

لا يكتب أي شيء في هذا الإطار

الكتاب: الامتحان الوطني الموحد للبكالوريا، مادة اللغة العربية، الدورة العادية، 2018 - المجلد: 2، الصفحة: 12

SECTION I: READING COMPREHENSION

READ THE FOLLOWING TEXT AND DO THE RELATED TASKS.

[1] In *The Class: Living and Learning in the Digital Age*, Sonia Livingstone and Julian Sefton-Green's collaborative efforts provide an instructive account of the ways in which adolescent learning and identity are shaped by digital media in the twenty-first century. The authors challenge the pervasive curacies of policymakers, parents and educators over 'obsessed youth [...] lost in the digital world', and find that members of their book's titular class are using new forms of communication and expression to engage in interactions that are parallel to those experienced by their pre-social media counterparts.

[2] *The Class* tracks a group of Year 9 students at London's Victoria Forest School over three semesters in an attempt to determine how students build their identities within the spheres of family, school and friendship. (1) how these spheres are interconnected. In the light of these overarching goals, three significant themes emerge and are addressed at various points throughout the book: how students in the class create and sustain their identities, the separation between the spheres of family, school and friendship, and the role of digital media as it pertains to daily living.

[3] A particularly poignant profile of the pseudonymous Megan in the book's fourth chapter, 'Identities and Relationships', provides a view into the numerous situational identities that youth build for themselves. Megan is simultaneously a 'daddy's girl' whose whims are indulged by her father and an obedient daughter to a mother with high expectations; 'ostentatiously' defiant toward her teachers and a student with good grades; and best friends with two females outside of the class and (by her own admission) disliked by her female classmates. Megan's juxtaposed identities are a striking example of the ways in which youth compartmentalise their various selves in order to all at once conform with, and disconnect from, expectations held by adult authority figures or their peers.

[4] Megan's example serves as an important precursor to the exploration of the fragmentary coexistence of school, family and social lives that adolescents experience, as the authors seek to identify the ways in which these spheres exclude each other. (2) its location in an urban setting and resulting diverse student body, Victoria Forest School places heavy emphasis on ideas that it views as civil, such as behaviour codes and manners. However, the same civility that attempts to create an environment of impartiality and equality also '[contrasts] with - and deliberately [excludes] - the young people's out-of-school experiences in family or peer contexts' so as to avoid messy conversations about social and economic inequality. The result is that in-school relationships are built to avoid conflict and ingrain inclusivity in ways that, for better or for worse, ignore the effects of personal circumstance.

[5] The family sphere excluded school in a similar way. Livingstone and Sefton-Green found that learning at home was supported in myriad ways, though parents generally attempted to provide their children with more natural and creative engagement than the kind of measurable, achievement-based learning that happened in school. The inequity that Victoria Forest School distanced itself from greatly influenced the kind



في هذا الإطار

مبادرة بورتوغال الأممية وموسم حقوق والتنمية العالمى الثانوى بملكية الامانة والاعمال - الدورة يناير 2018 - الموضوع : التنمية - 3 - 12
المحور : التنمية الاجتماعية - الإطار : اختيار من عائلة المنسحب ونموذج الامارات خاصة المنسحب

learning that took place in the home, so much so that the authors caution against 'the undoubtedly existing calls to reimagine education in ways that rely on families to support and extend learning, for these risk exacerbating socioeconomic inequalities'

[6] Perhaps the most interesting results that come out of *'The Class'* have to do with the exclusivity of the adolescent social sphere and the selves that youth construct within this one sphere alone, leading to varying levels of public and private activity. This activity provides important insights into the kinds of social interactions that adolescents desire, the ways in which digital media allow them to manage these interactions and the vast differences between perception and reality as they pertain to the social priorities of today's adolescents

[7] As several case studies of students in the class suggest, today's youth value different kinds of interactions to varying degrees; they use various digital media to delineate between interactions based on their importance, and in ways that do not necessarily detract from face-to-face communication. Returning to the example of Megan, we see the very intricate way in which youth manage their social networks through digital media. Megan used Facebook in order to attain information regarding opportunities for face-to-face interactions with peers (e.g. parties, social gatherings, etc). She also gave her password information to friends as a sign of intimacy, even though Facebook was seen as the most public form of communication from which no truly intimate details could be attained. She reserved her private communications for Twitter messaging, and did not share that login information with peers. Megan's most personal and protected space, however, was her Tumblr, which she kept hidden from even her closest friends, and which allowed her the most opportunity for aesthetic self-expression and identity creation. For Megan, Tumblr is simply a technologically-based manifestation of the same private space that pre-social media adolescents would create in their personal journals.

