اللغة الإنجليزية (تخصص وديداكتيك) —

2018

دجنبر 2018 · تدريب مع منصة مُدرّس

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مادة التخصص · اللغة الإنجليزية

الفهرس

اللغة الإنجليزية (تخصص وديداكتيك) — 2018

- القسم الأول: فهم المقروء
- القسم الثاني: اللغة
- القسم الثالث: ديداكتيك التخصص
- القسم الرابع: الكتابة
- إجابات مقترحة (غير رسمية)

نبذة عن منصة مُدرّس

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اللغة الإنجليزية (تخصص وديداكتيك) — 2018

فائدة: مباراة توظيف الأساتذة أطر الأكاديميات (التعليم الثانوي بسلكيه الإعدادي والتأهيلي) · دورة دجنبر 2018 · الاختبار في مادة التخصص وديداكتيك مادة التخصص · أربعة أقسام: فهم المقروء، اللغة، ديداكتيك التخصص، الكتابة

تنبيه: اختر جوابا واحدا لكل سؤال، واكتب ما يلزم قبل الاطلاع على التصحيح. لا يتوفر مفتاح رسمي لهذا الموضوع في الملفات المتوفرة؛ الإجابات الواردة في آخر الملف مقترحة من إعداد المنصة وغير رسمية.

SECTION I: READING COMPREHENSION

Read the following text and do the related tasks.

[1] We are living through a fundamental transformation in the way we work. Automation and “thinking machines” are replacing human tasks and jobs, and changing the skills that organisations are looking for in their people. These momentous changes raise huge organisational, talent and HR (Human Resources) challenges – at a time when business leaders are already wrestling with unprecedented risks, disruption and political and societal upheaval.

[2] The pace of change is accelerating. Competition for the right talent is fierce. And ‘talent’ no longer means the same as ten years ago; many of the roles, skills and job titles of tomorrow are unknown to us today. How can organisations prepare for a future that few of us can define? How will your talent needs change? How can you attract, keep and motivate the people you need? And what does all this mean for HR?

[3] This isn’t a time to sit back and wait for events to unfold. To be prepared for the future you have to understand it. The future of work asks us to consider the biggest questions of our age. What influence will the continuing march of technology, automation and artificial intelligence (AI) have on where we work and how we work? Will we need to work at all? What is our place in an automated world?

[4] Many commentators focus on technology and the role that automation is predicted to have on jobs and the workplace. We believe the real story is far more complicated. This is less about technological innovation and more about the manner in which humans decide to use that technology.

[5] The shape that the workforce of the future takes will be the result of complex, changing and competing forces. Some of these forces are certain, but the speed at which they unfold can be hard to predict. Regulations and laws, the governments that impose them, broad trends in consumer, citizen and worker sentiment will all influence the transition toward an automated workplace. The outcome of this battle will determine the future of work in 2030. When so many complex forces are at play, linear predictions are too simplistic. Businesses, governments and individuals need to be prepared for a number of possible, even seemingly unlikely, outcomes.

[6] The megatrends are the tremendous forces reshaping society and with it, the world of work: the economic shifts that are redistributing power, wealth, competition and opportunity around the globe; the disruptive innovations, radical thinking, new business models and resource scarcity that are impacting every sector.

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Businesses need a clear and meaningful purpose and mandate to attract and retain employees, customers and partners in the decade ahead.

[7] Automation, robotics and AI are advancing quickly, dramatically changing the nature and number of jobs available. Technology has the power to improve our lives, raising productivity, living standards and average life span, and free people to focus on personal fulfilment. But it also brings the threat of social unrest and political upheaval if economic advantages are not shared equitably.

[8] With a few regional exceptions the world's population is ageing, putting pressure on business, social institutions and economies. Our longer life span will affect business models, talent ambitions and pension costs. Older workers will need to learn new skills and work for longer. 'Re-tooling' will become the norm. The shortage of a human workforce in a number of rapidly-ageing economies will drive the need for automation and productivity enhancements.

[9] By 2030, the UN projects that 4.9 billion people will be urban dwellers and, by 2050, the world's urban population will have increased by some 72%. Already, many of the largest cities have GDPs (Gross Domestic Product) larger than mid-size countries. In this new world, cities will become important agents for job creation.

