

|                     |                                                                                                                  |                                                                                                                                                                                        |
|---------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| خاص بكتابة المباراة | مباريات لتوظيف الأطر النظامية للأكاديميات :<br>مباراة توظيف أساتذة التعليم الثانوي<br>دورة جينير 2021<br>الموضوع | +XIIA4+ I IIC40E0<br>+eC4e0+ I 80XC4 e4C80<br>A e00HC4 eC4J40S A +01111+<br>المملكة المغربية<br>وزارة التربية الوطنية<br>والتعليم الأولي والرياضة<br>المركز الوطني للتقويم والامتحانات |
| رقم الامتحان .....  | الاسم الشخصي والعائلي :<br>تاريخ ومكان الأحدث :                                                                  | الاختصاص : اللغة الانجليزية<br>الاختبار : اختبار في مادة التخصص<br>مدة الإنجاز : ثلاث ساعات<br>المعامل : 3                                                                             |

|                     |                                                                                        |                                                                                            |
|---------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| خاص بكتابة المباراة | نقطة مادة التخصص بالأرقام ..... على 75<br>وبالحروف .....<br>اسم المصحح وتوقيعه : ..... | التخصص : اللغة الانجليزية<br>الاختبار : اختبار في مادة التخصص<br>الموضوع / ورقة<br>الإجابة |
| الصفحة : 1 على 12   |                                                                                        |                                                                                            |

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### 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 **THREE SECTIONS** scored out of **75 points**
  - Section I: Reading Comprehension (15 pts)
  - Section II: Language (45 pts)
  - Section III: Writing (15 pts)
- Use the exam sheets carefully. **Only ONE** set of exam sheets is provided.
- Crossing out answers and/or using a correction pen is not recommended.
- For multiple-choice questions, select the correct answer from the suggested choices and write the corresponding letter (A, B, C or D) in the space provided for each question.
- No document, electronic device or communication with anyone is allowed. Evidence of cheating during the test administration or test correction will automatically disqualify the candidate.

00 ...



# لا يكتب أي شيء في هذا الإطار

مباريات لتوظيف الأطر النظامية للأحاديث : أساتذة التعليم الثانوي - دورة دجنبر 2021 - الموضوع

الصفحة: 2 على 12

التخصص : اللغة الانجليزية - الاختبار : اختبار في مادة التخصص

## SECTION I: READING COMPREHENSION (15 pts)

### READ THE TEXT AND DO THE RELATED TASKS.

[1] There seems to be consensus that teacher quality is the most important variable in determining how well a child learns. While such an observation hardly sounds like headline news, it is a milestone in the development of teaching as a profession. It suggests where investments should be made if people really are serious about student learning. It also explains why policymakers and the public should care about what it means to be an effective teacher and what it will take to create and empower a teaching workforce defined by **accomplished practice**. Teachers, administrators, and others whose work is to support best practice in our schools must rethink every aspect of the trajectory people follow to become accomplished teachers. Getting that path right and making sure all teachers follow it asserts the body of knowledge and skills teachers need and leads to a level of consistent quality that is the hallmark of all true professions.

[2] Before addressing the trajectory and the need to build a coherent continuum of experiences that all teachers should follow as they become accomplished, we must ask a basic question: Is teaching a true profession? If it is, it should be held to the same standards as other professions when it comes to the quality of its practitioners; if not, then such expectations are nice but not necessary. Dan C. Lortie (1975) explains that teaching, which has the potential to be a profession, lacks many of the characteristics of one. For example, there is no period of mediated entry into practice that all new teachers follow. Perhaps more important, there is no base of knowledge and skills that all teachers must acquire and none of the internal structures common to other professions, such as a standards-based assessment created by practitioners of the profession to certify when people have acquired the knowledge and skills. Because of the increased interest in education since Lortie's book was published, one might assume that the education community has made some fundamental changes. However, little has changed that would move teaching toward becoming more of a profession. <http://i-taalim.blogspot.com/>

[3] Furthermore, policy makers seem to have made their voice even more dominant in key areas that are traditionally left to the province of professions, deploying an agenda that in many ways treats teachers less like professionals and more like traditional **blue-collar workers**. Evidence for such a shift can be seen in the proliferation of alternate routes into teaching, the increase in accountability systems that focus on the most narrow measures of effectiveness, and the move to empower non-educators to make decisions that should be made only by those whose skills, knowledge, and experience provide the judgment such decisions require. Medical practitioners, for instance, would not tolerate such an intrusion into their domain. Perhaps there is no more telling sign that education has not yet become a profession than how silent its practitioners have been in the face of these policies.