[8] Social media is also seen by adolescents as a substitute for the face-to-face interactions that they would prefer to have but are unable to 'because of parental fears for their safety, the cost of public transport, the lack of bicycle lanes or affordable places to meet up' (4) the vast majority of the class strongly preferred to have face-to-face interactions with friends and family. Restrictions on physical proximity to friends, whether imposed by parents or due to a lack of resources, forced youths to find other ways to engage with their friends.

[9] It is through this realisation that Livingstone and Sefton-Green make a point that parents, educators and policymakers should note and consider in the light of the ubiquitous 'public hyperbole about digital media': that face-to-face conversation is being reframed, not replaced, by today's youth. Adolescents are now saving their most authentic, profound and private interactions for the very limited amount of face-to-face communication that they can create away from the observation of parents or the school environment. Rather than engaging in a so-called digital obsession, today's adolescents are utilising digital media for less meaningful, interstitial communication until they are able to spend their time as they prefer - in the presence of friends and family

[10] Teachers and parents will find Livingstone and Sefton-Green's microcosmic look into the lives of today's youth instructive and helpful in attempting to understand and better engage with adolescents in their respective classrooms and homes. Researchers in the fields of education, sociology and adolescent psychology will find that *The Class* lends itself to many branches of further scholarship, and is an exciting prelude to even more ambitious work on relationship- and identity-building in the digital age.

Adapted from: <http://blogs.bir.ac.uk>



These words or phrases have been deleted from the text. Find the appropriate place of each one in the text and write it in the space provided. (4 pts, 1 pt each)

Furthermore - as well as - In fact - Due to

Choose the correct answer. (1 pt each)

5. The text is
 A. a research report B. an account C. a book review D. a study
6. "their book's titular class" (parag 1) most nearly means
 A. their book's regular class B. their book's actual class
 C. their book's best class D. their book's supposed class
7. "these overarching goals" (parag 2) means
 A. these unified goals B. these amalgamated goals
 C. these main goals D. these complex goals
8. When "youth compartmentalise their various selves" (parag 3), they
 A. build similar identities B. suffer from an identity crisis
 C. keep their identities secret D. live with separate identities
9. "ingrain inclusivity" (parag 4) means
 A. exclude aggressive treatment B. establish fair and equal treatment
 C. increase preventive treatment D. suggest alternative treatment
10. "interstitial communication" (parag 9) is closest in meaning to
 A. interpersonal communication B. effective communication
 C. temporary communication D. direct communication
11. The word "ubiquitous" (parag 9) is closest in meaning to
 A. strange B. unanimous C. omnipresent D. serious
12. The sentence "Tumblr is simply a technologically-based manifestation in their personal Journals" (parag 7) is an example of
 A. simile B. analogy C. allegory D. metaphor

List three character traits to illustrate Megan's juxtaposed identities. (3 pts; 1 pt each)

13.
14.
15.

Are the following statements true (T), false (F) or not mentioned (N) in the text? (1 pt each)

16. The authors use their own experience as teenagers to illustrate how social media shapes teens' identity. 16
17. The study reveals that students' performance has increased as a result of learning at home. 17
18. The authors refute the idea that adolescents' face-to-face communication has been replaced. 18

Answer the following questions. (8 pts; 2 pts each)

19. What was the objective of Sonia Livingstone and Julian Sefton-Green's study?
.....
20. How is learning at home and at school characterised according to the authors?
.....
21. Which idea in the text is similar to "the pervasive outcries of policymakers, parents and educators over 'obsessed youth[...] lost in the digital world'"?
.....
22. In what way are Livingstone and Sefton-Green's findings useful to teachers?
.....

SECTION II: LANGUAGE

Choose the correct answer. (1 pt each)

23. "You shouldn't live _____ memories of your childhood," The psychiatrist advised him.
A. in B. on C. towards D. at
24. There's no way I _____ done it without your help.
A. would ever have B. should never have C. could have D. have ever
25. Your new neighbour is noisy and you don't like that. What would you say?
A. "If only s/he will be quiet!"
B. "If only s/he is quiet!"
C. "If only s/he were quiet!"
D. "If only s/he had been quiet!"

26. Mohamed's wife didn't use to like pets. _____
 A. neither used her children
 C. neither did her children
 B. neither her children did
 D. neither her children used
27. If they had helped the swimmer, he _____
 A. will not be drowned
 C. will not have drowned
 B. wouldn't be drowned
 D. would not have drowned
28. Many writers say that they have never enjoyed writing another book _____ they enjoyed writing their first one.
 A. as much as
 B. as much that
 C. enough as
 D. the most than
29. "I can hardly see; it's so dark." In this sentence *hardly* is used because
 A. The speaker is trying very hard to see.
 B. The speaker is unable to see.
 C. The speaker is unwilling to see.
 D. It is difficult for the speaker to see.

