خاص بكتابة المباراة	مباراة توظيف الأساتذة أطر الأكاديميات بالنسبة للتعليم الثانوي بسلكيه الإعدادي والتأهيلي – دورة نونبر 2019 الموضوع	المملكة المغربية وزارة التربية الوطنية والتكوين المهني والتعليم العالي والبحث العلمي المركز الوطني للتقويم والامتحانات
رقم الامتحان		
	الإسم الشخصي والعائلي : ..... تاريخ ومكان الازدياد :	

التخصص: اللغة الانجليزية	الاختبار : اختبار في مادة التخصص وديداكتيك مادة التخصص	مدة الإنجاز:	ثلاث ساعات	المعامل	3

خاص بكتابة المباراة	النقطة النهائية على 20 بالأرقام ..... والحروف ..... (على المصحح التأكد من أن النقطة النهائية هي على 20)	التخصص : اللغة الانجليزية الاختبار : اختبار في مادة التخصص وديداكتيك مادة التخصص
الصفحة : 1 على 16	إسم المصحح وتوقيعه :	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**, **C** or **D**) in the space provided for each question.

00	...

- If you have to change an answer, erase or cross out the incorrect letter and then write the correct one.
- No documents, electronic devices or communication with anyone are allowed. Evidence of cheating during the test administration or test correction will automatically disqualify the candidate.

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SECTION I: READING COMPREHENSION (20 pts; 1 pt each)

READ THE FOLLOWING TEXT AND DO THE RELATED TASKS.

[1] After two decades of education debates that produced deep passions and deeper divisions, we have a chance for a fresh start. A growing movement dedicated to the social, emotional, and academic well-being of children is reshaping learning and changing lives across America. On the strength of its remarkable consensus, a nation at risk is finally a nation at hope. Familiar arguments over national standards and the definition of accountability are not as relevant as they once were. The federal *Every Student Succeeds Act* passed in 2015 devolved a great deal of authority and power to states and communities - placing the future of education more directly in the hands of parents, teachers, and school leaders. This presents an obligation and an opportunity.

[2] Devolution creates an obligation on the part of adults to use their influence in creative, effective ways to serve every student. Local control is not a release from rigor and responsibility; it is the broader distribution of responsibility. This sense of obligation should extend to all of the adults who constitute a child's whole universe. Devolution also creates a tremendous opportunity to get beyond the rutted debates of the last generation and to seek solutions that are both hopeful and unifying. We began with the simple intention of listening - really listening - to young people, parents, teachers, school and district leaders, community leaders, and other experts. What we heard is profoundly hopeful. There is a striking confluence of experience and science: Children learn best when we treat them as human beings, with social and emotional as well as academic needs. As one teacher put it, "I don't teach math; I teach kids math."

[3] More specifically, children require a broad array of skills, attitudes, and values to succeed in school, careers, and in life. Kids need to learn how to pay attention, think critically, set goals, collaborate with others, and plan for their future. They also need to develop motivation, perseverance, and a sense of purpose. To be well prepared for life, they need to internalize the worth of responsibility, honesty, and respect. And these social, emotional, and academic capacities are increasingly demanded in the workplace, which puts a premium on the ability to work in diverse teams, to grapple with difficult problems, and to adjust to rapid change.

[4] Helping children to learn these traits and skills may sound ambitious. But it is - and has always been - central to the educational enterprise. It is the reason that education begins with concerned and involved parents, who provide emotional support and set high expectations. It is the reason that community institutions that mentor children and encourage self-respect are essential allies of parents and schools. It is the reason that good teachers can change lives, helping students find unsuspected gifts.

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And it is the reason that everyone involved in education shares an amazing calling: to foster in children the knowledge, skills, and character that enable them to make better lives in a better country. This calling is an honor, but not an elective. Since all education involves social, emotional, and academic learning, we have but two choices: We can either ignore that fact and accept disappointing results, or address **these needs** intentionally and well.

[5] The promotion of social, emotional, and academic learning is not a shifting educational fad. It is not a distraction from the "real work" of math and English instruction; it is how instruction can succeed. And it is not another reason for political polarization. It brings together a traditionally conservative emphasis on local control and on the character of all students, and a historically progressive emphasis on the creative and challenging art of teaching and the social and emotional needs of all students, especially those who have experienced the greatest challenges.