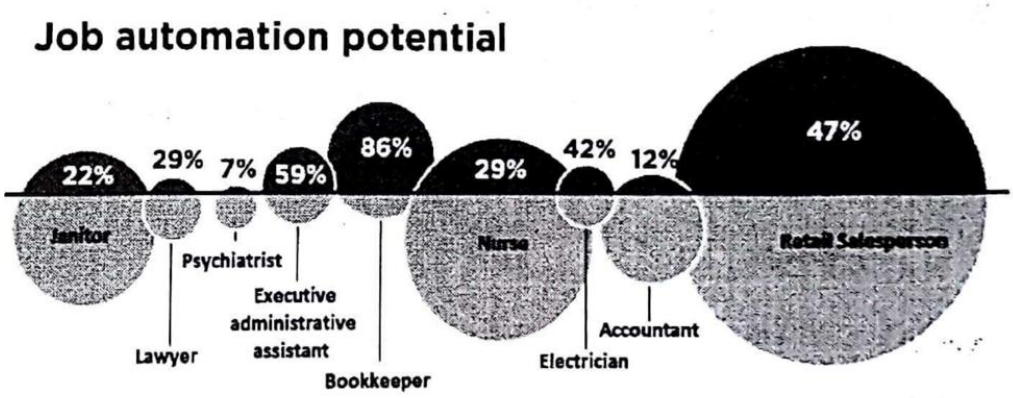
[10] The rapidly developing nations, particularly those with a large working-age population, that embrace a business ethos, attract investment and improve their education system will gain the most. Emerging nations face the biggest challenge as technology increases the gulf with the developed world; unemployment and migration will continue to be rampant without significant, sustained investment. The erosion of the middle class, wealth disparity and job losses due to large-scale automation will increase the risk of social unrest in developed countries.

[11] Demand for energy and water is forecast to increase by as much as 50% and 40% respectively by 2030. New types of jobs in alternative energy, new engineering processes, product design and waste management and re-use will need to be created to deal with these needs. Traditional energy industries, and the millions of people employed by them, will see a rapid restructuring.

[12] Through the world of work runs the vein of automation and the implications of robotics and AI. Will robots eventually replace us all at work? Or will we create a new world where people and machines work alongside each other? It's the most fundamental – and difficult – question we must ask of the future of work.

[13] As more individual tasks become automatable through AI and sophisticated algorithms, jobs are being redefined and re-categorised. A third of people worldwide are now worried about losing their job to automation. It's clear that automation will result in a massive reclassification and rebalancing of work. Some sectors and roles, even entire sections of the workforce will lose out but others will be created.

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alter the types of jobs available but also their number and perceived

[14] Automation will not only alter the types of jobs available but also their number and perceived value. By replacing workers doing routine, methodical tasks, machines can amplify the comparative advantage of those workers with problem-solving, leadership, empathy and creativity skills. Those workers performing tasks which automation can't yet crack, become more pivotal – and this means creativity, innovation, imagination, and design skills will be prioritised by employers.

[15] This view is supported by business leaders worldwide who responded to our most recent survey. While CEOs (Chief Executive Officer) are keen to maximise the benefits of automation – 52% told us that they're already exploring the benefits of humans and machines working together and 39% are considering the impact of AI on their future skills needs – the majority (52%) were also planning to increase headcount in the coming 12 months. Finding the skills they need has become the biggest threat to their business, they say, but the skills they're looking for are particularly telling: problem-solving, adaptability, collaboration, leadership, creativity and innovation top the list.

Choose the correct option. (1 pt each)

Q1. The best title for the text is

- **A.** The future of technology
- **B.** Workforce of the future
- **C.** The future of Automation
- **D.** The issue of unemployment

Q2. "momentous changes" (paragraph 1) means changes that are

- **A.** temporary
- **B.** significant
- **C.** trivial
- **D.** brief

Q3. "wait for events to unfold" (paragraph 3) means wait for events

- **A.** to start
- **B.** to be told
- **C.** to happen
- **D.** to end

Q4. "linear predictions are too simplistic" (paragraph 5) implies that

- **A.** it becomes easy to make confident guesses
- **B.** it is naive to make plain guesses
- **C.** it is preferable to make simple guesses
- **D.** step by step guesses are unproblematic

Q5. "Re-tooling" (paragraph 8) means

- **A.** recruiting younger workers
- **B.** dismissing older workers
- **C.** updating workers' skills
- **D.** constantly diagnosing the tools

Q6. The sentence "Through the world of work runs the vein of automation and the implications of robotics and AI." (paragraph 12) is an example of

- **A.** metaphor
- **B.** simile
- **C.** allusion
- **D.** personification

Are the following statements true (T), false (F) or not mentioned (N) in the text? (1 pt each)

Q7. For the writer, the focus should be on how to use technology rather than on technology itself.

