

رقم الامتحان .....		امتحان الكفاءة المهنية لولوج الدرجة الأولى من إطار أساتذة التعليم الثانوي الإعدادي دورة جندب 2021 الموضوع		الجمهورية الجزائرية الديمقراطية الشعبية وزارة التربية الوطنية والتعليمات وتكوين الكوادر المهنية المركز الوطني للتعليم والامتحانات	
الإسم العائلي والعائلي		تاريخ ومكان الإحباط		التخصص: اللغة الانجليزية	
1	المعامل	3 ساعات	مدة الإجتاز:	المادة : اجتبار في بيداكتيك مادة لتخصص	

خاص بكتابة الامتحان	نقطة قنهية على 20 بالأرقام ..... والحروف .....	التخصص : اللغة الانجليزية المادة : اجتبار في بيداكتيك مادة التخصص
الصلحة : 1 على 16	اسم المصحح وتوقيعه : .....	ورقة الإجابة

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

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1. Occasionally, Chakib tries to raise students' awareness of language. He recently told his colleagues that he had tried a set of activities which worked pretty well. Which of the following activities did he use to help his students develop an understanding of the different parts of speech?

- A. He showed them how to derive antonyms by making morphological changes.
- B. He asked them to compare passive and active structures in a text.
- C. He showed example sentences to help explain how words function within a sentence.
- D. He wrote examples of nouns on the board and had students identify what all the words have in common.

1	.....
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2. In a writing activity, Rachida asked her students to work in pairs and read each other's writing and identify ideas that need clarification. She also asked them to consider the organization of their paragraph to ensure that information is presented in a logical order. At which stage of the writing process can these activities be used?

- A. Publishing      B. Revision      C. Drafting      D. Editing

2	.....
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3. In a reading comprehension lesson, Samira is trying to encourage her students to talk about the strategies that helped them work out meaning. So, she writes the following sentences on the board and asks the students to complete them as they read or after they finish reading.

- *As I read this text, I used the following strategies to help me understand ...*
- *In this piece of text, I used ... strategies. Over here, I used the ... strategy.*

Samira's objective from this activity is to develop students'

- A. cognitive strategies.
- B. metacognitive strategies.
- C. fix up strategies.
- D. organizational strategies.

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# في هذا الإطار

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المادة : اختبار في جهاجتك خاصة التخصص ، اللغة الإنجليزية

4. Mr. Nasri, an ESL teacher, is teaching young students which English alphabet letters represent which English speech sounds. Mr Nasri's aim is to help his students develop their

- A. speaking skills    B. reading skills    C. listening skills    D. writing skills

4

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5. In a vocabulary lesson about 'furniture', a teacher asks students to describe their bedrooms. One of the students doesn't know the word 'bedside table' and gives the following description instead: "That stuff near your bed on which you put a lamp." The teacher reacts: "Great, it's called bedside table." Which competence is the teacher encouraging?

- A. Linguistic competence    B. Discourse competence  
C. Sociolinguistic competence    D. Strategic competence

5

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6. When teaching EFL to a group of students whose mother tongue is French, Nisrine complains about the frequent use of the expression "I'm agree" instead of "I agree". How should Nisrine help her students?

- A. Teach them how to transfer from their L1 to L2.  
B. Forbid the use of L1 in her English classes.  
C. Ask the students' French teacher to help her.  
D. Help students through consciousness raising tasks.

6

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7. Loubna is teaching Spanish in a high school. She's attracted by the way Mexicans dress, cook and celebrate weddings. She designs activities about Mexican food, songs and celebrations. These activities are likely to help learners develop

- A. intrinsic motivation    B. instrumental motivation  
C. affective strategies    D. intercultural competence

7

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8. Gloria teaches English to kids. To the question "What did you do yesterday?" they often give answers such as: "I play with dog".

The two errors (failure to use past simple and the definite article) are examples of

- A. avoidance errors.    B. developmental errors.  
C. fossilized errors.    D. interference errors.

8

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# لا يكتب أي شيء في هذا الإطار

امتحان اللغة المنجزة لاول مرة الاولى من اطار امتحان التعلّم الثانوي الإعدادي - دورة جويلية 2021 - الموضوع لصحة : 3 على 16  
الماحة ، اختيار في هذه المكونة مائة النسخ ، اللغة الانجليزية

9. Miss Nassim does everything to make learning in her classroom fun. To help her students remember the seven coordinating conjunctions in English: For, And, Nor, But, Or, Yet, So, she uses the phrase "FAN BOYS". This phrase is an example of a 

9	.....
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- A. summarizing tip    B. review device    C. mnemonic device    D. phonic tip
10. Jane and her colleague James are at the office. At a specific moment Jane said: "It's a bit cold in here!" James stood up and closed the window. Which of the following activities can be used in an English language class to develop the competence illustrated in this situation? 