# لا يكتب أي شيء في هذا الإطار

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مباريات لتوظيف الأطر النظامية للأحياء : أساتذة التعليم الثانوي - دورة دجنبر 2021 - الموضوع

الصفحة: 3 على 12

التخصص : اللغة الانجليزية - الاختبار : اختبار فني مادة التخصص

[4] What are the characteristics of a “profession”? As Lee Shulman (2004), Lortie and others have pointed out, a distinguishing operating principle of a profession is that those who are in it define the key terms. Those terms include initial formal preparation, **induction plan**, the trajectory of development, standards for success, code of behaviour and professional development schemes. That teaching does not meet these conditions does not mean that it does not deserve to be a profession; only that its practitioners have not **coalesced** around making that happen. Teaching is a complex undertaking. It almost certainly has an identifiable body of knowledge that is connected to content, the teaching/learning process, and the characteristics of children. There are also skills that must be acquired to help students develop in ways that prepare them for further study and life. Many teachers have this knowledge and these skills, but their numbers do not define the teaching workforce, which leads to inconsistent quality teaching. The lack of consistency in the quality of teaching is most apparent in schools serving large numbers of poor children, where the job of teaching is more difficult and requires greater knowledge and skills for success than it does in schools serving more affluent children.

[5] Can teachers and those who are devoted to education and whose work supports what happens at the confluence of teacher and student create the conditions that lead to accomplished practice? Can such practice become the norm rather than the exception? The answer to both questions is yes. Furthermore, these conditions must be created and they must become the norm. The need for good teaching in all classrooms and for all children regardless of their age and mental capacity is equal to, if not more compelling than, what is required for other professions. The negative long-term consequence when poor or mediocre instruction of children is the norm is clear: no society can prosper if it fails to develop its **most important asset**. Just as nations cannot become great or even good without healthy populations and dependable infrastructure, they cannot do so without an educated citizenry. Some people think it is not possible for teaching to reach such a level. Furthermore, teachers do work that most people believe anyone can do. That belief stems in large part from the fact that today almost all adults have spent too many hours as students watching teachers. No other occupation is observed so extensively, and this familiarity undoubtedly adds to the belief that teaching just is not that hard. Still others do not want teaching to be a profession or, **put more generously**, do not believe it needs to be. They pursue strategies designed to “**teacher-proof**” schools, and they imagine classrooms led primarily by young people who “do” teaching for two to three years on their way to a real job. Such a scheme ensures that salaries stay low and retirement costs mostly disappear. This attitude toward teachers should be unmasked for what it is: an effort to ensure that poor children never get the education they need.



# لا يكتب أي شيء في هذا الإطار



مباريات لتوظيف الأطر النظامية للأكاديميات : أساتذة التعليم الثانوي - دورة دجنبر 2021 - الموضوع

الصفحة: 4 على 12

التخصص : اللغة الإنجليزية - الاختبار : اختبار فني مادة التخصص

[6] Then there is the long-standing debate over whether teaching is a science or an art. The implication is that if it is a science it can be learned and measured, but if it is an art it cannot be. One either has the “gift” or does not. In the current environment of excessive accountability and policies that advocate lock-step approaches to teaching, it is not unusual even for teachers to weigh in passionately on the side of art. Putting aside for a second how strongly artists would object to the idea that their skill comes from something innate rather than something gained through hard work, the truth is that the art-science debate is just one more false dichotomy that plagues education. Teaching is clearly both a science and an art, and it shares this duality with the other professions.