[6] In fact, the basis of this approach is not ideological at all. It is rooted in the experience of teachers, parents, and students supported by the best educational research of the past few decades. More than 9 in 10 teachers and parents believe that social and emotional learning is important to education. At least two-thirds of current and recent high school students think similarly. As one student said, "Success in school should not be defined just by our test scores … but also by the ability to think for ourselves, work with others, and contribute to our communities." Part of our project was to convene a Council of Distinguished Scientists - leaders in the fields of education, neuroscience, and psychology - to identify areas of agreement. The consensus they define is broad and strong: Social, emotional, and academic skills are all essential to success in school, careers, and in life, and they can be effectively learned in the context of trusted ties to caring and competent adults.

[7] While many elements of a child's life improve along with the cultivation of these skills, one of the main outcomes is better academic performance. It is a mistake to view social and emotional learning as a "soft" approach to education. An emphasis on these capacities is not the sacrifice of rigor; it is a source of rigor. An analysis of more than 200 studies of programs that teach students social and emotional skills found that these efforts significantly improved student behavior, feelings about school, and most importantly achievement, and made schools safer. When children are motivated, responsible, and focused, they are more able to persist in hard tasks and respond to good teaching. **These capabilities** are a booster rocket for everything we measure, including test scores. But the point is larger. No one involved in education can view the values and beliefs held by students as trivial or secondary. They are the very things that can grip the imagination and determine the direction of a life.

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[8] This approach to learning also contributes to educational equity. As this report document social and emotional learning benefits all children of every background. But it disproportionally benefit children from low-income communities, many of whom experience trauma and adversity resulting from insecure access to housing, food, health care, and safety. All students need supportive relationships and nurturing learning environments, but students facing additional stress have a particular need to be surrounded by caring adults who treat them as individuals with potential and inherent worth. And when adults create this environment, children of every background can thrive. The evidence also indicates that these efforts can be undertaken by schools at a reasonable cost relative to the benefits. A change in educational culture and spirit does not require an increase in resources, but it does require a prioritization of resources. Studies indicate that investment in social and emotional programs brings broad social benefits. The evidence also shows that these positive adult influences must begin early and continue during a child's entire school career.

[9] Educating the whole learner cannot be reduced to a simple set of policies or proposals. It is, instead, a mindset that should inform the entire educational enterprise. This strong consensus has naturally produced many institutions and approaches that come at this issue from different angles. The mentoring movement, a focus on the whole child, social and emotional learning, character education, service learning, deeper learning, national service, an emphasis on the science of learning—all these may focus on different aspects, but they agree that effective education involves values, healthy attitudes, social skills, and a commitment to the betterment of the community. This makes them part of the same, gathering movement in America. And that is exactly what is needed at this promising moment. Now we need everyone to take responsibility to spread this practice more broadly. This approach didn't take shape at the federal level. It is based on the emerging consensus of successful communities, convinced that this is the missing piece in American education. It will only expand to scale on the strength of local ownership, promoting these efforts school by school, district by district, and state by state.

[10] Through this report, we want this remarkable, hopeful consensus to be understood and spread as widely as possible. At a time when national political debates often seem toxic, this movement of local leadership and civic responsibility is a welcome contrast and a refuge from ideological bitterness. It is not just a way forward; it is a way forward together. It is motivated by hope and confidence. Hope in the appeal of values such as perseverance, hard work, and human decency. Confidence that young women and men of every background - like generations before them - will be challenged, transformed, and empowered by contact with such ideals, demonstrated in the lives of caring adults around **them**.

Adapted from: *www.futureforlearning.org*

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A. Choose the best answer. (1 pt each)

01. The best title for the text is

A. A Nation at Risk **B.** A Nation at Crossroads
C. A Nation at Hope **D.** A Nation in Conflict

01 ...

02. "Devolution" (paragraph 2) means

A. to give more freedom to parents in the choice of their children's school.
B. to give more power to children through student and school councils.
C. to give more power to adults to influence the decisions of their children.
D. to give more power to local authorities and communities in educational decisions.

02 ...

03. By saying "I don't teach math; I teach kids math", (paragraph 2) the teacher wants to say that

A. he is not concerned with the subject he teaches.
B. he is more concerned with the child as a human being.
C. he is more interested in experience than science.
D. he is more concerned with the subject he teaches.

03 ...

04. Which of the following is a "skill"?

A. motivation **B.** honesty **C.** thinking critically **D.** responsibility

04 ...

