

خاص بكتابة الامتحان رقم الامتحان	امتحان القادة المهنية لولوج الدرجة الأولى من إطار مؤسسة التعليم الثانوي التأهيلي الدورة فجنبر 2020 الموضوع	 المراكز الوطنية للتكوين والامتحانات
الاسم تاريخ ومكان الملاحظة		
1	المعامل	3 ساعات
المادة : اختار في ديدانك مادة التخصص مدة الإنجاز :		

خاص بكتابة الامتحان الصفحة : 1 على 12	النقطة النهائية على 20 بالأرقام (على المصحح التأكد من أن النقطة النهائية هي على 20) اسم المصحح وتوقيعه :	التخصص : اللغة الإنجليزية المادة : اختار في ديدانك مادة التخصص ورقة الإجابة
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TASK ONE: Choose the correct answer. Write only the corresponding letters in the spaces provided. (10 pts; 1 pt each)

1. A _____ refers to "the types of learning activities, procedures and techniques that are employed by teachers when they teach and the principles that underlie the design of the activities and exercises in their textbooks and teaching resources."
 A. theory B. course C. methodology D. task

1 ...
2. Which of the following theories considers language as the central principal motor of human development?
 A. Socio-constructivism B. Cognitivism
 C. Behaviorism D. Structuralism

2 ...
3. In a process-oriented writing lesson, asking learners to check if their ideas are presented clearly and their texts contain enough details aims at developing learners' _____.
 A. outlining skills
 B. proof-reading skills
 C. drafting skills
 D. revising skills

3 ...
4. For Piaget, when the child is interacting with his/her outside environment, cognitive development occurs through the process of _____.
 A. stimulus-response B. decentering C. association D. scaffolding

4 ...
5. Najib is a Moroccan student who has been studying English in his country for about 8 years. During his first visit to America, Najib could speak accurately and understand the native speakers when they use straightforward language. However, he always fails to understand people's intentions when they use utterances such as 'I'm thirsty' to request a cup of water. Similarly, Najib always feels embarrassed in situations in which he doesn't use the appropriate politeness indicators. In your opinion, the input to which Najib was exposed during his language learning classes in Morocco lacked a focus on developing learners' _____.
 A. linguistic and pragmatic competences
 B. strategic and linguistic competences
 C. sociolinguistic and strategic competences
 D. pragmatic and sociolinguistic competences

5 ...

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امتحان الصفوة الممنوعة لولوج الدرجة الأولى من إطار أمانة التعليم الثانوي التأهيلي - دورة دجنبر 2020 - الموضوع الصفحة : 2 على 12
المادة : اختبار في مبادئ علم مادة التخصص ، اللغة الانجليزية

6. Which of the following learners is making use of metacognitive learning strategies?
- A. Ahmed is a learner who relies on the titles and subtitles to understand the gist of a text.
 - B. While reading, Rachid would always stop and ask himself about the relevance of the procedure he is using to understand the gist of a text.
 - C. When she finds a difficult word in a text, Meriem usually checks her electronic dictionary for the meaning, instead of relying on text clues.
 - D. When he finds a difficult word in his reading text, Ali always looks for clues that would help him understand its meaning.
- 6 ...
7. The 'zone of proximal development' is used by Vygotsky to describe _____.
- A. a theory of language teaching/learning which stresses the role of autonomous learning in cognitive development
 - B. a classroom activity in which the child does a certain task alone without relying on the help of the teacher
 - C. a theoretical principle which describes the relation between a child's behavior when he solves a problem alone and when he solves it with the help of an adult
 - D. a cognitivist theory which maintains that language learning is learnt solely by relying on internal cognitive processes
- 7 ...
8. For his Master's research paper, Ziad decided to study the patterns of verbal and non-verbal communication and the types of social relationships which occur within a classroom. His study will focus on _____.
- A. classroom management
 - B. classroom discourse
 - C. classroom interaction
 - D. classroom behaviour
- 8 ...
9. A textbook designer who adopts a notional-functional approach is unlikely to include _____ as elements of their course.
- A. learning how to tell the time
 - B. learning how to speak about distance
 - C. learning how to be polite in declining offers
 - D. learning how to use the passive voice
- 9 ...

