom practices have managed to take Youness one stage ahead. The practices of this teacher are more likely to be informed by
- A. the behavioristic theory. B. the sociolinguistic theory.
C. the interlanguage theory. D. cognitive code learning theory.
- 11 ...
12. Nabil and three other students in his class are special needs students. From their early years, they have been facing different health problems. However, they study in mainstream classes and they have never been given any kind of special treatment in their school. Their teachers believe that treating them in a different way is more likely to give them a negative impression and to make them feel that they are different or 'not normal'. However, for assessment purposes, their school decided to provide Nabil and his other classmates with a special test format and more time to finish the test. Which of the following would be your judgment of this situation?
- A. The school's decision will lead to more differences and conflicts between learners.
B. Giving Nabil and his mates a special test will make their self-esteem deteriorate.
C. The school's decision will lead to more justice and reliability in its assessments.
D. The school's decision will make the test less reliable as some students will take a different test.
- 12 ...
13. Nissrine is teaching the unit of "Culture" to secondary school students. The reading text is about an unfamiliar celebration in Asia. Nissrine thought that the text may not interest her learners. So, she decided to use another text about a celebration which is familiar to learners in their culture. In this case, which of the following processes is Nissrine following?
- A. Individualizing. B. Localizing. C. Restructuring. D. Socializing.
- 13 ...
- A language syllabus is a list of items to be taught in a certain language teaching context or program. However, in many cases a syllabus is accompanied with things more than a list of items. Which of the following may NOT be associated with a language syllabus?
- A. A set of unit and lesson plans and test samples.
B. An introduction to the teaching approach and philosophy.
C. A description of the expected teacher's and learners' roles.
D. A description of the expected learner's profile.
- 14 ...

لا يكتب أي شيء في هذا الإطار

امتحان اللغة العربية الممنوعة لولوج المرحلة الأولى من إطار مسانحة التعليم الثانوي التأهيلي - الدورة حنوفر 2021 - الموضوع الصفحة : 4 على 16
المادة : اختصار في حياض الحديث مادة النحس ، اللغة الإنجليزية

15. During today's lesson, which is an introduction to the theme of the unit, Brahim is very excited and he prepares a set of ten questions about the topic of 'sustainable development' and he orally asks learners to take turns and answer the questions one after the other. Brahim is very satisfied with his performance today because he feels that learners have benefited from his previous class and from other subjects as they have a lot of knowledge about the new theme, which would make his task easier. While asking the questions, Brahim also writes some of the ideas on the board. Before learners leave the class, he asks them to provide words related to the topic and he fills in a word map on the board with the word which each individual student provides. At the end, learners are given some time to copy the notes into their notebooks.

If you were observing this lesson, what would be your judgment?

- A. The lesson is less successful because it is teacher-centered.
- B. The lesson is successful because students have shared and learned a lot of ideas.
- C. The lesson is characterized by a variety of learner-centered activities.
- D. The lesson shows that learners have benefited a lot from their other classes.

15 ...

16. During the correction of the writing productions of his learners, the teacher observed that students make mistakes such as 'powerful coffee', 'expensive advice' and 'make his homework'. The teacher is worried about the best way to deal with this kind of language in his class. Which of the following do you think is more appropriate to address this issue?

- A. To provide equivalents in learners' native language.
- B. To teach such phrases using situations or examples.
- C. To focus more on contrasting aspects of languages.
- D. To allow their use since they don't interfere with meaning.

16 ...

17. In one of her vocabulary lessons, Mrs. Nada set as her objective: 'to train learners on how to use an electronic dictionary'. For this objective, she used her laptop and internet connectivity and she asked learners to work in groups and to look up the meaning of four adjectives of height and weight (*tall, short, slim, fat*) using an electronic dictionary of her choice. In a subsequent functions lesson she asked learners to describe their classmates using the same words and she was surprised by the fact that almost none of the pairs she asked to work together could describe his/her classmates. Where do you think the problem is?

- A. Nada should have used the right dictionary.
- B. She should have allowed her learners to choose the dictionary they are familiar with.
- C. She should have taught the words following the objectives of the functions lesson.
- D. She didn't achieve the objectives of her first lesson.