[7] Against this dreary backdrop, there is reason for optimism. Each enterprise that we now consider a profession is the result of a mighty and sustained struggle, the work of many who chiseled away until the profession emerged. Such emergence occurs because and when the people in those professions take deliberate steps to make it happen. They fight over important points; they build and rebuild coalitions of like-minded colleagues; they have the longer view in mind; and they are in it for the long haul. Government policies at every level can hinder or help them in their efforts, but in the end, professions are built by those within the profession. Those same practitioners also recognize the need for the profession to continue to evolve as new knowledge and skills are constantly being developed. There is no final state of perfection.

[8] While teacher preparation programs can and must become much better than they are now, they are only one step on the path to accomplished practice. Very few twenty-two-year-olds can be good at their job, let alone accomplished, directly out of college no matter how strong the teacher preparation program is. Teaching is too complex to be mastered without strong clinical experience that comes after formal study and student teaching. There is general agreement that since teaching is at least as complicated as medicine, we probably should not be asking young people right out of college to be teachers. The time has come for the teaching profession to demand that new teachers have experiences that are similar to those for new doctors. The initial goal should be to expect that all new teachers will spend at least one year in a “residency school,” similar to a teaching hospital, where they will work under the close supervision of board-certified teachers. These residencies must be earned through a competitive process.

[9] If teaching is to join the ranks of other professions, it must embrace the same expectation for its workforce that every other profession has: accomplished practitioners must be the norm. We need to create a culture in which all teachers aspire to be certified, and the profession itself must be designed to support that aspiration.

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Adapted from: <https://scholarworks.umb.edu/nejpp/vol26/iss1/5/>



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مباريات لتوظيف الأطر النظامية للأحاديثيات : أساتذة التعليم الثانوي - دورة دجنبر 2021 - الموضوع

الصفحة: 5 على 12

التخصص : اللغة الانجليزية - الاختبار : اختبار في مادة التخصص

Choose the correct answer. (1 pt each)

01. The best title for the text is  
A. Teacher professional development B. The teaching profession at risk  
C. Sustaining the teaching profession D. The effect of teacher quality on learning 01 ...
02. "accomplished practice" (paragraph 1) refers to practice which  
A. can be measured objectively.  
B. is completed as required.  
C. leads to financial gains.  
D. results in professional qualifications. 02 ...
03. The main idea of paragraph 2 is:  
A. Teaching has the same standards as other professions.  
B. Teaching is still far from becoming a profession.  
C. The trajectory of the teaching profession is satisfactory.  
D. Teacher training is not based on knowledge and skills. 03 ...
04. In paragraph 3, teachers are compared to "blue-collar workers" because  
A. their job includes manual work.  
B. their job is accessible to anyone.  
C. they don't take part in decision-making.  
D. they are similar to medical practitioners. 04 ...
05. "induction plan" (paragraph 4) refers to the process used within a profession to  
A. track the progress of employees over time to guarantee their promotion.  
B. introduce new employees to the profession and prepare them for their new role.  
C. set a number of principles and rules that employees are expected to abide by.  
D. evaluate the performance of employees after certain years of work. 05 ...
06. "coalesced" (paragraph 4) means  
A. contributed. B. converged. C. negotiated. D. allied. 06 ...
07. "The lack of consistency in the quality of teaching ..." (paragraph 4) is due to  
A. the bad working conditions in most schools.  
B. the shortage in the number of qualified teachers.  
C. the large number of poor children in schools.  
D. the gap between schools in poor and rich areas. 07 ...
08. "most important asset" ( paragraph 5) refers to  
A. educated children. B. devoted policy makers.  
C. healthy populations. D. accomplished educators. 08 ...

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# لا يكتب أي شيء في هذا الإطار



مباريات لتوظيف الأطر النظامية للأخاديميات : أساتذة التعليم الثانوي - دورة دجنبر 2021 - الموضوع