Read the following paragraph and choose the right word to fill in each blank. (1 pt each)

The weather forecast office had predicted that it would rain (30) _____. Their predictions are accurate. (31) _____, it did not rain for several days. When (32) _____ the rain did come, it was insufficient (33) _____ the crops were damaged.

30. A. frequently B. much C. soon D. well
 31. A. However B. While C. Though D. Instead
 32. A. definitely B. actually C. at last D. lastly
 33. A. and B. also C. even D. that

Rewrite the following sentences as suggested. (10 pts; 2 pts each)

34. We will fax you further details on receipt of your application form.
 Having

35. No one has asked me such a question before.
 This is the first time

36. I don't really see why you had to call her again. It was not necessary at all.
 You

37. When the kids failed the exam, their parents said it was the school's fault.
 The parents

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النسبة : اللغة الإنجليزية - الاختبار : اختبار في مادة التتبع وبحث الفنون مادة التتبع

38. You shouldn't apologize to them under any circumstances.
Under no circumstances

SECTION III: WRITING

39. Use the information in the diagram below to write a paragraph (of about 100 words) describing the process of milk production. (8 pts)



40. Some schools focus on preparing students for exams while others prioritise preparing them for life. What would be your focus as a future teacher? Write a short essay (of about 150 words) supporting your opinion with sound arguments. (10 pts)

SECTION IV: TEACHING METHODOLOGY

Choose the correct answer. (1 pt each)

41. In a classroom activity, students ask their classmates when their birthdays are and write the answers down. Then, they try to find different students born the same month of the year. The teacher here is adopting

A. the grammar translation method. B. the silent way.
C. total physical response. D. communicative language teaching.

41

42. Choose the correct order (A,B,C or D) of the following teaching steps.

42

- I. reviewing material
II. practising language
III. evaluating learners
IV. formulating objectives
V. presenting materials

A	→	I	II	III	IV	V
B	→	II	I	III	V	IV
C	→	V	IV	III	I	II
D	→	IV	I	V	II	III

43. If remarks are passed by a student on you, as a teacher, you will
- A. punish him/her. B. take revenge while correcting his/her test copies.
C. be impartial at the time of evaluation. D. expel him/her from the classroom.

43

44. Which of the following descriptions of adolescent behavior is an example of how the behaviorist learning theory explains human development?

44

- A. A student sees others getting higher grades and more praise and then begins studying hard.
B. A student sees struggling students getting more teacher attention and stops studying hard.
C. A student sees struggling students get less attention and decides to continue studying hard.
D. A student sees high grades and praise coming from the teacher and continues studying hard.
45. While giving a lesson, some students start disturbing their classmates. The teacher should
- A. penalise those causing disturbance. B. keep quiet for a while and then go on.
C. not bother with what is happening in the class. D. stop the lesson and give a quiz.



-  **MEN-GOV.MA**

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الصفحة : 11 من 12
التميز : 2018 - الموضوع : اللغة : 11
الصفحة : 11 من 12
التميز : 2018 - الموضوع : اللغة : 11


85. "Second year Baccalaureate learners will be able to speak with their interlocutors in a culturally appropriate way" (TEFL guidelines, 2007, p13)
- This is an example of a
- A. learning objective
 - B. content standard
 - C. performance indicator
 - D. proficiency standard

Write short essays about the following topics.

56. Can the use of ICT in the classroom improve the quality of teaching? State your opinion and support it with sound arguments. (About 150 words) (10 pts)



57. What kind of information can classroom tests provide teachers with? How can teachers use such information to improve their teaching? (about 150 words) (10 pts)

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رقم الامتحان	الإسم الشخصي والعائلي : تاريخ ومكان الميلاد :	المركز الوطني للتقويم والامتحانات والتوجيه
3	المعامل	3 ساعات
التخصص: اللغة الانجليزية : اختبار : اختبار في مادة التخصص وديداكتيك مادة التخصص مدة الإنجاز: 3 ساعات		

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الصفحة : 1 على 16	ورقة الإجابة	

EXAM INSTRUCTIONS

Read the following instructions carefully before you start the exam.

- Make sure you get **the right number of pages** mentioned on the first page.
- The exam is divided into four **independent** sections:
 - Section I: Reading Comprehension
 - Section II: Language
 - Section III: Teaching Methodology
 - Section IV: Writing
- Use the exam sheets carefully. **Only ONE** set of exam sheets will be provided.
- For multiple-choice or matching questions, select the correct answer from the suggested choices and write the corresponding **capital letter** (A, B, ...) or **number** (1, 2, ...) in the space provided for each question.

