

الصفحة	مباراة ولوج المراكز التربوية الجهوية	المملكة المغربية
1	دورة 30 سبتمبر 2004	وزارة التربية الوطنية والتعليم العالي وتشغيل الأمازيغ والبيدات العلمي قطاع التربية الوطنية المركز الوطني للاختبارات
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الموضوع :

Part One

Reading Comprehension [1] : (10 marks)

A. Read the text' on page 2. As you read, answer the following questions.

1. What is the theme of the text?
2. How did the author become a teacher?
3. What reasons does she give for her choosing to become a teacher?
4. Why does she make repeated use of the word 'the sparks'?
5. What languages does she speak?
6. Why does she take pride in her students?
7. How has the author had the best of both worlds?
8. What is the effect of the three suspension points in 'I feel ... full of sparks.' (lines 36-37)

B. Now re-read the text. As you do so, decide who/what (1-4) below refer to.

1. 'That's always the first and best thing that comes to mind.' (lines 5-6)
2. then (line 13)
3. The little flame (line 15)
4. 'it' (line 18)

The Sparks

Every time my students get excited about learning something new, I see sparks shooting from their eyes. And though I could fill a book with everything I have to say about the rewards of teaching, and the chance to do something meaningful and fulfilling with my life, whenever I'm asked why I became a teacher, that's always the first and best thing that comes to mind. The sparks.

Passion for Learning

Even though I did not start out to be a teacher, I have always had some affinity for teaching and a passion for learning. In the schools of my native Venezuela, I had excellent teachers—wonderful individuals who loved to teach and challenge as they passed the torch of knowledge to us, their students. To this day, any time a teacher in Venezuela enters a classroom, all of the students stand up, out of respect for *el maestro*. My father was a teacher, and I knew, back then, that someday I would become one, too. Later, I moved to the U.S. and all I heard was "Those who can't teach," and "But Ira, you can do better than that." So, after college I went to work at a university research lab. The little flame, that love for sharing, didn't die, but it was pushed to the background. I felt like an island, totally disconnected, fearful and yet hopeful that someday I would have the courage to go for it, no matter what anyone said or thought.

On to Teaching

One night after a dreadful, boring day at work, I was watching TV and saw an ad from a group called Recruiting New Teachers flash on the screen. A voice told viewers: "Reach for the power to wake up young minds. Teach." I know it sounds crazy, but from that moment on, I knew what to do. Teaching is the best job I've ever had. As one of just two bilingual biology specialists in my district, I created new curriculum materials for my English as a second language (ESL) kids, and launched a college-bound ESL club that was just as rewarding for me as it was for its members.

The Best of Both Worlds

I truly have had the best of both worlds: a good school system that supports its teachers (at least those who stand up for what they need in order to teach well), and a chance to make a difference in the lives of young people. I have had the opportunity to return to education what I received from my own teachers and mentors.

It's not easy work. In fact, I will say that it is the most challenging work I have ever done. I have to be there with my students in body and soul, day in and day out. It can be draining, and it can sometimes seem like a battleground.

But how do I feel at the end of each day? I feel proud of my students. I feel more knowledgeable about living, teaching, and learning. I feel lucky to be a teacher. I feel ... full of sparks.

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مباراة ولوج المراكز التربوية الجهوية

المعلنة المغربية

دورة 30 ختبر 2004

وزارة التربية الوطنية والتعليم العالي

ومشورين الأطر والبحث العلمي

* قطاع التربية الوطنية *

المركز الوطني للاعتدالات

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Part Two: Use of English: (12 marks)

A. Vocabulary: what do these words mean?

1. fulfilling (line 4)
2. affinity (line 8)
3. hopeful (line 17)
4. draining (line 34)

B. Structure

a) For each of the sentences below, write a new sentence as similar as possible in meaning to the original one, but using the word in brackets; this word must not be altered in any way.

1. I don't think Irasema is likely to change jobs again. (likelihood)
2. When the teacher entered the classroom, the students stood up out of respect for her. (accustomed)
3. What are the chances of Irma's becoming a principal? (might)
- b) Finish each of the following sentences in such a way as it means the same as the sentence printed before it.

1. The high cost of private education is not a deterrent.

Some people are not put.....

2. A motivated student will learn any foreign language, no matter how old s/he is.

Irrespective.....

- c) Complete sentences (1 - 4)

1. If Irasema were still a laboratory assistant, she
2. Since she's finished word-processing the article, it's about time she.....
3. Ever since she became a bilingual biology specialist, she a good job.
4. No tuition fees..... in her publicly-maintained school.

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D. Language functions

Choose from functions (A-H) those that are expressed through sentences (1-6)

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| 1. "Reach for the power to wake up young minds. Teach" | A. Expressing opinion |
| 2. I have had the opportunity to return to education | B. Ability |
| what I received from my own teachers and mentors. | C. Intention |
| 3. It can be draining, and it can sometimes | D. Obligation |
| seem like a battleground. | E. Talking about experience |
| 4. It's not easy work. | F. Expressing probability |
| 5. [...] you can do better than that. | G. Persuading |
| 6. I have to be with my students day in and day out. | H. Willingness |

Reading Comprehension [2] : (8 marks)

Below are two parts of an article . Read them. As you do so, complete the gaps.

1. One of the reasons for teaching gender-neutral language is that language is a reflection of culture, and cultural awareness can facilitate communication, not only between non-native and native English speakers, but also among(1) English speakers. Applied linguists argue that the foreign language..... (2) is a place in which a.....(3) culture can emerge, or(4) along with the (5) culture of the learners and the(6) of the foreign language. [...]

2. It seems reasonable to say that students who develop the ability to..... (7) their speech and behaviour to avoid(8) language will be better able to adapt to cultural settings they may enter in the future.

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Part Three Writing [20 marks]

Write *one* of the following essays (1-3)

1. Teaching is one of the most difficult endeavours. Like the other "learned professions", learning to teach successfully requires years of trial and error during which insights and practices are developed that allow the teacher to understand the world of the classroom in great depth and to act in that world effectively and successfully.
2. Describe your first impression, or your lasting impressions, of a language course you have attended.
3. Good teachers and students learn better and contribute to the development of their countries.

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