10	.....
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- A. Watching videos featuring similar real life situations and discussing what happened.  
B. Using conversations which include different phatic expressions.  
C. Drilling and learning a set of expressions of politeness.  
D. Using conversations which include expressions with different levels of formality.
11. In her lesson plans, Miss Karam never fails to include at the beginning of the unit a vocabulary quiz on major terms and concepts in the new unit. Such an assessment can identify students who 

11	.....
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- A. have prior knowledge of the theme of the unit.  
B. will not need clear instructions to do tasks.  
C. are not interested in the topic of the unit.  
D. have effective reading strategies.
12. When introducing a new topic, Mr. Razki asks all students to list what they know about the topic. The teacher then asks the students to mark their lists by indicating which ones are facts, fiction, or opinion. Such an activity would allow 

12	.....
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- A. the teacher to note preconceptions and misconceptions.  
B. the students to develop their affective skills.  
C. the teacher to identify students who are good at taking notes.  
D. the students to create extensive vocabulary lists.

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# لا يكتب أي شيء في هذا الإطار

امتحان القواعد المنبئة لولوج الدرجة الأولى من إطار أمانة التعليم الثانوي الإعدادي - حوزة جليلبر 2021 - الموضوع الصفحة : 4 على 16  
المادة ، اختبار في مواد الترتيب مادة التدريس ، اللغة الإنجليزية

13. For his reading lesson, Mr. Senhaji had the students sit in groups. They discussed information in their group and were then rearranged into new groups: one student from each of the initial groups shared the group information with the others. Which of the following activities was displayed in this lesson?

- A. Role-playing    B. Cooperative learning    C. Think-pair-share    D. Flipped learning

13    .....

14. After initial instruction, some students in Mrs. Raqi's 9<sup>th</sup> grade class still appear to be struggling with a reading sub-skill. The teacher is planning to provide students with activities to fix this problem. Before that, she should find out what is hindering comprehension. Which of the following assessments would best aid the teacher?

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

14    .....

15. Mr. Razine invited a colleague to comment on his reading comprehension test before administering it to his students. The colleague drew Mr. Razine's attention to the large number of multiple choice questions used to test comprehension of a text. Mr. Razine decided to use different testing techniques. Which of the following would NOT be used to test reading comprehension?

- A. convert the text into a conversation.  
B. do a jigsaw task using the same text.  
C. do a cloze task on the text.  
D. write a brief summary of the text.

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15    .....

16. Mrs. Imani asked her students to fill in the blanks in a series of sentences with the right verb form as she wants to check whether the objective of the lesson was achieved. The objective was: "By the end of the lesson students will be able to use the past simple tense to talk about events that happened in the past"

- The task she gave to the students
- A. is not aligned with the objective.    B. cannot differentiate between the students.  
C. cannot be used to test grammar.    D. can effectively test the fluent use of 'the simple past'.

16    .....

# لا يكتب أي شيء في هذا الإطار

امتحان الشهادة المعدية لولوج المرحلة الأولى من إطار أمانة التعميم الثانوي الإعدادي - دورة حوثير 2021 - الموضوع الصلحة : 5 على 16  
المادة : اختبار في ميدانتيك مادة التدريس ، اللغة الإنجليزية

17. Mr. Tahiri is teaching a listening lesson. Before students listen to a speech on disease prevention by a famous doctor, they read a couple of sentences and answered a prediction question about the topic of the speech. The teacher

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- A. has inappropriately mixed reading and listening.
- B. should have asked the students to answer in writing.
- C. should have left the question till after the students have listened to the speech.
- D. has proceeded in accordance with the guidelines on teaching listening.

17 .....

18. In his lesson on 'weather', Mr. Kadiri started by playing a 2-minute video showing different weather conditions accompanied by funny music. The video is used

- A. as a lead-in.
- B. for differentiation.
- C. as a wrap-up.
- D. for assessment.

18 .....

19. As a follow up to a reading lesson, Carla asked her students to summarize the main ideas in the text. Students were given the choice to either write a short paragraph, present their summary orally or draw a set of pictures representing the story in the text. In her reading lesson, the teacher Carla is differentiating instruction at the level of

19 .....