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- For "True, False or Not mentioned in the text" questions, write T, F or N in the space provided. No justification is required.
- If you have to change an answer, erase or cross out the incorrect letter and then write the correct one.
- No other documents, electronic devices or communication with anyone is allowed during the exam session. Evidence of cheating during the test administration or test correction will automatically disqualify the candidate.

SECTION I: READING COMPREHENSION

READ THE FOLLOWING TEXT AND DO THE RELATED TASKS.

[1] We are living through a fundamental transformation in the way we work. Automation and “thinking machines” are replacing human tasks and jobs, and changing the skills that organisations are looking for in their people. These **momentous changes** raise huge organisational, talent and HR (Human Resources) challenges – at a time when business leaders are already wrestling with unprecedented risks, disruption and political and societal upheaval.

[2] The pace of change is accelerating. Competition for the right talent is fierce. And ‘talent’ no longer means the same as ten years ago; many of the roles, skills and job titles of tomorrow are unknown to us today. How can organisations prepare for a future that few of us can define? How will your talent needs change? How can you attract, keep and motivate the people you need? And what does all this mean for HR?

[3] This isn’t a time to sit back and **wait for events to unfold**. To be prepared for the future you have to understand it. The future of work asks us to consider the biggest questions of our age. What influence will the continuing march of technology, automation and artificial intelligence (AI) have on where we work and how we work? Will we need to work at all? What is our place in an automated world?

[4] Many commentators focus on technology and the role that automation is predicted to have on jobs and the workplace. We believe the real story is far more complicated. This is less about technological innovation and more about the manner in which humans decide to use that technology.

[5] The shape that the workforce of the future takes will be the result of complex, changing and competing forces. Some of these forces are certain, but the speed at which they unfold can be hard to predict. Regulations and laws, the governments that impose them, broad trends in consumer, citizen and worker sentiment will all influence the transition toward an automated workplace. The outcome of this battle will determine the future of work in 2030. When so many complex forces are at play, **linear predictions are too simplistic**. Businesses, governments and individuals need to be prepared for a number of possible, even seemingly unlikely, outcomes.

[6] The megatrends are the tremendous forces reshaping society and with it, the world of work: the economic shifts that are redistributing power, wealth, competition and opportunity around the globe; the disruptive innovations, radical thinking, new business models and resource scarcity that are impacting every sector. Businesses need a clear and meaningful purpose and mandate to attract and retain employees, customers and partners in the decade ahead.

[7] Automation, robotics and AI are advancing quickly, dramatically changing the nature and number of jobs available. Technology has the power to improve our lives, raising productivity, living standards and average life span, and free people to focus on personal fulfilment. But it also brings the threat of social unrest and political upheaval if economic advantages are not shared equitably.

[8] With a few regional exceptions the world’s population is ageing, putting pressure on business, social institutions and economies. Our longer life span will affect business models, talent ambitions and pension costs. Older workers will need to learn new skills and work for longer. ‘**Re-tooling**’ will

become the norm. The shortage of a human workforce in a number of rapidly-ageing economies will drive the need for automation and productivity enhancements.

[9] By 2030, the UN projects that 4.9 billion people will be urban dwellers and, by 2050, the world's urban population will have increased by some 72%. Already, many of the largest cities have GDPs (Gross Domestic Product) larger than mid-size countries. In this new world, cities will become important agents for job creation.