17 ...

لا يكتب أي شيء في هذا الإطار

16 على 16

امتحان الشعبة المعنية لولوج الدرجة الأولى من إطار مساندة التعليم الثانوي التأهيلي - حوزة حادير 2021 - الموضوع الصفحة : 5 على 16
المادة ، اختبار في حادير حادير ، مادة النفس ، اللغة الإنجليزية

18. In his lesson of teaching the speech act of 'complaining', Hassan started his lesson by explaining the word 'to complain' in Arabic. He later asked students to read a conversation on the textbook and answer two comprehension questions. At the same time, the teacher presented a set of vocabulary items including *certificate*, *employment*, *draw money*, etc. He then presented a list of expressions related to 'how to complain' and 'how to respond to a complaint' and he wrote them on the board. By the end of the lesson, the teacher asked learners to prepare dialogs about the function he presented. This is one of the dialogs students produced:

Secretary: I asked you earlier to prepare an employment certificate for me. Why did you forget?

Manager: I'm really sorry. I'll try to do it right now.

The students produced such a dialog because the teacher

- A. didn't provide students with enough vocabulary.
- B. didn't present enough expressions related to the speech act.
- C. didn't teach the social aspect of the expressions.
- D. didn't allow students enough time to prepare the dialog.

18 ...

19. After presenting the passive voice with its different transformations, Nabil asked the learners to do different practice exercises. After the correction, the teacher assigned a free production task in which he asked learners to re-write given sentences in the passive form by making the necessary changes. Assou, one of Nabil's colleagues, who was observing the lesson, made the comment that the production task was not appropriate. Which of the following would be a good justification of Assou's comment?

- A. The task didn't specify if students should work individually or in pairs.
- B. The task should be done in speaking rather than in writing.
- C. The task shouldn't be restricted in its content and output.
- D. Learners should be given the context of the sentences first.

19 ...

20. In his grammar lessons, Hassan does not teach learners only the forms and how they are used. He goes beyond this and focuses on teaching learners that certain syntactic constructions are most often used with a limited set of related verbs. An example of this is the ditransitive construction 'subject + verb + indirect object + direct object' which is most often expected with verbs related to 'give'. This approach is mostly related to

- A. The generative grammar theory.
- B. Construction grammar theory.
- C. Lexical priming theory.
- D. The behaviorist theory.

20 ...

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المادة : اختراع في جود الحنون خاصة التدريس : اللغة الإنجليزية

21. In her lesson of teaching the simple present with adverbs of frequency to common core learners, Nouhaila started the lesson by asking the students to read a short text which includes adverbs of frequency. Learners answered a few questions about the text. Next, Nouhaila presented the different spelling forms of the verbs with the third person singular in the simple present. The verbs she dealt with as examples are: *play, stay, teach* and *sneeze*. In the following stage, Nouhaila introduced the adverbs of frequency by focusing on their position before or after the verb. To illustrate this, she gave the examples: 'He *often* goes to school' and 'I am *always* busy'. Nouhaila asked learners to fill in blanks with the right adverb of frequency before she finally asked them to provide examples of sentences with adverbs of frequency. Which of the following stages was not conducted appropriately by the teacher?

- A. Presentation and practice
- B. Presentation and checking
- C. Practice and production
- D. All of them

21 ...

22. As an objective for his reading comprehension lesson, Mahdi wrote on his lesson plan: '*learners will have practice in predicting what the text is about.*' The teacher started the lesson by pre-teaching a few words from the text. To activate learners' background knowledge, the teacher asked learners to do a first silent reading of the text. He then asked them to answer a general question about the text before dealing with more specific questions which are related to details.

Which of the following would be the most accurate evaluation of Mahdi's reading lesson?

- A. Mahdi's lesson is well-structured and organized.
- B. Students didn't have the opportunity to practice skimming strategies.
- C. The teacher shouldn't pre-teach vocabulary before skimming for the gist.
- D. The teacher didn't address the objective of the lesson appropriately.

22 ...