- A. product
- B. process
- C. content
- D. input

20. Amal is a new middle school teacher. She is concerned about disruption patterns in her class caused by some students who continually interrupt lessons. She is worried about her reputation as a successful teacher. More important, Amal knows that too many disruptions will get in the way of student learning. Which of these practices can Amal use to deal with the disruptions and optimize student learning?

- A. Ignoring the problem hoping it will fade away with time.
- B. Making it a class issue and addressing all students equally.
- C. Dealing with each individual misbehavior independently.
- D. Exploring the causes of disruptive behavior and possible solutions.

20 .....

# لا يكتب أي شيء في هذا الإطار

امتحان الشهادة المهنية لتوليد المعرفة الأولى من إطار أسانحة التعليم الثانوي الإعدادي - دورة حننبر 2021 - الموضوع فصحة : 6 على 16  
المادة : اختيار في حوحدحتك مادة النفس ، اللغة الانجليزية

21. Jamal is a teacher of English who often integrates games into his teaching. He continually stresses the importance of controlling one's reactions and the undesirable wish to win at all costs. What kind of intelligence is Jamal trying to foster in his students?

- A. Creative intelligence  
B. Competitive intelligence  
C. Emotional intelligence  
D. Practical intelligence

21 | .....

22. In setting the instructional objectives for his lessons, Said uses Bloom's Revised Taxonomy. This taxonomy is divided into two major dimensions: Which of the following are the names of those dimensions?

- A. The cognitive and affective dimensions.  
B. The cognitive and psychomotor dimensions.  
C. The knowledge and cognitive process dimensions.  
D. The declarative and procedural dimensions.

22 | .....

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23. Anass is a very bright middle school student but he often disrupts the flow of the lessons. In an attempt to control this, his English teacher sits him in front of his desk for a week. During this time, Anass works very hard to demonstrate self-control, and at the end of the week, he is allowed to go back to his seat. Moving him away from the front and back to the group is an example of

- A. a positive reinforcer.  
B. a negative reinforcer.  
C. a self-control strategy.  
D. intrinsic motivation.

23 | .....

24. Ilham, a middle school teacher, designed a test to be given to each student to determine how much they know in relation to the syllabus she will be teaching for the first time. The average test score was 09/20, a big disappointment. She administered the same test the following week and before any instruction occurred. The average score this time was 12/20. This test violates the criterion of

- A. validity  
B. practicality  
C. reliability  
D. objectivity

24 | .....

# في هذا الإطار

امتحان الشهادة المهنية لولوج المرحلة الأولى من إطار أمانة التعليم الثانوي الإعدادي - دورة سبتمبر 2021 < الموضوع الصلحة : 7 على 16  
المادة : اختبار في حوسبة الجداول مائة التخصيص ، اللغة الإنجليزية

25. Mrs. Sadak is planning to teach her 9<sup>th</sup> grade students how to tell the time. She wants them to learn how to tell the time. She will relate times to TV program schedules and to school schedules so students will have a purpose for learning this new skill. Which of the following is NOT a prerequisite for Mrs. Sadak's lesson objective?

- A. Identifying the hour hand on the clock face.
- B. Setting a clock face to any given time.
- C. Identifying what A.M. and P.M. refer to.
- D. Knowing that there are 60 minutes in an hour.

25 | .....

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26. In his cooperative learning class, Ilias places his students into groups and gives each student in the group a number. Students are asked a question and they discuss it with their group members. When time is up, the teacher calls a number and all students with that number stand up and take turns sharing what they discussed in their groups. Which is the most appropriate seating arrangement for this cooperative learning lesson?

- A. Cluster seating.
- B. Row and column seating.
- C. Horseshoe seating.
- D. Circle seating.

26 | .....

27. While planning her speaking lesson, Sara wrote the following objective: "By the end of the lesson students will be able to ask for and give personal information." Which of the following activities is unlikely to help her achieve this objective?

- A. Learners learn a list of expressions and vocabulary items.
- B. Learners prepare and share a monologue about themselves.
- C. Learners listen to a recording and practice the conversations.
- D. Learners send and receive audio messages through WhatsApp.

27 | .....

28. For his listening comprehension lesson, Mr.Nadi designs a set of activities that target training learners on bottom-up processing skills. Which of the following tasks CANNOT be used to achieve the lesson objective?

- A. Distinguish individual sounds, word boundaries, and stressed syllables.
- B. Listening for intonation patterns in utterances.
- C. Sequencing the events in a logical order.
- D. Recognizing fillers used in the conversation.

28 | .....