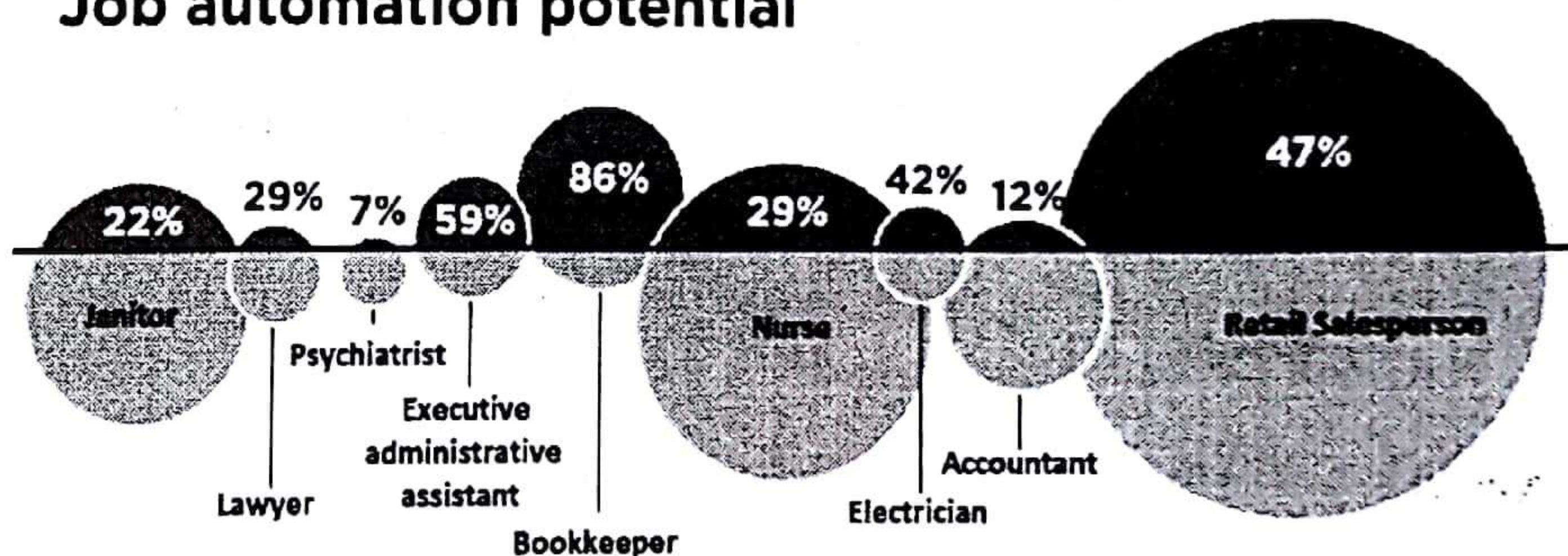
[10] The rapidly developing nations, particularly those with a large working-age population, that embrace a business ethos, attract investment and improve their education system will gain the most. Emerging nations face the biggest challenge as technology increases the gulf with the developed world; unemployment and migration will continue to be rampant without significant, sustained investment. The erosion of the middle class, wealth disparity and job losses due to large-scale automation will increase the risk of social unrest in developed countries.

[11] Demand for energy and water is forecast to increase by as much as 50% and 40% respectively by 2030. New types of jobs in alternative energy, new engineering processes, product design and waste management and re-use will need to be created to deal with these needs. Traditional energy industries, and the millions of people employed by them, will see a rapid restructuring.

[12] Through the world of work runs the vein of automation and the implications of robotics and AI. Will robots eventually replace us all at work? Or will we create a new world where people and machines work alongside each other? It's the most fundamental – and difficult – question we must ask of the future of work.

[13] As more individual tasks become automatable through AI and sophisticated algorithms, jobs are being redefined and re-categorised. A third of people worldwide are now worried about losing their job to automation. It's clear that automation will result in a massive reclassification and rebalancing of work. Some sectors and roles, even entire sections of the workforce will lose out but others will be created.

Job automation potential



51% of activities across jobs in the U.S. are highly susceptible to automation

[14] Automation will not only alter the types of jobs available but also their number and perceived value. By replacing workers doing routine, methodical tasks, machines can amplify the comparative advantage of those workers with problem-solving, leadership, empathy and creativity skills. Those workers performing tasks which automation can't yet crack, become more pivotal – and this means creativity, innovation, imagination, and design skills will be prioritised by employers.

[15] This view is supported by business leaders worldwide who responded to our most recent survey. While CEOs (Chief Executive Officer) are keen to maximise the benefits of automation – 52% told us that they're already exploring the benefits of humans and machines working together and 39% are considering the impact of AI on their future skills needs – the majority (52%) were also planning to increase headcount in the coming 12 months. Finding the skills they need has become the biggest threat to their business, they say, but the skills they're looking for are particularly telling: problem-solving, adaptability, collaboration, leadership, creativity and innovation top the list.

Adapted from: www.pwc.com

Choose the correct option. (1 pt each)

01. The best title for the text is

- A. The future of technology B. Workforce of the future
 C. The future of Automation D. The issue of unemployment

01 ...

02. "momentous changes" (paragraph 1) means changes that are

- A. temporary B. significant C. trivial D. brief

02 ...

03. "wait for events to unfold" (paragraph 3) means wait for events

- A. to start B. to be told C. to happen D. to end

03 ...

04. "linear predictions are too simplistic" (paragraph 5) implies that

- A. it becomes easy to make confident guesses B. it is naive to make plain guesses
 C. it is preferable to make simple guesses D. step by step guesses are unproblematic

04 ...

05. "Re-tooling" (paragraph 8) means

- A. recruiting younger workers B. dismissing older workers
 C. updating workers' skills D. constantly diagnosing the tools

05 ...

06. The sentence "Through the world of work runs the vein of automation and the implications of robotics and AI." (paragraph 12) is an example of

- A. metaphor B. simile C. allusion D. personification

06 ...

Are the following statements true (T), false (F) or not mentioned (N) in the text? (1 pt each)

07.	For the writer, the focus should be on how to use technology rather than on technology itself.
08.	The graph shows that retail salesperson job in the USA is the most susceptible to automation.
09.	51 % of workers in the world are afraid of becoming jobless due to automation.
10.	The economic performance of some cities may exceed that of a whole country.
11.	The need for energy is estimated to exceed the need for water by 2030.