23. In his reading class, the teacher started the lesson by asking learners to open their books on page 67. She then assigned one of the students to read the text loudly. Next, the teacher did a second loud reading. Learners were then asked to work in pairs and answer questions related to specific information in the text. A correction session followed. Which of the following reading comprehension strategies is the teacher developing in her lesson?

- A. Predicting
- B. Questioning
- C. Inferring implicit information
- D. None of the above

23 ...

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المادة : اختبار في حياضات مادة النفس ، اللغة الإنجليزية

24. During the correction of local exams, a group of four raters started the correction at different times on the first day. On the second day they all came early and they had a short discussion about their correction experience of the previous day. They also discussed and agreed upon a set of criteria which they should adopt in their correction of the remaining test papers.
Which of the following test qualities will be affected in this situation?

- A. Construct and content validity
- B. Intra and Inter-rater reliability
- C. Practicality and face validity
- D. Test administration reliability

24 ...

25. During a training session, the teachers were exposed to Ausubel's meaningful learning theory. They learnt about the importance of using graphic organizers to help learners learn the content of the unit in a more structured and better way. Which of the following teachers did **NOT** use an activity which applies the principles of meaningful learning?

- A. Ali started his reading class by asking learners to read the text and summarize the main ideas using a Venn diagram. These ideas are shared later with the whole class.
- B. Brahim started his writing class by asking learners to work in small groups and complete different charts with information about the topic they will write about.
- C. Latifa teaches vocabulary by asking learners to use their dictionary and explain the words to each other. The definitions of the words are memorized.
- D. Moujan taught the simple past by asking learners to read a short text and to complete a timeline with events from the text. Learners were asked later to write sentences of their own.

25 ...

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العادة ، اختيار في حينه المذكور عادة التخصص ، اللغة الإنجليزية

26. In teaching the present perfect, Sanae started the lesson by reading three model sentences which she wrote on the board (one affirmative, one negative and one interrogative). She underlined the present perfect form in the sentences. Then, she asked learners to tick the correct option about the following: 'have + verb past participle' is used for: simple present simple past present perfect. Then, as a practice activity, the teacher asked learners to provide the past participle form of five regular and five irregular verbs. The students successfully provided the right forms using the list of verbs at the end of their textbooks. For the 'checking understanding' stage, the teacher asked learners to choose among three sentences the one which is in the present perfect. Given the objectives of teaching grammar in the Moroccan secondary schools, which of the following would be the most appropriate judgement to form about the lesson?
- 26 ...
- A. The lesson objective is not clear and it wasn't shared with learners.
B. The 'checking understanding' stage was not conducted appropriately.
C. Learners should provide the past participle of more verbs in the practice stage.
D. Learners won't be able to use the present perfect appropriately.
27. During a post-lesson discussion, Mouna's supervisor made the observation that the lesson did not cater for a variety of learning styles and preferences in her class. The supervisor raised the need for differentiating instruction. Which of the following activities would be the best practical follow up to the supervisor's remark?
- 27 ...
- A. Mouna asks learners to watch a video about climate change and to answer comprehension questions. Before the lesson, Mouna makes sure that all the questions are simple and clear. Learners write answers to their questions and they share them during the correction stage.
B. Mouna divides the class into groups of four. She gives them different reading texts and she asks them to present their answers either orally or in writing.
C. Before asking her class to read the text, Mouna presents a set of vocabulary items using pictures. Learners are then asked to work in pairs, read the text and fill in a chart with the appropriate information from the text.
D. At the end of the unit on 'Technology', the teacher asks her Common Core learners to prepare a project in which they collect pictures related to the different devices they have at home. The students are required to stick the pictures to a flipchart and they later share their projects with the class as oral presentations.

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امتحان الشهادة المعمدة لولوج الدرجة الأولى من إطار أمانة التعليم الثانوي التأهيلي - الدورة سبتمبر 2021 - الموضوع الصفحة : 9 على 16
المادة : اختيار من حيث الاختيار مادة التدريس : اللغة الإنجليزية

28. For today's reading comprehension class, the teacher decided to use a text about Maradona, his most adorable football player. After a brief brainstorming activity about famous football players and teams, which the teacher also used to highlight key vocabulary, he showed learners a short video of the football player scoring goals on different occasions. Then, he asked them to read the player's biography and do some related comprehension tasks. However, the teacher noticed that the class unusually were talking to each other and giggling.

