خاص بكتابة الامتحان	امتحان الكفاءة المهنية لولوج الدرجة الأولى من إطار أساتذة التعليم الثانوي التأهيلي دورة شتنبر 2019 الموضوع	المملكة المغربية وزارة التربية الوطنية والتكوين المهني والتعليم العالي والبحث العلمي المركز الوطني للتقويم والامتحانات والتوجيه CNEO
رقم الامتحان		
	الإسم الشخصي والعائلي : ..... تاريخ ومكان الازدياد :	

التخصص: اللغة الانجليزية	المادة : اختبار في ديداكتيك مادة التخصص	مدة الإنجاز: 3 ساعات	المعامل 1

خاص بكتابة الامتحان	النقطة النهائية على 20 بالأرقام ..... والحروف ..... (على المصحح التأكد من أن النقطة النهائية هي على 20)	التخصص : اللغة الانجليزية المادة : اختبار في ديداكتيك مادة التخصص
الصفحة : 1 على 12	إسم المصحح وتوقيعه :	ورقة الإجابة

TASK ONE: Choose the correct answer. Write only the corresponding letters in the spaces provided. (8 pts; 1 pt each)

1. Some theorists recommend a period of time they call a _____ in the initial phase of learning in which learners should focus on understanding rather than responding.

A. silent period
B. critical period
C. preparation time
D. transitory period

1	...

2. The following statement: 'By the end of the lesson students will be able to speak about what they are doing now using the present progressive' is an example of

A. a proficiency objective
B. a content objective
C. a performance objective
D. a psycho-motor objective

2	...

3. Which of the following is **NOT** an example of a bottom-up strategy?

A. Decoding the meaning of words in a text.
B. Using contextual clues to understand the meaning of words.
C. Linking the text to another text.
D. Understanding the meaning of discourse markers in the text.

3	...

4. Asking students to repeat a dialog after an audio-recording is an example of

A. contextualisation.
B. elicitation.
C. memorizing.
D. drilling.

4	...

5. Using a whole sentence to describe or talk about a word which I don't know in English is called

A. illustration.
B. circumlocution.
C. paraphrasing.
D. metacognition.

5	...

6. Which of the following tasks is **NOT** communicative?

A. Describing my childhood life using pictures
B. Asking my friend about how she celebrated her birthday
C. Talking about what I did last weekend
D. Completing sentences with verbs in the past

6	...

wadifa-info.com نماذج المباريات من موقع وظيفة إنفو

Source: www.wadifa-info.com/fr/modele-concours/2883 - Wadifa Info - page 1/13

لا يكتب أي شيء
في هذا الإطار

7. Being able to use language in different contexts taking into consideration the roles and status of the interlocutors is

A. sociability competence.
B. linguistic competence.
C. pragmatic competence .
D. global competence.

7	...

8. Which of the following is **NOT** a reading comprehension **testing** technique?

A. Skimming a text
B. True/false statements
C. Completing sentences
D. Chart filling

8	...

TASK TWO: (4 pts; 2 pts each).

The following writing topic is suggested in unit 8 in one of the Moroccan 2nd year Baccalaureate textbooks:

Topic :

You have recently read a lot about the phenomenon of brain drain in a magazine. Write a letter to the editor suggesting some measures that may solve the problem or at least reduce its negative effects.

Fill in the chart below with 2 different pre-writing activities you would engage learners in before they start writing their first draft. Justify your choice.

Pre-writing activity	Justification
9.	10. .....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

wadifa-info.com نماذج المباريات من موقع وظيفة إنفو
Source: www.wadifa-info.com/fr/modele-concours/2883 - Wadifa Info - page 2/13

لا يكتب أي شيء في هذا الإطار

.....	.....
.....	.....
.....	.....
11.	**12.** .....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

TASK THREE: (6 pts)

Many Moroccan teachers believe that because we have a unique syllabus, a prescribed textbook and we have standardized tests and exams which *all* students have to sit for, there is no need to differentiate instruction in our classes.

13. To what extent do you agree with these teachers? Explain. **(2 pts)**

.....

.....

.....

.....

.....

.....

.....

.....

wadifa-info.com نماذج المباريات من موقع وظيفة إنفو

Source: www.wadifa-info.com/fr/modele-concours/2883 - Wadifa Info - page 3/13

لا يكتب أي شيء
في هذا الإطار

Fill in the chart below by listing 2 strategies you would opt for to differentiate instruction in each skill. **(4 pts; 1 pt each)**

Skills	Strategies of differentiation
Presenting a grammatical structure	**14.** .... **15** ....
Assessment	**16.** .... **17.** ....

TASK FOUR: (4 pts; 1 pt each)

While teaching vocabulary, some teachers stop at the level of teaching only **the basic meaning** of the words they are teaching. Researchers, however, maintain that words are associated with a large body of information besides their basic meaning.

wadifa-info.com نماذج المباريات من موقع وظيفة إنفو
Source: www.wadifa-info.com/fr/modele-concours/2883 - Wadifa Info - page 4/13

لا يكتب أي شيء
في هذا الإطار

What other aspects of the words/expressions below you would teach besides their basic meaning?