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امتحان الشهادة المهنية لرتبة الدرجة الأولى من إطار أمانة التعليم الثانوي الإعدادي - الدورة جويلية 2021 - الموضوع الصلحة : 8 على 16  
المادة : اختبار في مباحثات مادة الخمس ، اللغة الإنجليزية

29. In a listening comprehension lesson, Lina asked her students to listen to a news summary. In the first listening task, students were asked to put the stories (*foreign news, sports news, weather, local news*) in the order in which they are presented in the news summary. Which listening skill is Lina targeting in the first task?

- A. Listening and identifying places.
- B. Listening for specific information.
- C. Listening for the gist of the news summary.
- D. Listening and transferring information.

29 | .....

30. To support her students in learning vocabulary, Aicha uses different scaffolding strategies. Which of the following is NOT a vocabulary scaffolding strategy?

- A. Using graphic organizer to explain concepts and related words.
- B. Providing students with lists of words to look up in a dictionary.
- C. Posting new vocabulary on a word wall, and review the words daily.
- D. Labeling drawings and pictures to help students make the connection between oral and written English.

30 | .....

31. While preparing a lesson to teach 'the simple past', Ousama included in his lesson plan the following activity: *Read the conversation on the worksheet and underline the verbs that end in -ed.*

In what stage of the lesson do you think the activity would fit?

- A. The guided practice stage
- B. Semi-guided practice stage
- C. Free production stage
- D. Discovery stage

31 | .....

32. After presenting and practicing the present progressive, Noura assigned the following task at the production stage:

Look at the pictures and complete the sentences as suggested.

*Example: John ..... (play/football).*

Which of the following would be a more appropriate alternative to this task for the production stage?

- A. In pairs, match each sentence to the right picture.
- B. Individually, complete the sentences with the right verbs.
- C. In pairs, describe the pictures using the present progressive.
- D. In groups, circle the correct form of the verb from the list.

32 | .....



لا يكتب أي شيء  
في هذا الإطار

امتحان الشهادة المتعددة لولوج المرحلة الأولى من إطار شهادة التعليم الثانوي الإعدادي - دورة سبتمبر 2021 - الموضوع الصفحة : 9 على 16

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المادة : اختصار في حوسبة التعليم ، اللغة الإنجليزية

33. For her reading class, Malika used a one-page story. She first asked learners to look at a picture and select from a set of sentences the one which best reflects the main idea of the story. For the reading phase, the teacher deleted four lines from the middle of the story. After reading the story once, the teacher asked her learners to work in pairs and provide the missing part of the story. Which of the following would be the most relevant objective for this reading lesson based on the above activities?

By the end of the lesson, students will be able to

- A. understand the meaning of words from context.
- B. skim the text for the general idea.
- C. predict information.
- D. interpret events in a story.

33

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4. Using the principles of formative assessment, Anir adopts a variety of practices in his language teaching classes. It seems, however, that not all of Anir's practices are really formative. Which of the following among Anir's practices would you modify if you were to adopt formative assessment in your classes?

- A. Anir uses a short mechanical or meaning-oriented exercise immediately after presenting a grammar lesson in order to check understanding. This exercise pushes Anir back to the beginning of the lesson in so many times.
- B. Anir asks learners to prepare role-plays related to a function he has just taught at home. In class, learners share their role-plays and they receive feedback about appropriateness and accuracy.

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- C. Anir administers a quiz at the end of each unit. He assigns grades to the students and submits them to the administration.
- D. At the end of each unit Anir prepares a survey which allows learners to evaluate their learning of the materials of the unit. The teacher uses the survey as a springboard for his subsequent classroom tasks.

# في هذا الإطار

امتحان الشهادة المعمدة لولوج المرحلة الأولى من إطار أمانة التعليم الثانوي الإعدادي - الدورة ماي 2021 - الموضوع الصفحة : 10 على 16  
المادة : اختيار بين جهاتك مادة التخصص ، اللغة الإنجليزية

35. Mouad has been teaching in secondary high school for more than 10 years. During the 1<sup>st</sup> semester, he was asked to teach 9<sup>th</sup> graders as a sub. In his first class, he wrote the following objective for his writing lesson; "By the end of the lesson, students will be able to write a paragraph about the process of preparing their favorite food." After reading a short text about 'my favorite food' and brainstorming ideas, the teacher asked his learners to work in pairs and write the paragraph. In the second stage of the lesson, the teacher asked learners to read out their paragraphs. However, the students couldn't write more than a sentence. Which of the following would be the most possible reason behind the students' inability to write the paragraph?