05. "unsuspected gifts" (paragraph 4) refers to

A. kids' hidden talents and potential. **B.** Kids' potential difficulties.
C. the gifts kids receive from teachers. **D.** kids' emotional and social problems.

05 ...

06. "The promotion of social, emotional, and academic learning is not a shifting educational fad." (paragraph 5) shows that the new approach is

A. a transient educational fashion. **B.** the substance of education.
C. a new educational trend. **D.** a conservative educational model.

06 ...

07. consensus (paragraph 6) means

A. disapproval. **B.** agreement. **C.** belief. **D.** tendency.

07 ...

08. "Success in school should not be defined just by our test scores" (paragraph 6) shows that the student is against measuring their success only by _____ learning.

A. social **B.** emotional **C.** academic **D.** socio-emotional

08 ...

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09. trivial (paragraph 7) means

A. primary. **B.** unimportant. **C.** compulsory. **D.** essential. | 09 | ...

10. This approach "disproportionally benefits children from low-income communities" (paragraph 8) means that the new approach

A. doesn't address the needs of children from low-income communities.
B. brings less benefits for children from poor communities. | 10 | ...
C. favors children from low-income communities.
D. addresses the needs of children from different communities equally.

11. The approach "does require a prioritization of resources." (paragraph 8) means that adopting the approach to education

A. requires additional but low-cost resources.
B. requires additional and costly resources. | 11 | ...
C. doesn't require any resources at all.
D. requires a change in resource management.

12. "the missing piece in American education" (paragraph 9) refers to

A. investing in social and emotional learning.
B. providing American schools with missing resources. | 12 | ...
C. helping students who live in trauma.
D. involving central authorities in education.

13. This movement is "a refuge from ideological bitterness." (paragraph 10) means that

A. there is no agreement about the approach.
B. the approach has gained wide consensus. | 13 | ...
C. the approach has led to more ideological conflicts.
D. the approach protects the rights of political refugees.

14. "An emphasis on these capacities is not the sacrifice of rigor" (paragraph 7) means that the approach

A. stresses responsibility and commitment.
B. doesn't lead to academic achievement. | 14 | ...
C. leads to lack of discipline in schools.
D. stresses rigor at the expense of achievement.

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15. The main purpose of the writer is to

A. present facts about American education.
B. present information about the socio-emotional approach.
C. defend the adoption of 'the whole learner' approach.
D. criticize the American educational system.

15 ...

C. What do the underlined phrases refer to in the indicated paragraphs?

16. **these needs** (paragraph 4): .....
17. **These capabilities** (paragraph 7): .....
18. **them** (paragraph 10): .....

D. Answer the following questions.

In paragraph 4, the writer says "This calling is an honor, but not an elective."

19. What does "this calling" refer to?

.....
.....

20. What does the writer mean by saying that the calling is "not an elective"?

.....
.....

SECTION II: LANGUAGE (30 pts; 1 pt each)

A. Underline the mistakes and correct them in the space provided.

21.	The biggest fresh water lake in the world is the Lake Bakel in Russia. Correction: .....
22.	We were very pleased when our friends Hendersons became our neighbours. Correction: ....
23.	While walking on the sidewalk, Mary found a sparkly girl's bracelet. Correction: .....
24.	I am not used to get up early in the morning. Correction: .....
25.	At the end, Sue was able to finish her homework. Correction: .....
26.	Sami works very hardly. He is a workaholic. Correction: .....

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B. Choose the correct option.

27. The resort I went to is an excellent one. I had an ____ time during my vacation. | 27 ...
A. inevitable B. incredible C. inconsolable D. indefinable

28. I had been sitting ____ in my compartment for at least ten minutes. | 28 ...
A. for myself B. only myself C. by myself D. in my own

29. The primary concern of a businessman looking for someone to ____ for a job is to find the best qualified person. | 29 ...
A. hire B. prepare C. convince D. apply

30. Alan's new job is _____ than his last one. He gets more money and he works fewer hours. | 30 ...
A. quite better B. rather good C. pretty good D. rather better

31. What do you _____ to do about the problem now that this solution has failed? | 31 ...
A. attempt B. think C. pretend D. intend

32. _____ I am writing is to complain about the poor standard of the service at your hotel. | 32 ...
A. The reason why B. The purpose C. The reason for D. The cause why

33. Waste is the ____ consequence of a society which consumes more than any other nation. | 33 ...
A. negligible B. unaffordable C. avoidable D. inevitable