Example of word/expression	What aspects I would teach + justification
naughty	18 .....
beautiful	19 .....
call it a day	20 .....
be looking forward to	21 .....

wadifa-info.com نماذج المباريات من موقع وظيفة إنفو

Source: www.wadifa-info.com/fr/modele-concours/2883 - Wadifa Info - page 5/13

لا يكتب أي شيء
في هذا الإطار

TASK FIVE: (8 pts)

During yesterday's reading class I asked Mourad, one of my students, to answer the comprehension questions after reading the text, but he failed to do so. I got angry and asked Latifa, the student next to him, to answer the questions, which she successfully did without hesitation. At the end of the class Mourad came to me and said "teacher, I think I don't know how to read. To comprehend the text, I don't just read it once. In some parts of the text, I read quickly and in others I slow down and think about the idea in the sentence before I move on to the next one. It also happens to me that I make notes or write other questions next to the text whenever I remember something which is connected to the text. I remember you already asked me not to do so many times and you want us to read the text quickly and answer the questions. I also sometimes need to go back and re-read the previous line again and again. I need to check my dictionary for the meaning of the words which I can't understand in the text. That's why you think that I am always late in reading the text".

22. What can you infer about the teacher's approach to teaching reading comprehension? **(2 pts)**

.....

.....

.....

23. What can you infer about Mourad's way of reading? **(2 pts)**

.....

.....

.....

24. What should be changed, the teacher's approach to teaching reading, Mourad's way of reading or both? Justify your answer by relying on the theories of reading comprehension. **(4 pts)**

.....

.....

.....

.....

.....

.....

wadifa-info.com نماذج المباريات من موقع وظيفة إنفو

Source: www.wadifa-info.com/fr/modele-concours/2883 - Wadifa Info - page 6/13

لا يكتب أي شيء في هذا الإطار

TASK SIX: (4 pts; 1 pt each)

The following tasks appeared in the reading section of the national Baccalaureate exams. What reading skill is each task assessing?

Exam questions	Target reading skills
25. **MATCH EACH PARAGRAPH WITH ITS CORRESPONDING IDEA.**	a. scanning b. skimming c. inferring d. understanding words in context e. locating referents

Paragraph number	Main idea
1	a. Activists are worried about the future of artificial intelligence.
2	b. Robots will replace humans in many jobs.
3	c. Robots may develop self thinking abilities.
4	d. Sophia looks like a human.

26.
COMPLETE THE CHART WITH THE RIGHT INFORMATION FROM THE TEXT.

Figures	What they refer to
15	.....
....	Tommy's age when he joined the *Drum Works* project.
100	.....
....	The number of students in each music group.

27.

FIND IN THE TEXT WORDS OR PHRASES THAT MEAN THE SAME AS

1. favorite (paragraph 2): .....
2. gifted (paragraph 4): .....

28.

CHOOSE THE BEST ANSWER

The writer is

1. Neutral about Noor Project.
2. Enthusiastic about Noor Project.
3. Worried about the future of Noor Project.

25. ..... **26.** ..... **27.** ..... **28.** .....

wadifa-info.com نماذج المباريات من موقع وظيفة إنفو

Source: www.wadifa-info.com/fr/modele-concours/2883 - Wadifa Info - page 7/13

لا يكتب أي شيء
في هذا الإطار

TASK SEVEN: (5 pts)

After one of his lessons, Mr. Younssi was asked to comment on what he was teaching in the lesson. He said "it is a speaking session. The lesson is about discussing the causes and effects of dropping out of school. My students were involved in group work discussion for the whole session."

29. Would you consider what Mr Younssi was doing as an effective way of teaching speaking? Explain.(**2 pts**)

.....

.....

.....

.....

Fill in the chart below by providing 3 different speaking sub-skills and suggest an example of an activity for each sub-skill. (**3 pts; 1 pt each**)

Speaking sub-skill	Classroom activity
30.....	.....
31.....	.....
32.....	.....

wadifa-info.com نماذج المباريات من موقع وظيفة إنفو

Source: www.wadifa-info.com/fr/modele-concours/2883 - Wadifa Info - page 8/13

لا يكتب أي شيء في هذا الإطار

TASK EIGHT: (5 pts)

With the widespread use of gadgets by students and the proliferation of free apps, the exploitation of ICT in language classes has become a necessity.

33. Design a classroom activity in which students are required to make use of technology in language learning.

Objective of the activity (**1 pt**)	.....
Application/web-tool needed (**1 pt**)	.....
Procedures (**3 pts**)	.....

wadifa-info.com نماذج المباريات من موقع وظيفة إنفو

Source: www.wadifa-info.com/fr/modele-concours/2883 - Wadifa Info - page 9/13

لا يكتب أي شيء
في هذا الإطار

TASK NINE: (6 pts; 3 pts each)

Fill in the chart below by briefly outlining at least one potential problem in the fulfillment of each task. Provide a solution to overcome it and justify your choice.