الصفحة: 6 على 12

التخصص : اللغة الانجليزية - الاختبار : اختبار في مادة التخصص

09. "put more generously" (paragraph 5) shows that the writer
- A. is not sure about his opinion.
  - B. is less direct in saying what others think.
  - C. is supportive of others' opinion.
  - D. doesn't want teaching to be a profession.
10. Some people "pursue strategies designed to "teacher-proof" schools." (paragraph 5) means that they have plans
- A. to strengthen the role of teachers in schools.
  - B. to make schools more attractive to teachers.
  - C. to trivialize the role of teachers in schools.
  - D. to recruit more young teachers.
11. "it is not unusual even for teachers to weigh in passionately on the side of art." (paragraph 6) means that teachers
- A. support the idea that teaching is an art.
  - B. consider teaching both a science and an art.
  - C. object to the idea that art is a natural gift.
  - D. insist on the importance of teaching art in schools.
12. "dreary backdrop" (paragraph 7) means
- A. unhappy moment.
  - B. challenging task.
  - C. gloomy situation.
  - D. depressing situation.
13. The main idea of paragraph 7 is that the success of any profession stems from
- A. the coalition between governments and professionals.
  - B. the continuous internal efforts of its practitioners.
  - C. the joint efforts of all stakeholders.
  - D. the knowledge and skills of individual practitioners.
14. In paragraph 8, the writer is making an analogy between teaching and medicine so as to
- A. prove that twenty-two-year-olds cannot be good at their job.
  - B. show the importance of residency schools in medicine.
  - C. criticize teacher preparation programs in universities.
  - D. stress the importance of practical training in teaching.
15. The writer believes that
- A. teaching can never reach the status of an established profession.
  - B. a set of measures should be taken for teaching to be a profession.
  - C. decisions about the teaching profession should be left to policy makers.
  - D. the variability of routes to teaching will make of it a profession.

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# لا يكتب أي شيء في هذا الإطار



مباريات لتوظيف الأطر النظامية للأكاديميات : أساتذة التعليم الثانوي - دورة دجنبر 2021 - الموضوع

الصفحة: 7 على 12

التخصص : اللغة الانجليزية - الاختبار : اختبار في مادة التخصص

## SECTION II: LANGUAGE (45 pts) <http://i-taalim.blogspot.com/>

### A. Choose the right option. (20 pts; 2 pts each)

16. Which of the sentences is NOT correct?

- A. He wears a suit and a tie to school.
- B. In addition being shocked, she felt ridiculous.
- C. Many changes have made our city a nice place to live.
- D. My friends and I often have dinner out on the weekend.

16 ...

17. Which of the sentences is grammatically correct?

- A. Princess Diana often used to go to shopping in Harrods.
- B. Whoever stole my chocolate is in a lot of trouble.
- C. Scarcely they opened the door when they saw they had been burgled.
- D. I enjoy watching the films, going to the theatre and visiting museums.

17 ...

18. "I'd rather you didn't ask her about her husband." means

- A. She wouldn't answer your questions about her husband.
- B. If I were you, I wouldn't ask her about her husband.
- C. It was wrong of you to ask her about her husband.
- D. It was not necessary to ask her about her husband.

18 ...

19. They ..... the deal when the manager ..... them an hour later.

- A. were negotiating / rejoined.
- B. have negotiated / am joining.
- C. will negotiate / would rejoin.
- D. would negotiate / had rejoined

19 ...

20. I had to leave the party early yesterday. But I'm sure you. .... yourself.

- A. would enjoy
- B. have enjoyed
- C. would have enjoyed
- D. enjoyed

20 ...

21. Which clause best completes the following sentence?

We would have finished before the deadline .....

- A. had she joined us earlier.
- B. did she join us earlier.
- C. if she joined us earlier.
- D. if she has joined us earlier.

21 ...

22. Choose the best option to complete the following sentence:

As I was about to pay the bill in a restaurant, I realized ...

- A. my wallet has been stolen.
- B. my wallet would have been stolen.
- C. my wallet had been stolen.
- D. my wallet would be stolen.

22 ...



# لا يكتب أي شيء في هذا الإطار

مباريات لتوظيف الأطر النظامية للأخاديمياء : أساتذة التعليم الثانوي - دورة حنبر 2021 - الموضوع

الصفحة: 8 على 12

التخصص : اللغة الانجليزية - الاختبار : اختبار في مادة التخصص

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23. Choose the best option to complete the exchange.

Father: "When Jane left the party, the house became dull and boring."

Mother: "....."

- A. I wish she would stay longer with us.      B. I wish she stayed longer with us.  
C. If only she had stayed longer with us.      D. If only she could stay longer with us.

23 ...