07 ...

08 ...

09 ...

10 ...

11 ...

Match the ideas with the corresponding paragraphs (The paragraphs concerned are 7, 8, 9, 10, and 11) (1 pt each)

	Ideas
12	Shortage of resources and climate change
13	Demographic shifts
14	Rapid urbanisation
15	Technological advances
16	Power divide between developed and developing countries

	Paragraph
12	...
13	...
14	...
15	...
16	...

Answer the following questions. (1 pt each)

17. Will robots completely replace humans at work? Explain.

.....
.....

18. How will society be affected by the automation of jobs?

.....
.....

19. Which of the jobs mentioned in the graph is the least susceptible to automation? Why?

.....
.....

20. According to the text, what is the profile of a future worker that business leaders require?

.....
.....

SECTION II: LANGUAGE

Underline the mistakes and correct them in the space provided. (1 pt each)

21.	People nowadays can access informations easily.
22.	I have been swimming since a long time.
23.	You should do like you are told.
24.	Our teachers never stopped giving us advices.
25.	I knocked at the door, but there wasn't someone in.
26.	This day isn't warm enough going to the beach.
27.	"Can you explain me the situation?"

21
22
23
24
25
26
27

Choose the sentence which means the same as: (1 pt each)

28. Mary didn't know what happened. She didn't talk to me about the issue. 28 ...
 A. Had Mary known what happened, she would talk to me about the issue.
 B. Had Mary known what happened, she will talk to me about the issue.
 C. If Mary knows what happens, she will talk to me about the issue.
 D. Had Mary known what happened, she would have talked to me about the issue.
29. James built his own house. He designed it himself. 29 ...
 A. Not only did James build his own house, but he also designed it himself.
 B. Not only does James build his own house, but he also designed it himself.
 C. Not only did James build his own house, but he also designs it himself.
 D. Not only did James built his own house, but he also designed it himself.
30. I don't know why the kids are shouting. I don't care. 30 ...
 A. Neither did I know why the kids are shouting nor I don't care.
 B. Neither do I know why are the kids shouting nor I don't care.
 C. Neither do I know why the kids are shouting nor do I care.
 D. Neither do I know why the kids are shouting nor I care.
31. Gadgets are very accessible these days. Peter has never bought any device. 31 ...
 A. Despite Peter has never bought a device, gadgets are very accessible these days.
 B. Gadgets are very accessible these days, despite Peter has never bough any device.
 C. Despite the fact that Peter has never bought any device, gadgets are very accessible these days.
 D. Despite the accessibility of gadgets these days, Peter has never bought any device.
32. Luckily I have already called you, otherwise, I would be embarrassed. 32 ...
 A. If I had already called you, I would be embarrassed.
 B. If I have already called you, I wouldn't be embarrassed.
 C. If I hadn't already called you, I wouldn't be embarrassed.
 D. If I hadn't already called you, I would be embarrassed.
33. It's almost midnight; I think we ought to leave. 33 ...
 A. It's high time we leave. B. It's high time we will leave.
 C. It's high time we should leave. D. It's high time we left.
34. I will attend the meeting if I have enough time. 34 ...
 A. I will attend the meeting unless I have enough time.
 B. Unless I have enough time, I will attend the meeting.
 C. I will attend the meeting unless I am busy.
 D. Unless I don't have enough time, I won't attend the meeting.

Choose the correct option. (1 pt each)

35. The new students hope _____ in many of the school's social activities.

35 ...

- A. including B. being included C. to include D. to be included

36. The defender didn't perform well in the last match, but he's playing again today. He's lucky _____ a second chance.

36 ...

- A. to give B. having given C. to have given D. to be given

37. If _____ had called during my absence, the secretary would have left a message.

37 ...

- A. anybody B. nobody C. everybody D. no one

38. The policeman has shown a lot of courage _____ helping the injured people.

38 ...

- A. on B. in C. at D. with

39. I will inform you about the place and date of the ceremony _____ due time.

39 ...

- A. on B. at C. in D. with

40. When I was a student at university, I _____ your brother several times.

40 ...

- A. met B. had met C. had been meeting D. have met

41. Before the match _____ there was total chaos outside the stadium.

41 ...

- A. started B. had started C. was starting D. has started

42. Now that I _____ my work, you can have a look at it.

42 ...

- A. finish B. I'm finishing C. have finished D. finished

43. I sent a letter to the dean explaining why I needed _____ him.

43 ...

- A. to see B. seeing C. to have seen D. see

44. The poor child _____ over by a bus yesterday.

44 ...

