

لا يكتب أي شيء في هذا الإطار

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الكتاب الإلكتروني - الأمازون - اختيار في جامعة القدس وجامعة القدس - دورية يناير 2018 - المجلد 2 - العدد 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 outcries 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 the home was supported in myriad ways, though parents generally attempted to provide their children with more cultural and creative engagement than the kind of measurable, achievement-based learning that happened in school. (3) the inequity that Victoria Forest School distanced itself from greatly influenced the kind



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 realization 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.
 C. The speaker is unwilling to see.
 B. The speaker is unable 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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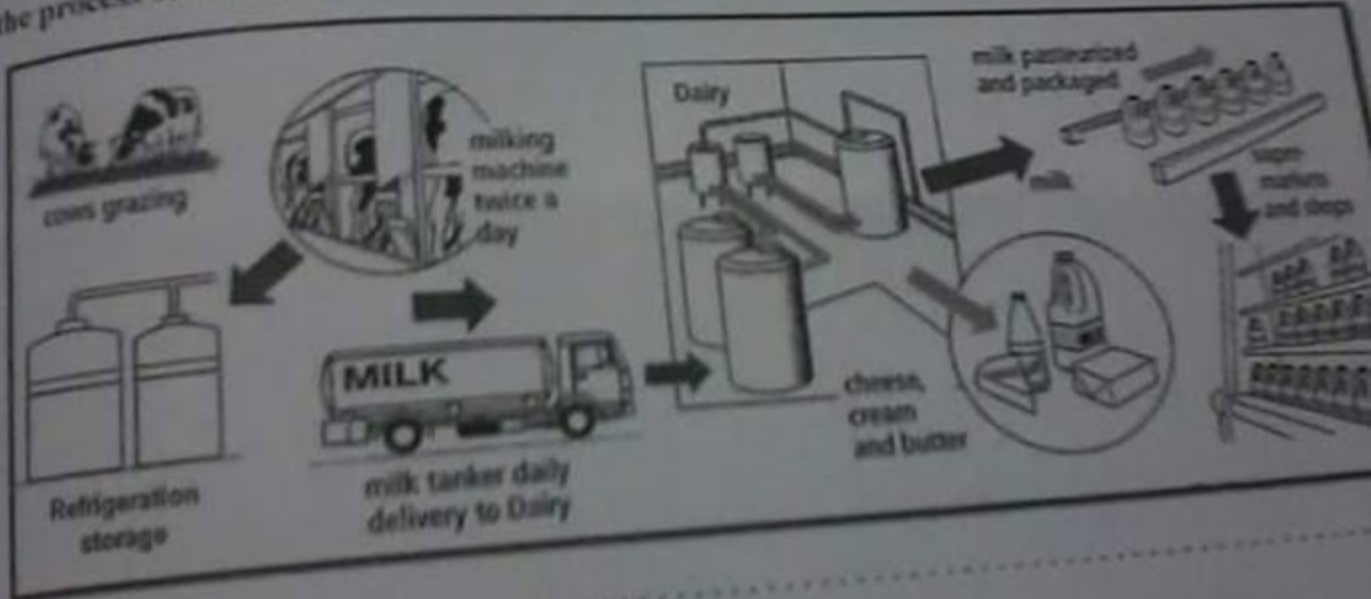
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مباراة توظيف الأستاذة بمدرسة نظمية والتربية للتعليم الثانوي، ومناهج الإعدادي والثانوي - الدورة يناير 2018 - الموضوع: الضفحة : 7 على 12
النسبة : اللغة الإنجليزية - الاختبار : اختبار في مادة الفقه ودراسة الفقه مادة الفقه

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)



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?

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.

44

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.

46. Which of the following is not a characteristic of a good test? 46
 A. Reliability B. Validity C. Complexity D. Objectivity
47. Which of the following is not a viable testing format? 47
 A. Guessing B. Matching C. Categorizing D. Rewriting
48. In a theory of reading comprehension, *schemata* refers to the knowledge which the reader 48
 A. gained through planning of reading comprehension lessons.
 B. has previously acquired about the topic.
 C. has gained from reading a text.
 D. has modified as a result of reading a text.
49. In a fluency-oriented activity, the focus is more on 49
 A. effective communication. B. appropriate vocabulary.
 C. correct sentence structure. D. accurate pronunciation.
50. A teacher asks students to look at the text quickly to get a general understanding. This is called 50
 A. scanning B. analysing C. skimming D. summarizing
51. An achievement test assesses 51
 A. how well learners have learnt what has been taught in class.
 B. whether students are ready to start learning a language.
 C. whether students can sit for a public exam.
 D. which course students should take at the beginning of the year.
52. The current TEFL Moroccan textbooks are organised according to 52
 A. functions. B. structures C. topics D. situations
53. Which of the following components is not part of the Moroccan Baccalaureate specifications? 53
 A. Syllabus breakdown. B. Test techniques C. Teaching methods D. Lists of rubrics
54. Which of the following official documents includes the teaching of English language skills? 54
 A. The national Baccalaureate exam specifications.
 B. The pedagogical guidelines.
 C. The national charter of education.
 D. The ministerial decree regulating the school year.

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الصفحة : 11 من 12

45. "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
- C. performance indicator

- B. content standard
- D. proficiency standard

Write short essays about the following topics.

46. 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)