24. 'She needn't have discussed all the details.' means:

- A. She didn't discuss all the details as it was not necessary.  
B. She unnecessarily discussed all the details.  
C. I regret that she didn't discuss all the details.  
D. It was wrong of her not to discuss all the details.

24 ...

25. When James stopped . . . . . , he realized that the area was for non-smokers.

- A. smoke      B. smoking  
C. to smoke      D. for smoking

25 ...

B. Choose the right option. (20 pts ; 2 pts each)

26. She was expecting help from her friends, but they .....

- A. let her down      B. left her down      C. turned her down      D. set her down

26 ...

27. The document is still confidential. Once we ..... it, we'll share it with the public.

- A. get hold of      B. put our finger on  
C. get grasp of      D. hold on to

27 ...

28. Students who participate in extra-curricular activities usually ..... perform their peers in speaking.

- A. un      B. super      C. mis      D. out

28 ...

29. I saw a huge hairy spider ..... across the ceiling over my bed.

- A. scraping      B. craving      C. crawling      D. creeping

29 ...

30. Reforms that do not value the role of the teacher will certainly keep .....

- A. biting the dust      B. hitting the road  
C. blowing smoke      D. sitting on the fence

30 ...



# لا يكتب أي شيء في هذا الإطار



مباريات لتوظيف الأطر النظامية للأحاديث : أساتذة التعليم الثانوي - دورة حنبر 2021 - الموضوع  
التخصص : اللغة الانجليزية - الاختبار : اختبار في مادة التخصص

الصفحة: 9 على 12

31. When students feel they. .... at school, they are more likely to learn better.  
A. suit B. belong C. fit in D. enroll 31 ...
32. The couple ..... doing anything that was illegal  
A. complained B. denied C. admitted D. refused 32 ...
33. The ..... of the mayor calling an early election is quite slim.  
A. likely B. likeliness C. likelihood D. likeness 33 ...
34. He is such an arrogant colleague. I can't ..... his behaviour any longer.  
A. believe in B. live up to C. make up D. put up with 34 ...
35. The decreasing global oil reserves and concerns ..... gas emissions have accelerated  
the search ..... more sustainable sources.  
A. about / with B. over / into C. about / at D. over / for 35 ...
- C. Choose the right option (5 pts ; 1 pt each)
36. In a language, words with the same spelling and the same pronunciation but different meanings are  
called ..... <http://i-taalim.blogspot.com/>  
A. allophones B. homonyms C. homophones D. cognates 36 ...
37. Non-fiction texts that give facts and information about a topic are called ..... texts.  
A. demonstrative B. exploratory C. expository D. persuasive 37 ...
38. Which of the following words is NOT a preposition?  
A. throughout B. including C. considering D. whether 38 ...
39. Which quantifier is used only with countable nouns?  
A. a few B. a little C. some D. a lot of 39 ...
40. Which conditional expresses a hypothetical situation about the past?  
A. conditional 0 B. conditional 1 C. conditional 2 D. conditional 3 40 ...





مباريات لتوظيف الأطر النظامية الأكاديميات : أساتذة التعليم الثانوي - دورة دجنبر 2021- الموضوع

**التفصص : اللغة الانجليزية - الاختبار : اختبار في مادة التفصص**

الصفحة: 10 على 12

**SECTION IV: WRITING (15 pts)**

41. Today's generation are spending too much time playing computer games, chatting aimlessly on social networking sites or simply watching TV, and too little time doing things which involve physical activity. <http://i-taalim.blogspot.com/>

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To what extent do you agree or disagree with this statement? Give reasons for your answer and include any relevant examples from your own experience.

[illegible]



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مباريات لتوظيف الأطر النظامية للأحاديثيات : ألماتحة التعليم الثانوي - دورة دجنبر 2021 - الموضوع

الصفحة: 11 على 12

التخصص : اللغة الانجليزية - الاختبار : اختبار في مادة التخصص

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مباريات لتوظيف الأطر النظامية للأحاديثيات : أساتذة التعليم الثانوي - دورة دجنبر 2021 - الموضوع

الصفحة: 12 على 12

التخصص : اللغة الانجليزية - الاختبار : اختبار في مادة التخصص

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