34. I'm _____ . I didn't pass the examination but I'll do better next time. | 34 ...
A. deceived B. despaired C. disillusioned D. disappointed

35. They have installed surveillance cameras to _____ any possible robbery. | 35 ...
A. discard B. prevent C. hinder D. resist

36. We've been _____ business with that firm for many years. | 36 ...
A. doing B. making C. dealing D. supplying

37. Many young people practice extreme sports for the _____ of excitement. | 37 ...
A. reason B. motive C. cause D. sake

38. The old lady _____ a will before her death. | 38 ...
A. made B. did C. gave D. had

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39. I _____ go to the cinema than study English. | 39 ...
A. would rather **B.** would prefer **C.** need to **D.** should

40. If you'd explained your problem to me, I _____ to help you. | 40 ...
A. was able **B.** will have been able
C. would have been able **D.** could have

41. "I wonder why they haven't arrived yet. I told Jim how to get here but perhaps I _____ a map. | 41 ...
A. should have given him **B.** had to give him
C. ought to give him **D.** must have given him

42. When I was at the cinema, I was surprised _____ kids smoking cigarettes. | 42 ...
A. for seeing **B.** that I saw **C.** at seeing **D.** to see

43. She _____ unwell for several days when she was taken to hospital. | 43 ...
A. had been feeling **B.** has been feeling **C.** was feeling **D.** had felt

44. I wish the teacher _____ us more about the exam before it took place. | 44 ...
A. would tell **B.** has told **C.** had told **D.** tells

45. _____ he had a broken leg, he continued to go to class. | 45 ...
A. Nevertheless **B.** In spite of the fact that **C.** In spite of **D.** Because of

46. Jane was born _____ September 9th. | 46 ...
A. in **B.** on **C.** at **D.** of

47. He is a man devoid _____ all fine feelings. | 47 ...
A. from **B.** without **C.** on **D.** of

48. I came _____ Brad Pitt at that big hotel two weeks ago. | 48 ...
A. about **B.** apart **C.** across **D.** along

49. They _____ us just because we're poor. | 49 ...
A. look down at **B.** look down for **C.** look down on **D.** look down over

50. He couldn't _____ the thought of leaving his home town for ever. | 50 ...
A. support **B.** bear **C.** think **D.** hold

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SECTION III: TEACHING METHODOLOGY (30 pts; 1 pt each)

A. Match each concept to its appropriate definition.

Concepts	Definitions
51. recycling	**A.** is teaching learners how best to learn. It includes encouraging them to think about how they record vocabulary and how to continue their learning outside the classroom.
52. learner training	**B.** is a strategy in which learners read for specific information.
53. learner centredness	**C.** the approach in which students are actively engaged and the teacher plays the role of the monitor and classroom manager.
54. editing	**D.** are fixed or semi-fixed expressions learned and retrieved as whole units and employed on specific occasions.
55. chunks	**E.** refers to a technique in which students jot down ideas for their writing.
56. drills	**F.** are exercises used to a practice a language item through repetition, gap-filling or matching, etc.
	G. a teaching method in which teachers review vocabulary or skills that have already been taught by including them in meaningful activities in subsequent lessons.
	H. is when learners work on their written product to correct spelling, punctuation and grammar mistakes.

51 ...	52 ...	53 ...	54 ...	55 ...	56 ...

B. Provide the missing words. The first letter is given.

When you teach English as a foreign language you will teach vocabulary, pronunciation and (**57**) **g**..... You will also cover the four key (**58**) **s**..... which are reading, writing, listening and speaking. You will probably use (**59**) **m**..... which generally include a students' book, a workbook and a teacher's guide. With young learners you may need additional supports such as (**60**) **v** ..... aids.

C. Choose the correct answer.

61. Which of the following is a writing sub-skill? **61** ...

A. previewing a text **B.** understanding words in context
C. using cohesive devices **D.** understanding the meaning of cohesive devices

62. Which of the following is **NOT** part of a typical grammar lesson?
A. hypothesizing **B.** previewing **C.** noticing **D.** experimenting **62** ...

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63. In her lesson, Emma asked students to listen to a dialogue, repeat, memorize and perform it. What method is the teacher adopting? | 63 ...