- A. The teacher didn't state a clear objective for his lesson.
- B. The objective of the lesson is not realistic.
- C. The objective of the lesson is not authentic.
- D. Asking learners to work in pairs is not appropriate.

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## TASK TWO: (3 pts; 0.5 pt each)

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

Schools use a diverse set of ICT tools to communicate, create, disseminate, store, and manage i\_\_\_\_\_. In some contexts, ICT has also become integral to the teaching-learning i\_\_\_\_\_, through such approaches as replacing chalkboards with interactive digital whiteboards, using students' own smartphones or other devices for learning during class time. When teachers are digitally l\_\_\_\_\_ and trained to use ICT, these approaches can lead to higher order t\_\_\_\_\_ skills and provide creative and individualized options for students to learn. However, before integrating ICT in education, planners must consider e\_\_\_\_\_ the total cost-benefit equation, supplying and maintaining the requisite i\_\_\_\_\_ such as specialized rooms and sophisticated equipment.

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العادة ، اختيار في سياقاتها مادة التخصص ، اللغة الإنجليزية

**TASK THREE: (6 pts; 1 pt each)**

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Research has revealed that using projects in the language classroom plays an important role in fostering both language and life skills. Fill in the chart with examples of 21<sup>st</sup> century skills and practical activities that foster such skills while doing a project.

Examples of 21 <sup>st</sup> century skills	Sample activities that foster the skill in a project
1..... .....	1..... ..... ..... ..... .....
2..... .....	2..... ..... ..... ..... .....
3..... .....	3..... ..... ..... ..... .....

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امتحان اللغة المصغرة لولوج المرحلة الأولى من إطار أنشطة التعليم الثانوي الإعدادي - دورة حادير 2021 - المرحوم/ة الصلحة : 12 ظي 16  
المادة : اختيار بين حيثما تكونت مادة التخصص . اللغة الإنجليزية

## TASK FOUR: (6 pts; 1 pt each)

The Moroccan English language teaching curriculum stresses the importance of helping learners to be autonomous. Fill in the chart with activities which are likely to enhance learner autonomy. Specify the area/skill (reading, writing, grammar...) targeted by the activities.

Areas/skills	activities
1.....	1..... ..... ..... ..... .....
2.....	2..... ..... ..... ..... .....
3.....	3..... ..... ..... ..... .....

# في هذا الإطار

امتحان الشهادة المتعددة لولوج المرحلة الأولى من إطار امتحان التعلّم الذاتي الإعدادي - دورة سبتمبر 2021 < الموضوع الصفحة : 13 على 16  
الطاعة ، اختيار في حين اشتراك مادة النفس ، اللغة الإنجليزية

## TASK FIVE: (6 pts; 1 pt each)

To avoid boredom and monotony in their classes, teachers are recommended to vary activities to cater for different learning styles/intelligences. Complete the following chart with three different activities which target different learning styles / intelligences at the practice stage of a grammar lesson of your choice.

Target grammar item: .....

Lesson stage	Learning style / intelligence	Grammar activity
Practice stage	1. ....	1. .... ..... ..... ..... ..... ..... ..... ..... .....
	2. ....	2. .... ..... ..... ..... ..... ..... ..... ..... .....
	3. ....	3. .... ..... ..... ..... ..... ..... ..... ..... .....

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امتحان الشهادة المعدية لولوج الدرجة الأولى من إطار أمانة التعليم الثانوي الإعدادي - الدورة سبتمبر 2021 - الموضوع الصلحة : 14 على 16  
المادة : اختبار في حياتنا تحت مادة النفس ، اللغة الإنجليزية

## TASK SIX: (4 pts; 1 pt each)

In a vocabulary lesson, you are using the following text to teach the underlined phrases. Complete the chart explaining how you would teach each of them.

### TEXT:

Hi! I'm Jane. I'm a high school student. I usually go straight home after school. I do my homework and then I watch TV or play video games but I really don't want to be a couch potato at the age of 20. So, I have decided to break free from my routine and take up a new hobby. I have joined a basketball team and we play twice a week. We also take part in different competitions. I really enjoy it!

Expression	How to teach it
<u>do my homework</u>	1..... ..... ..... ..... ..... ..... .....
<u>couch potato</u>	2..... ..... ..... ..... ..... ..... .....

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امتحان الكتابة المتميزة لمرحلة السابعة الأولى من إطار أمانة التعليم الثانوي الإعدادي - الدورة جويلية 2021 < الموضوع للصفحة : 15 على 16  
الماحة ، اختبار في مادة التهجئة ، اللغة الإنجليزية

take up

3

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twice a week

4