- Which of the following could be the reason behind learners' behavior?
- A. The teacher missed activating background knowledge
 - B. Learners couldn't answer the questions because the teacher didn't pre-teach vocabulary.
 - C. Learners were not interested because reading comprehension is boring.
 - D. Learners didn't find the topic of the text interesting or appealing.

28 ...

29. Among the aims of teaching English language in the Moroccan context is to equip learners with intercultural competence. Which of the following tasks is **unlikely** to develop this competence?

- A. Asking learners to read a text about Christmas and express their attitudes towards this celebration.
- B. Teaching learners how to make a request appropriately using the right expression.
- C. Analyzing the linguistic elements of the foreign language and how they differ from those of L1.
- D. Watching a video about Mahatma Ghandi and his fight for the liberation of his country.

29 ...

30. Nick is a teacher who believes that language learning is a cognitive process which develops as a result of carrying out continuous 'computational' operations on the language input as it is used by its speakers. From this input, a language learner, either in L1 or L2, collects data about how items of language, such as those of grammar or lexis, are used based on two main factors: their frequency and contingency of occurrence. Nick provides learners with a rich amount of language input which he works on so as to make the target items salient and frequent enough for learners to notice and draw conclusions about how the language is used.

Nick is more likely to be influenced by the principles of

- A. usage-based linguistics.
- B. generative linguistics.
- C. structural linguistics.
- D. Sapir-Whorf hypothesis.

30 ...

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المادة : اختبار في جدالات مادة الفلسفة ، اللغة الإنجليزية

31. Nancy is a teacher who is not very enthusiastic about using technology in her teaching practices. She wrote her last test by hand and she made two copies of the same test on one page. She then made copies of the test in a photocopy center outside school. Later, she discovered two problems with this test: First, some students were able to get one part of the test before the test administration day. Second, the copies she handed out to her students were not very clear as there were spots of ink on different parts of the test, sometimes covering a whole question.

Which of the following test qualities is more likely to be affected in this case?

A. Content validity

B. Construct validity

C. Test reliability

D. Test authenticity

31 ...

32. In a listening lesson, after pre-teaching some vocabulary items, Mr. Adams asked learners to listen to a conversation in which English native speakers talk about their daily routines. However, the students found it difficult to answer comprehension questions.

Which among the following could the teacher have used before listening to help learners with their listening comprehension?

A. Reading a paragraph about the same topic.

B. Practicing the difficult words through a few mechanical exercises.

C. Revising some grammatical items which are used in the listening passage.

D. Practicing the pronunciation of selected words from the listening passage.

32 ...

33. To start the new unit about 'Women in Society', the teacher asks students to work in a group of four and share their ideas about the situation of women in our society. Following this, learners were given four graphs and they were asked to answer a few questions about the statistics and figures on the graph. After the correction, the teacher asks learners to work in pairs and write a short paragraph in which they summarize the information on the graphs and express their opinion about it.

Which of the following reading comprehension skills is NOT targeted in this lesson?

A. Evaluating and reacting to views

B. Skimming for the gist

C. Scanning for specific information

D. Activating prior knowledge

33 ...

34. Salma always likes to give her students challenging tasks. In one of her classes she provided learners with a text about 'the effects of globalization on developing countries'. The class read the text and answered some comprehension questions. Next, they were asked to write a few lines about how the world will look like in ten years' time, in the light of the changes happening now. In a subsequent session, learners were asked to underline all the passive sentences in the text. With the help of the teacher, they worked out rules about how the passive is formed in English.

These learners are more likely to be in the developmental stage of

A. concrete operations

B. formal operations

C. sensory-motor operations

D. bodily-kinesthetic operations

34 ...