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امتحان الشهادة الوطنية لمواصلة الدراسة الثانوية العامة - جويلية 2020 - الموضوع: الفلسفة : 12 على 12
المادة : الفلسفة : 12 على 12 - مادة الفلسفة : 12 على 12

10. The following 4 objectives are set by four different teachers for their writing classes. Which of the four objectives reflects a product-oriented approach to the teaching of writing?
- A. By the end of the lesson students will learn how to use macro-writing strategies: drafting, revising and editing.
 - B. By the end of the lesson, students will learn how to outline their ideas into appropriate paragraphs.
 - C. By the end of the lesson, students will be able to adjust their texts to the expectations of the audience.
 - D. By the end of the lesson, students will be able to produce a text similar to the one provided by the teacher.

10 ...

TASK TWO: (6 pts; 1 pt each).

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

In language teaching, input refers to the linguistic content of a course. It seems logical to assume that before we can teach a language, we need to decide what to teach. Once (11) c _____ has been selected it then needs to be organized into teachable and learnable units as well as arranged in a rational (12) s _____. The result is a syllabus. There are many different conceptions of a language syllabus. Different approaches to syllabus (13) d _____ reflect different understandings of the nature of (14) l _____ and different views as to what the essential building blocks of language proficiency are, such as vocabulary, grammar, functions or text types. Criteria for the selection of syllabus units include frequency, usefulness, simplicity, learnability and (15) a _____. Once input has been determined, issues concerning teaching methods and the design of classroom (16) a _____ and materials can be addressed. (Richards, 2013, p.5)

TASK THREE: (6 pts; 1 pt each)

Research has revealed that providing learners with constructive feedback is necessary to develop their writing skills. List 3 problems you often encounter in students' writing and suggest appropriate feedback strategies.

Area	Explanation of the problem	Feedback strategies
Form (grammar, vocabulary, spelling, etc.)	17.. ..	18.. ..
		
		
		
		
		

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امتحان الشهادة المهنية للولوج بالمرحلة الأولى من إطار أمانة التعليم الثانوي التأهيلي - الدورة حنبر 2020 - الموضوع الصفحة : 4 على 12
المادة : أخبار في جهاختك مادة التحسس ، اللغة الأدبية

Format (paragraphing)	19.....	20.....
Ideas and content	21.....	22.....

TASK FOUR: (4 pts; 1 pt each)

Learner autonomy has gained paramount importance in the educational spheres in the last few years. In language teaching, many textbooks refer to developing learner autonomy as one of their underlying principles. State **ONE** strategy through which you can target training learners to be autonomous in each of the following areas:

Area	Learner autonomy strategies
Reading comprehension	23.....

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امتحان الشفافة المعنوية لولوج المدرسة الأولى من إطار أمانة التعليم الثانوي التأهيلي - الدورة حنبر 2020 - الموضوع الصفحة : 5 على 12
المادة : اختبار في ديداعك مادة التدريس : اللغة الانجليزية

Writing	24.....
Vocabulary	25.....
Grammar	26.....

TASK FIVE: (4 pts; 1 pt each)

“[...] reading involves [...]an **interaction between thought and language**. The reader brings to the task a formidable amount of information and ideas, attitudes and beliefs. This knowledge, coupled with the ability to make linguistic predictions, determines **the expectations** the reader will develop as he reads. Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world. Two things follow from this. Students must have “conceptual readiness” for each task: reading activities must either hook into the students’ knowledge of the world, or the teacher must **fill in the gaps** before the task is begun. Furthermore, this perspective underscores the importance of **individualized reading tasks** since it is recognized that each student brings special strengths and weaknesses to every activity.” (Clark and Siberstein, 1975, p. 137).

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امتحان الشهادة المهنية لفرع الترجمة الأولى من إطار المؤسسة التعليمية الثانوية – الدورة – ماي 2020 – الموضوع الصفحة : 6 على 12
المادة : اختيار من حيث اختيار مادة التخصص : اللغة الإنجليزية

Explain the underlined phrases in the text.

27.interaction between thought and language:

28.the expectations:

29. fill in the gaps:

30. individualized reading tasks:

TASK SIX: (6 pts; 1 pt each)

There is an increasing awareness among researchers and practitioners that besides teaching single words, formulaic language should gain more ground in teaching foreign languages.

Fill in the chart below with examples of formulaic language and provide a technique you would use to teach them.