- A. run B. has run C. was run D. had run

45. My friend Mohamed goes to Greece every summer. He _____ like it.

45 ...

- A. will B. may C. might D. must

46. When I was in Europe last summer, Rachid called me from Morocco. He _____ his holiday somewhere in Morocco, but I'm not sure anyway.
A. might have spent B. couldn't have spent C. must have spent D. should have spent 46 ...
47. This exercise is too difficult. One _____ be a genius to answer it correctly.
A. has to B. might C. could D. can't 47 ...
48. Lucy declined the job offer because she has children to take care of and she _____ really work 40 hours a week.
A. should B. may C. can't D. must 48 ...
49. If only I _____ to my father's advice, I'd be a successful lawyer by now.
A. had been listened B. had listened C. listened D. listen 49 ...
50. During the 2012 competition, Marcus, the silver medalist, was _____ for starting the sprint a little bit before other athletes started.
A. banned B. disqualified C. disallowed D. outlawed 50 ...
51. All TV programmes must satisfy the stringent _____ of the authorities.
A. needs B. requirements C. terms D. qualifications 51 ...
52. The audience was _____ by the performance of all the students in the show.
A. impressed B. impounded C. imprisoned D. impelled 52 ...
53. Because he failed the driving test, Nick lost his _____ and started shouting.
A. temper B. mind C. brain D. heart 53 ...
54. Driss was given a _____ role in the preparation of our new school project.
A. consultation B. consulting C. consultative D. consulted 54 ...

SECTION III: TEACHING METHODOLOGY

Match each concept with the most appropriate example or definition. (1 pt each)

Techniques	Examples or definitions
55. drills	A. To show what a character does by using gestures and body movements. B. Asking students to work in groups and do a language task. C. Objects like pens, fruits, clothes etc., which a teacher can use to present new vocabulary items.
56. functions	D. Texts, audio-tracks, videos etc., which are originally created for real-life uses.
57. miming	E. Techniques used to evaluate learners' knowledge such as a quiz or a test.
58. authentic materials	F. Exercises which are meant to practice a certain language item such as repetition or sentence transformation.
59. notions	G. Language items such as 'telling time' or 'speaking about distance'.
60. realia	H. Language items such as 'requesting', 'asking for advice' and 'suggesting'.

55 ...

56 ...

57 ...

58 ...

59 ...

60 ...

Provide the missing words. The first letter is given. (1 pt each)

The goal of communicative language teaching "is to enable students to communicate in the target language. To do this students need knowledge of the linguistic forms, meanings and (61) f.

They need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions. They must be able to choose from among these the most appropriate form, given the social function and the roles of the (62) i. They must also be able to manage the process of negotiating (63) m. with their interlocutors. Communication is a process; knowledge of the forms of language is insufficient. [...] The teacher facilitates communication in the classroom. In this role, one of his major responsibilities is to establish situations likely to promote (64) c. During the activities he acts as an (65) a. answering students' questions and (66) m. their performance."

Match each lesson procedure with the appropriate teaching method. (1 pt each)

Lesson procedures	Teaching methods
67. The teacher asks each student to read an extract from a novel by Hemingway. After this, the class is asked to translate the first two paragraphs into French. The teacher helps the students by writing the words they don't know in French on the board. When the students finish the translation, they are asked to read their translated texts. In the end the students are asked to answer some comprehension questions in English and write down the answers.	
68. The teacher starts the lesson by writing the title 'Looking at a Map' on the board. He then sticks a map of USA on the board and starts asking the class questions about the map. The teacher asks first: 'Are we looking at a map of Canada?'. The class says 'No'. The teacher reminds them that they should answer in complete sentences. So, the students all answered 'No, we are not looking at a map of Canada. We are looking at a map of the United States'. Each time the teacher adds other elements to the map, he asks further questions. The teacher invites the students to ask more questions about the map. In the next activity, the teacher asks the students questions which target the use of the prepositions 'next to', 'behind', 'in front of' etc.,. Finally, the students are asked to do a gap-filling exercise using the target prepositions. Whenever they ask him about the meaning of a word, he draws what it means on the board or shows an object to illustrate it. The use of L1 is not allowed.	A. The Direct Method B. The audio-Lingual Method C. Suggestopedia D. Total Physical Response E. Grammar-Translation method F. The Silent Way
69. The students first listen to a dialog, which is repeated many times. The teacher explains the situation in the dialog. The teacher then asks the whole class to listen and repeat each line of the dialog until they have memorized the whole dialog. The teacher relies on backward build-up drills to help the students memorize the dialog line by line. After they have memorized the dialog, pairs of students are asked to come to the front of the class and rehearse the dialog once more. The teacher extracts 'I'm going to...' from the dialog, provides further example and asks the class to do related exercises.	
70. Using a metal pointer, the teacher points to a chart hanging on the blackboard. The chart contains different sounds of the English language and each category of sounds (vowels and consonants) is written in a different color. The teacher points to the first sound two times while everybody is silent. The third time the teacher points, he says /æ/. The teacher does the same thing for all the other sounds before asking the students to repeat after him. He keeps repeating and demonstrating each sound until he is sure that the students know how to pronounce it. The teacher points to some objects in the classroom and the students say how they are pronounced.	