A. Grammar translation method **B.** Direct method
C. Audio lingual method **D.** Silent Way

64. Which of the following is **NOT** true about project work? | 64 ...

A. It is a purposeful activity **B.** It is accomplished in real life
C. It is proceeded in social environment **D.** It is a teacher centred activity

65. In a_____ activity, everyone shares their thoughts and ideas on a topic or issue. | 65 ...

A. brainstorming **B.** role-playing **C.** practice **D.** repetition

66. The official guidelines for teaching English in Morocco states that "the **aims** of the curriculum are in conformity with the four sets of values outlined in the National Charter for Education and Training." The underlined word refers to _____ | 66 ...

A. School expectations **B.** National expectations
C. Learner expectations **D.** Teacher expectations

67. In education, 'scaffolding' means | 67 ...

A. to reprimand learners who misbehave.
B. to allow learners to work on their own folders.
C. to support learners in solving learning problems.
D. to do exercises and solve problems for learners.

68. Relying on the linguistic data presented by the text in comprehension is called: | 68 ...

A. bottom-up processing **B.** top-down processing
C. critical reading **D.** critical thinking

69. Which of the following is **NOT** an example of alternative assessment? | 69 ...

A. a quiz **B.** a project done by students **C.** an exam **D.** an interview

70. In a reading comprehension lesson, the teacher asks students to read the text title and subtitles in a text and choose the main idea. This reading strategy is called | 70 ...

A. skimming **B.** skipping **C.** scanning **D.** inferring

71. In her writing lessons Mrs. Ericson often gives her students a model and then asks them to create something similar. In this way she is adopting the _____ to writing. | 71 ...

A. prescriptive approach **B.** process approach
C. descriptive approach **D.** product approach

72. Which of the following tasks would you likely **NOT** see in a listening comprehension lesson? | 72 ...

A. Summarize the information that you hear. **B.** Write down an end to the story.
C. Listen and repeat the words with /i:/ sound. **D.** Fill in a chart with information you hear.

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73. A short activity that is used to prepare students for the lesson is called a ____
A. warmer **B.** drill **C.** chant **D.** role-play

73 ...

74. While preparing a reading lesson, Mr. Karimi realizes that the text is loaded with new unknown words. Before dealing with the text, Mr Karimi should
A. ask students to check all the words using their dictionaries.
B. deal with the text the way it is.
C. pre-teach all the new words separately before he starts dealing with the text.
D. pre-teach only the words that are necessary for text comprehension.

74 ...

75. At the beginning of each year, teachers give their students a test to assess their basic abilities so that they can determine what part of the curriculum to start with. This test is an example of _____.
A. a diagnostic test **B.** an achievement test **C.** an aptitude test **D.** a placement test

75 ...

76. Elizabeth says that her language course is organized around topics like *family*, *work*, *seasons*, *etc.* This type of course is referred to as a _____ course.
A. skills-based **B.** grammar-based **C.** theme-based **D.** function-based

76 ...

77. Which of the following is more likely to follow the presentation stage of a structure in a grammar lesson?
A. doing practice exercises about the target structure
B. writing a short paragraph using the target structure
C. reading a text which contains the same structure
D. asking learners to perform dialogs using the target structure

77 ...

78. Which of these activities can be used to focus on *fluency*?
A. students match the beginning and end of sentences.
B. students complete sentences with the words given.
C. students describe pictures using their own words.
D. students describe pictures using given words.

78 ...

79. To teach the expression *'kick the bucket'*, it is better to
A. teach the meaning of '*kick*', and then teach the meaning of the expression.
B. teach the meaning of the expression without teaching the meaning of the two words.
C. teach the meaning of the two words without teaching the meaning of the expression.
D. teach the meaning of '*the bucket*', and then teach the meaning of the expression.

79 ...

80. In language teaching, '*schemata*' refers to
A. learning plans prepared by students.
B. lesson plans prepared by the teacher.
C. learners' existing background knowledge.
D. information charts to be filled by learners.

80 ...

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SECTION IV: WRITING (20 pts; 10 pts each)

81. *We teach individual learners who not only learn in different ways, but also have multiple intelligences and learning styles.* (Adapted from the Official Guidelines for the Teaching of English in Moroccan Middle Schools, 2009, p. 30).

Write an essay in which you discuss the statement by giving examples of different learning styles and how you would target them in your teaching practice. (about 150 words)

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82. One of the aims set forth in the Moroccan EFL curriculum is "to develop the communicative competence necessary for a variety of real-life purposes". Write an essay in which you explain why teachers of English in Morocco should focus on developing learners' communicative competence.

(about 150 words)

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