

مباراة الدخول إلى المراكز التربوية الجهوية
دورة 29 ستمبر 2003

المملكة المغربية
وزارة التربية الوطنية والشباب
الأكاديمية الجهوية للتربية والتكوين
الجهة الشرقية بوجدة

شعبة : اللغة الإنجليزية

1
5

المدة : 3 ساعات
المعامل : 1

مادة : اللغة الإنجليزية

I. Comprehension (14 points)

A. Read this article. As you read, answer questions (1- 10) on page 3.

From the time they are in first grade, some people know they someday want to be teachers. For others, the idea can be a sudden insight, or a feeling that ferments for years in some remote corner of their consciousness. Regardless of where the idea comes from, becoming a teacher is a compelling thought for many. [...] For sure, not every person who wants to be a teacher should be a teacher. There is a vast gulf between the ideal of teaching and the reality of the classroom. Teaching probably won't make you rich, and, to be sure, no one should make any career decision without gathering as much information as possible. [...] Teaching is like no other profession. As a teacher, you will wear many hats. You will, to name but a few of the roles teachers assume in carrying out their duties, be a communicator, a disciplinarian, a conveyor of information, an evaluator, a classroom manager, a counsellor, a member of many teams and groups, a decision-maker, and a role-model. Each of these roles requires practice and skills that are taught in teacher preparation programs. [...] Make no mistake; as a teacher, your day doesn't necessarily end when the school bell rings. If you're conscientious, you will be involved in school meetings, committees, assisting students, grading homework, assignments, and projects. All these demand some sacrifice of your personal time. If you're committed to excellence as a teacher, it's a sacrifice you can live with. If not, you will be uncomfortable at best. From my own teaching experience and from discussions and teaching many teachers and teacher education students, there emerge common threads of understanding and skill that good teachers weave into an effective personal style of teaching. Assess your own knowledge and values in terms of your thoughts about the following:

Good teachers

- *are good at explaining things.* Do you like to explain how something works, or how something happened? Being comfortable with explaining content to students is an essential skill for teachers.
- *keep their cool.* There will be times when you will be tempted to scream or yell at your students, other teachers, parents, administrators, and so on. Good teachers are able to successfully resist this urge.
- *have a sense of humour.* Research has consistently shown that good teachers have a sense of humour, and that they are able to use humour as part of their teaching methods. Humour, used properly, can be a powerful addition to any lesson.
- *like people, especially students in the age range in which they intend to teach.* Most teachers choose an area of specialization such as primary education, special education, secondary education, or higher education because they have a temperament for students in those age ranges. If you are not comfortable working with young children, don't major in primary education!
- *are inherently fair-minded.* They are able to assess students on the basis of performance, not on the students' personal qualities.

شعبة : اللغة الإنجليزية

مادة : الإنجليزية

2

5

- *have "common sense."* It may sound a bit corny, but good teachers are practical. They can size up a situation quickly and make an appropriate decision. Whether managing a classroom, leading students on a field trip, seamlessly shifting from one instructional procedure to another, or dealing with policy and curriculum issues in the school, there is no substitute for common sense.
- *have a command of the content they teach.* For primary school teachers, that means having knowledge of a broad range of content in sufficient depth to convey the information in meaningful ways to the students. For secondary school teachers, it usually means having an in-depth command of one or two specific content areas such as mathematics or biology.
- *set high expectations for their students and hold the students to those expectations.* If you are thinking about becoming a teacher, you should set high expectations for yourself, and demand excellence not only of yourself, but your students as well.
- *are detail-oriented.* If you are a disorganized person in your private life, you will find that teaching will probably be uncomfortable for you. At the very least, teachers must be organized in their professional and teaching duties. If you're not organized and are not detail oriented, teaching may not be the best choice of a profession for you.
- *are good managers of time.* Time is one of the most precious resources a teacher has. Good teachers have learned to use this resource wisely.
- *can lead or follow, as the situation demands.* Sometimes, teachers must be members of committees, groups, and councils. Having the temperament to function in these capacities is extremely important. At other times, teachers assume leadership roles. Be sure you are comfortable being a leader or a follower, because sooner or later, you will be called on to function in those roles.
- *don't take things for granted.* This applies to everything, from selecting a college or school of education to filing papers for certification. Good follow-through habits should be cultivated throughout life, but they are never more important than during your teacher education program. Read the catalogue, know the rules, be aware of prerequisites and meet deadlines. In one sense, you don't learn to teach by getting a degree and becoming certified. You learn to teach in much the same way you learned to drive by driving. You learn to teach by teaching, by making mistakes, learning from them and improving. The purpose of a teacher education program is to get you as ready as possible to learn how to teach by subjecting you to a variety of methods and experiences that have a basis in tradition and research.

All of these qualities define some of the characteristics of good teachers. If it is not your goal to become a good teacher at the very least, perhaps thinking about the above will help you see other career alternatives. A good idea, when first making such a decision, is to talk to teachers. Find out what they do, and what led them into teaching. Do a personal inventory of your own values, personality, preferences and goals. But, whatever you do, don't go into teaching simply because of the long summer holidays!

2

شعبة : اللغة الإنجليزية

مادة : الإنجليزية

3

5

1. What is this article about?
2. According to the article, what should you do while deciding on a career?
3. Why is teaching unlike any other profession?
4. Which activities do conscientious teachers do?
5. What do these activities require?
6. What is the role of humour in the classroom?
7. How is the teacher's equity manifested?
8. What does the author compare teaching to?
9. Why should teachers adopt a *common sense* approach?
10. What advice does the writer give to those who are considering teaching as a career?

B. Re-read the article. As you re-read, decide what these words refer to.

1. they (Line 1)
2. the idea (Line 2)
3. this urge (Line 25)
4. this resource (Line 54)

II. Use of English (16 points)

A. Vocabulary (6 points)

What do these words/phrases mean?

1. compelling (Line 3)
2. You will wear many hats. (Line 7)
3. assisting students (Line 13)
4. It may sound comy (Line 36)
5. seamlessly (Line 38)
6. don't take things for granted (Line 60)

(3)

شعبة : اللغة الإنجليزية

مادة : الإنجليزية

4
5

B. Grammar (5 points)

In the sentences below, first identify the one underlined phrase that is incorrect and then correct it.

1. It is possible to overcome the difficulties of learning a new language if one will have the right attitude.
A B C D
2. If the new trainee followed the rules as they were explained to him, he would not have been in such a trouble.
A B C D
3. Most teachers try to motivate students by using materials that are interesting to them and inspire them succeeding.
A B C D
4. Although some difficulty was expected, the extent of the problem was not known until the project completed and the final report was disseminated.
A B C D
5. Educators are now recommending that thinking skills are emphasized in the classroom since recent tests indicate that many teachers in the past have overlooked these skills.
A B C D

شعبة : اللغة الإنجليزية

مادة : اللغة الإنجليزية

5
5**C. Language functions (5 points)****What do these sentences express?**

1. Humour, used properly, can be a powerful addition to any lesson.
2. Sometimes, teachers must be members of committees, groups, and councils.
3. Teaching is like no other profession.
4. As I see it, time is one of the most precious resources.
5. Regardless of where the idea comes from, becoming a teacher is a compelling thought for many.

III. Writing (20 points)

Write an account of how you were taught English in one grade of secondary school. Describe in as much detail as possible just how the teacher went about directing you in your work.

Or

React to, agree with, or disagree with the following statement:

“Students who do not prepare for a career while at university are wasting time and money.”

5