لا يكتب أي شيء في هذا الإطار

16 طر 11 - الموضوع الصفحة : 2021 - دورة صيف

امتحان اللغة العربية لولوج الدرجة الأولى من إطار أمانة التعليم الثانوي - دورة صيف
المادة : اختيار بين جدائل مادة اللغتين : اللغة الفرنسية

35. Nadia believes that the Moroccan syllabus and textbooks put less emphasis on the teaching of listening. Therefore, she has prepared a list of listening skills to target in her own classes. Which of the following skills is **unlikely** to be included in Nadia's list?
- A. Identifying the speaker's mood from intonation.
 - B. Identifying individual sounds in a conversation.
 - C. Changing or shifting the topic when a speaker is being offensive.
 - D. Understanding a speaker's intention from his tone.

35 ...

TASK TWO: (6 pts; 1 pt each)

After teaching a unit about the theme of culture, Moha decided to administer a test in reading comprehension. He set as objective for the test to check students' ability to use the reading strategies context. Read the test on the next page and identify six problems which are likely to affect its quality. (Give only examples from the test).

The test problems are:

1.
2.
3.
4.
5.
6.

لا يكتب أي شيء في هذا الإطار

امتحان الشهادة المعتمدة لولوج الدرجة الأولى من إطار امتحان التعلوه الثانوي التأهيلي - الدورة حنبر 2021 - الموضوع الصفحة : 12 على 16
العادة - اختيار بين جدائل عادة التخصس - اللغة الإنجليزية

Level	1st year bac.
Target skill	Reading comprehension
Duration	1 hour
Target strategies	Skimming - scanning - inferencing - understanding words in context

Some cultural aspects of Britain

Respect of privacy underlies many aspects of British life. It is not just privacy in your own home which is important, but the individual's right to keep information about himself or herself private is also important. Despite the increase in informality, it is still seen as rude to ask people what are called « personal » questions unless you know them very well. Notice that conventional formula on being introduced to someone in Britain, « how do you do ? » is not interpreted as a real request for information at all ; the conventional reply is not to « answer the question » but to reply by saying « how do you do ? »

The British are always talking about the weather. Unlike many people, this stereotype is actually true to life. But constant remarks about the weather at chance meetings are not the result of polite conventions. They are not obligatory. Rather, they are the result of the fact that , on the one hand, to ask personal questions would be rude while, at the same time, silence also would be rude. The weather is a very convenient topic with which to « fill the gap ».

British people give a relatively high value to the everyday personal contacts that they make. It is certainly true that working man's club, or the numerous other clubs devoted to various sports and pastimes play a very important part in many people's lives. In these places people make contacts with other people who share some of the same interests and attitudes. For many people these contacts are an important part of their social identity.

A. Which of the following is the main idea of the text?

- The British people have different cultural aspects.
- Stereotypes about the British people.
- The British people prefer to talk about the weather as a way to start the conversation.

B. Are these sentences true or false?. Justify

- Most British people are reserved.
- Talking about the weather in Britain is a stereotype.

C. Answer these questions according to the text.

- Why do British give priority to privacy ?
- In your opinion, do British people inside clubs talk about personal issues ? why ?

D. Complete the following sentences.

- In Britain the question « How do you do ? » doesn' t need
- In Britain, keeping silent is also
- The British give too much importance to privacy because.....

E. What do the underlined words in the text refer to?

- them
- this stereotype

F. Find in the text words or expressions meaning the same as

- answer (paragraph 1)
- handy (paragraph 2)

لا يكتب أي شيء في هذا الإطار

16 على 13 - الموضوع الصالحة : 2021 - حورة حيدر

امتحان الشفاهة المعنية لولوج الدرجة الأولى من إطار أمانة التعليم الثانوي التأهيلي - اللغة الإنجليزية
المادة - اختبار في حوسبتك مادة الخمس - اللغة الإنجليزية

TASK THREE: (6 pts)

On a social networking site, Yassir, a teacher of English, reported a classroom management incident. Read Yassir's statement and answer the questions below.

"Today, I completely lost control over my class. There was too much noise but I don't know the reason. I was going to write a report, but the whole class was making noise which would make writing a report useless. What do you think I should do in this case so that this scenario will not happen again next time. By the way, this is the first time this happens to me and the class is too weak."