Choose the correct option. (1 pt each)

71. An example of a 'substitution exercise' is an exercise in which students

71 ...

- A. read a story and answer questions using the simple past.
- B. fill in gaps with the correct form of the given words.
- C. put the verbs between brackets in the correct form.
- D. use 'there are' instead of 'there is' in given sentences.

72. In a 'choral repetition' activity, students

72 ...

- A. write down what the teacher is saying before they re-say it to others
- B. repeat what the teacher is saying together as a whole class.
- C. orally repeat what the teacher is saying one after another.
- D. try to remember and repeat what the teacher said during the last session.

73. The concept of 'washback effect' is used to refer to

73 ...

- A. the effect of not having enough prior knowledge on text comprehension.
- B. the effect of an assessment procedure on learning and teaching.
- C. the negative effect of thinking about one's past on learning.
- D. the positive effects of memorizing vocabulary on language performance.

74. A follow up of the unsatisfactory performance of learners in a diagnostic test is to

74 ...

- A. re-test the learners using the same items again in order to help them perform better.
- B. sort out students into different ability groups and test them again using a different testing format.
- C. prepare a new test with different items and administer it to the whole class again.
- D. design activities which focus on problematic areas before teaching new content.

75. Using a word or a construction in a meaningful and communicative sequence is called

75 ...

- A. brainstorming
- B. sequencing
- C. contextualizing
- D. pacing

76. When a learner does not have the necessary word to describe an object or talk about a concept, he tries to use a whole phrase or sentence or describes the object/concept in a different way. An example is saying 'the thing we use to eat food with' for the word 'spoon'. Which of the following communication strategies is the learner using in this case?

- A. code-switching
- B. word coining
- C. borrowing
- D. circumlocution

76 ...

77. An instrumentally motivated student is a student who is motivated to learn English because

- A. he frequently goes to the States in summer.
- B. his father has hotels which he will manage once he completes his studies.
- C. he studies in a university where most students use only English.
- D. he has a lot of English friends on Facebook and he usually interacts with them.

77 ...

78. When you ask learners to read a text and choose the most appropriate main idea for the text, the target reading strategy is

- A. scanning.
- B. skimming
- C. inferring
- D. hypothesizing

78 ...

79. Which of the following is an example of a pre-reading activity?

- A. Distinguishing fact from opinion.
- B. Evaluating the author's attitude.
- C. Activating learners' prior knowledge.
- D. Locating specific information in the text.

79 ...

80. An example of 'mechanical practice' is asking students to

- A. repeat a sentence.
- B. substitute pronouns.
- C. play roles.
- D. transform sentences.

80 ...

81. In a 'fluency-oriented' activity, it is advisable for the teacher

- A. to correct all the mistakes of his learners.
- B. to correct only mistakes of grammar.
- C. to correct only the mistakes which affect message.
- D. not to correct mistakes at all.

81 ...

82. Which of the following documents deals with the procedures of classroom assessment?

- A. Textbooks adopted by the ministry of education
- B. The National Baccalaureate Exam Specifications
- C. English Language Pedagogical Guidelines
- D. The National Charter for Education and Training

82 ...

SECTION IV: WRITING

83. As most people spend a major part of their adult life at work, job satisfaction is an important element of individual wellbeing. In your opinion, what factors contribute to teacher job satisfaction ? Write a two-paragraph essay of about 200 words. (6 pts)

[illegible]

84. In many English teaching situations, the textbook is used as the only teaching materials. Do you think the language teacher should always use the materials in the textbook as his/her only resources? Provide enough arguments and examples to support your opinion. (6 pts)

[illegible]

85. The following writing task is taken from one of the Moroccan 1st year baccalaureate textbooks:

*"Write an article to your school magazine about a celebration you attended.
Describe what happened and express your feelings about it."*

Suggest and explain **three pre-writing activities** that can be used for this task. (6 pts; 2 pt each)

First:

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Second:

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Third:

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صفحة خاصة بالمصحح

PAGES	PARTIAL SCORES
Page 4
Page 5
Page 6
Page 7
Page 8
Page 9
Page 10
Page 11
Page 12
Page 13
Page 14
Page 15
TOTAL SCORE / 100
FINAL SCORE: / 20	