Type of formulaic language	Example	How I would teach it
Collocation	31	32.
		
		
		
		
		
		
		
		
		

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المتن: العناية الصحية في الدرجة الأولى من إطار المساعدة العالمية الثانوية - دورة ديسمبر 2020 - الموضوع الصفحة : 7 على 12
المادة : اختبار في ديداكتيك مادة التخصص : اللغة الانجليزية

Idiomat expression	33	34
Phrasal verb	35	36

TASK SEVEN: (2 pts; 1 pt each)

The following conversation took place in an accessories shop between Fatima (a Moroccan high school graduate) and a shop assistant in New York.

Shop assistant: *How can I help you?*

Fatima: No. Thanks.

37. Do you think Fatima's reply is appropriate? If not, how should she reply in your opinion? Explain.

38. What does Fatima's reply suggest about the teaching of functions in our classes?

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امتحان الشهادة المعمدة لولوج الدرجة الأولى من إطار أمانطة التعليم الثانوي التأهيلي - دورة جندبر 2020 - الموضوع الصفحة : 9 على 12
المادة : اختبار في حداثتك مادة الخمس ، اللغة الانجليزية

TASK NINE: (6 pts; 1 pt each)

Reading is one of the most challenging skills. Outline 3 problems which students usually face in reading, then provide a solution about how you can address each of these problems.

Problems in reading comprehension	How you deal with them in practice
45.	46.
47.	48.
49.	50.

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المادة المستهدفة: اللغة العربية الأولى من إطار أنشطة التعليم الثانوي التأهيلي - دورة حادير 2020 - الموضوع الصفحة : 10 على 12
المادة : اختيار من حيث يشاء مادة التدريس : اللغة الإنجليزية

TASK TEN: (10 pts; 2 pts each)

The following is a 'writing' lesson which was shared by a secondary school teacher on a social networking platform. The lesson is supposed to teach "how to write a descriptive letter" to 2nd year Baccalaureate students. Consider its various components/stages and do the tasks below.

Writing Lesson Plan	
Teacher:	School: Ibn Sutoro
Class/Level:	2nd Bac / Materials: Whiteboard
Textbook:	Ticket 2 English / Unit 6: Cultural Values
Lesson:	Writing A Letter / Time: 55 mins
Objectives: By the end of the lesson, ss will be able to	
1- know the form of letter 2- know how to write descriptive letter 3- Use / practice their knowledge in writing	
Stage	Activity / Procedure
Warm-up 5 mins	① I greet students. ② Students learn about a new quote
Prewriting 15 mins	① I state the objective of the lesson ② Brainstorming about the good things in Morocco ③ I show students the format of letter
While-writing 25 mins	① Students write the letter on the first draft ② Peer editing: Students exchange papers and correct each other ③ Second draft
Post-writing 10 mins	① I ask 5 students to stand up and read their writings aloud. ② I give positive feedback as a kind of motivation and reinforcement ③ Students hand their papers to me.

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مختار الشوانة المعنية لولوج المرحلة الأولى من إستر أماينة التعليم الثانوي التأهيلي - الدورة حنبر 2020 - الموضوع الصفحة : 11 على 12
الفاقة ، المختار في حنبر المختار مائة التخصي ، اللغة الأدبية

51. Do you think the way the 1st objective (... *to know the form of letter*) is stated is appropriate? If you don't think so, explain why and reformulate the objective in your own way.

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52. For the 2nd objective, do you think learners will "*know how to write descriptive letter*" in one session? If not, explain why and reformulate the objective in your own way.

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53. Do you think the activities in the 'pre-writing' stage are appropriate? Explain.

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54. In this lesson plan, the teacher refers only to the format of the writing (which is a letter). What are the other missing elements which students need to know before they start writing a letter?

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امتحان الشهادة المهنية لولوج المرحلة الأولى من إطار أستاذة التعليم الثانوي التأهيلي - الدورة جويلية 2020 - الموضوع الصفحة : 12 على 12
المادة : الخيار في مدينتيك مادة التدريس : اللغة الانجليزية

55. In the lesson plan, 'feedback' is given on writing only orally. Do you think this kind of feedback will enhance learners' writing skills? Explain.

(The content of this exam has been adapted from different sources.)

END OF EXAM

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