1. List three possible reasons behind students' misbehavior. (3 pts; 1 pt each)

1.
2.
3.

2. If you were in Yassir's place, what strategies would you opt for to restore order and continue the lesson? (2 pts; 1 pt each)

1.
2.

3. How can the label 'weak class' affect Yassir's way of dealing with the situation? (1 pt)

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لا يكتب أي شيء في هذا الإطار

امتحان الشعبة المصرية لولوج الدرجة الأولى من إطار أمانة التعليم الثانوي التأهيلي - الدورة جندوب 2021 - الموضوع الصفحة : 14 على 16
الغاية : اختبار فهم حيداً للتحولات خاصة التدريس - اللغة الإنجليزية

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TASK FOUR: (10 pts)

The following are the procedures which were followed in a writing class. The teacher who presented the lesson evaluated it in a post-lesson discussion as 'successful' and he said that it achieved its objective.

Lesson objective: By the end of this lesson, learners will be able to write an article about 'early marriage.'

Activity	Teacher's role	Students' role	Duration
1. Learners watch a short video on 'early marriage'.	Teacher prepares materials and video	Students watch the video.	15 mns
2. Students work in pairs and answer four questions about the video, followed by class discussion.	Teacher monitors students' work	Pair work /answering questions	10 mns
3. I summarize the most important information about the video and write it on the board.	Teacher writes the ideas on the board	Students copy the ideas	5 mns
1. I explain the writing task to students and what is expected as a product.	Making the task clear/guiding	Listening to instructions	2 mns
Students work in groups and write a short article as required (maximum 100 words).	-----	Each group writes one article.	10 mns
A student from each group reads out their product to the class.	-----	-----	2 mns
Correction of a model on the blackboard.	Teacher corrects spelling, punctuation and grammar mistakes	Students copy the corrected paragraph	10 mns

List four problems with this writing lesson. (4 pts; 1 pt each)

1.

.....

.....

.....

لا يكتب أي شيء
في هذا الإطار

مادة اللغة العربية - حصة 15 من 15
امتحان الشهادة المهنية لتوليد الدرجة الأولى من إطار امتحان التعليم الثانوي التأهيلي - حصة 15 من 15
المادة : اختيار من حيث أنتهت مادة التخصص : اللغة الإنجليزية

Structure this lesson plan using the process approach to writing. (6pts)
Objective: By the end of this lesson, learners will be able to write an article about 'early e.'

Activity	Teacher's role	Students' role	Duration

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امتحان الشهادة المعدية لولوج الدرجة الأولى من إطار امتحان التلاميذ الثانويين - الدورة جويلية 2021 - الموضوع الصفحة : 16 على 16
المادة : اختيار غير محدود مادة التخصص : اللغة الإنجليزية

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TASK FIVE: (3 pts; 0.5 pt each)

Fill in the blanks with appropriate words. The first letter of each word is given.

Textbook adaptation refers to changes the teacher makes to the book to make it more suitable to a particular class. Changes could be done through various adaptation strategies. Maley (1998) and McDonough and Shaw (1993) came up with different strategies to be implemented while adapting materials. The first strategy is a _____ which is related to extending the existing material by including more of the same material to increase its quality and effectiveness. The second strategy is o _____ materials which are not appropriate for the target learners either on a small or large scale. When the material is reduced quantitatively, it is referred to as subtracting while abridging is about the changes made to the methodology. Another strategy is modifying which involves an internal change that can be implemented in any aspect of the material. While rewriting is usually done to cater for students' i _____ and their backgrounds, r _____ happens when the teacher changes the organization of activities to suit the number of students, classroom size, and so on. Furthermore, researchers added more adaptation strategies to be implemented in classroom settings. They indicated the importance of s _____ as a type of rewriting activity to aid with student comprehension. Similarly, using the replacement strategy helps the teacher replace the material with something more suitable. Lastly, with the use of the branching strategy, the teacher adds options to the existing activity or suggests a _____.

END OF EXAM