Task	Potential problem	Alternative
34. During the application stage of teaching the function of 'asking for/giving advice', the teacher asked students to work in groups of 4 and ask for and give advice to each other.	.....	.....
35. In a reading lesson, the teacher asked students to work in groups of 4 and fill in a spider diagram about the different social problems in their community. The teacher then asked them to keep working together and preview the reading text for the general idea.	.....	.....

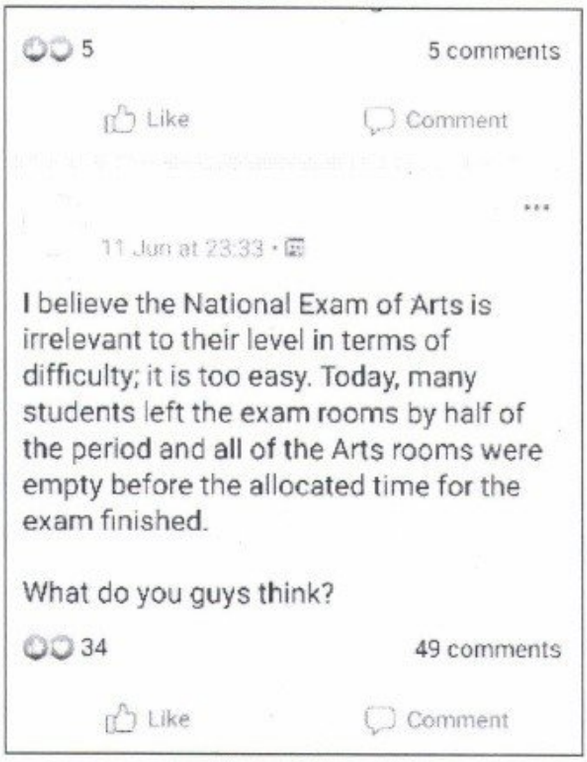
wadifa-info.com نماذج المباريات من موقع وظيفة إنفو

Source: www.wadifa-info.com/fr/modele-concours/2883 - Wadifa Info - page 10/13

لا يكتب أي شيء في هذا الإطار

TASK TEN: (4 pts; 2 pts each)

On a social networking site one of the Moroccan ELT practitioners made the comment below about the national Baccalaureate exam (2019) for the Arts stream. Answer the questions below.



36. Do you think that leaving the exam room too early is an indicator that the exam is easy? Justify.

.....

.....

.....

.....

.....

.....

.....

wadifa-info.com نماذج المباريات من موقع وظيفة إنفو

Source: www.wadifa-info.com/fr/modele-concours/2883 - Wadifa Info - page 11/13

لا يكتب أي شيء في هذا الإطار

37. What indicators would you rely on to evaluate the difficulty/easiness of a test or an exam?

. . . . . .

. . . . . .

. . . . . .

. . . . . .

. . . . . .

. . . . . .

TASK ELEVEN: (6 pts; 1 pt each)

Complete the following passage with the missing words:

Some teachers think that simply telling students about a text is a sufficient pre-reading strategy, but it is incorrect to assume that only a brief lecture about the reading will push struggling readers to **e**. . . . . **(38)** with the text in their own minds. In fact, relying solely on such a practice will only enable struggling readers to continue to be dependent on the teacher to make **m**. . . . . **(39)** of the text. In addition to fostering self-sufficiency, you must remind struggling readers that **c**. . . . . **(40)** begins prior to reading and extends into the discussions they have after they've finished reading. Many teachers think of comprehension only as answering questions correctly after reading the text. That's too late. Pre-reading strategies that focus on active engagement with the text help struggling readers do what proficient readers do—think all throughout the reading **p**. . . . . **(41)**, not just at the conclusion. Effective pre-reading strategies also stimulate students' **p**. . . . . **(42)** knowledge about a topic; when the knowledge that we already have in our heads about a topic or a related topic is pushed to the forefront of our minds, it is easier to make **c**. . . . . **(43)** between what we are learning from the text and what we already know.

From: *Cross-Talk in Comp Theory: A reader.* Villanueva, V.(ed), 2003.

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

wadifa-info.com نماذج المباريات من موقع وظيفة إنفو

Source: www.wadifa-info.com/fr/modele-concours/2883 - Wadifa Info - page 12/13

Wadifa Info

www.wadifa-info.com

Le sujet suivant à préparer — **النموذج التالي للتحضير**

نموذج مباراة التعليم - مسلك تأهيل أساتذة التعليم الثانوي الإعدادي والتأهيلي، تخصص اللغة العربية -

Modèle : Concours de l'enseignement – qualification des professeurs du secondaire – spécialité langue arabe –

www.wadifa-info.com/fr/modele-concours/1319

Chaîne WhatsApp — **قناة واتساب**

المباريات الجديدة والنتائج كل يوم

Nouveaux concours et résultats chaque jour

www.wadifa-info.com/wa

Chaîne YouTube — **قناة يوتيوب**

امتحانات تجريبية بالتصحيح، بالدارجة

Examens blancs corrigés, expliqués en darija

youtube.com/@wadifainfo

Envoyer à un ami — **أرسل النموذج لصديق**

شارك هذا النموذج على واتساب مع من يحضّر معك

Partagez ce sujet sur WhatsApp

wa.me