Q8. The graph shows that retail salesperson job in the USA is the most susceptible to automation.

Q9. 51% of workers in the world are afraid of becoming jobless due to automation.

Q10. The economic performance of some cities may exceed that of a whole country.

Q11. The need for energy is estimated to exceed the need for water by 2030.

Match the ideas with the corresponding paragraphs (the paragraphs concerned are 7, 8, 9, 10 and 11). (1 pt each)

Q12. Shortage of resources and climate change

Q13. Demographic shifts

Q14. Rapid urbanisation

Q15. Technological advances

Q16. Power divide between developed and developing countries

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Answer the following questions. (1 pt each)

Q17. Will robots completely replace humans at work? Explain.

Q18. How will society be affected by the automation of jobs?

Q19. Which of the jobs mentioned in the graph is the least susceptible to automation? Why?

Q20. According to the text, what is the profile of a future worker that business leaders require?

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SECTION II: LANGUAGE

Underline the mistakes and correct them in the space provided. (1 pt each)

Q21. People nowadays can access informations easily.

Q22. I have been swimming since a long time.

Q23. You should do like you are told.

Q24. Our teachers never stopped giving us advices.

Q25. I knocked at the door, but there wasn't someone in.

Q26. This day isn't warm enough going to the beach.

Q27. "Can you explain me the situation?"

Choose the sentence which means the same as: (1 pt each)

Q28. Mary didn't know what happened. She didn't talk to me about the issue.

- **A.** Had Mary known what happened, she would talk to me about the issue.
- **B.** Had Mary known what happened, she will talk to me about the issue.
- **C.** If Mary knows what happens, she will talk to me about the issue.
- **D.** Had Mary known what happened, she would have talked to me about the issue.

Q29. James built his own house. He designed it himself.

- **A.** Not only did James build his own house, but he also designed it himself.
- **B.** Not only does James build his own house, but he also designed it himself.
- **C.** Not only did James build his own house, but he also designs it himself.
- **D.** Not only did James built his own house, but he also designed it himself.

Q30. I don't know why the kids are shouting. I don't care.

- **A.** Neither did I know why the kids are shouting nor I don't care.
- **B.** Neither do I know why are the kids shouting nor I don't care.
- **C.** Neither do I know why the kids are shouting nor do I care.
- **D.** Neither do I know why the kids are shouting nor I care.

Q31. Gadgets are very accessible these days. Peter has never bought any device.

- **A.** Despite Peter has never bought a device, gadgets are very accessible these days.
- **B.** Gadgets are very accessible these days, despite Peter has never bough any device.
- **C.** Despite the fact that Peter has never bought any device, gadgets are very accessible these days.
- **D.** Despite the accessibility of gadgets these days, Peter has never bought any device.

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Q32. Luckily I have already called you, otherwise, I would be embarrassed.

- **A.** If I had already called you, I would be embarrassed.
- **B.** If I have already called you, I wouldn't be embarrassed.
- **C.** If I hadn't already called you, I wouldn't be embarrassed.
- **D.** If I hadn't already called you, I would be embarrassed.

Q33. It's almost midnight; I think we ought to leave.

- **A.** It's high time we leave.
- **B.** It's high time we will leave.
- **C.** It's high time we should leave.
- **D.** It's high time we left.

Q34. I will attend the meeting if I have enough time.

- **A.** I will attend the meeting unless I have enough time.
- **B.** Unless I have enough time, I will attend the meeting.
- **C.** I will attend the meeting unless I am busy.
- **D.** Unless I don't have enough time, I won't attend the meeting.

Choose the correct option. (1 pt each)

Q35. The new students hope ..... in many of the school's social activities.

- **A.** including
- **B.** being included
- **C.** to include
- **D.** to be included

Q36. The defender didn't perform well in the last match, but he's playing again today. He's lucky ..... a second chance.

- **A.** to give
- **B.** having given
- **C.** to have given
- **D.** to be given

Q37. If ..... had called during my absence, the secretary would have left a message.

- **A.** anybody
- **B.** nobody
- **C.** everybody
- **D.** no one

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Q38. The policeman has shown a lot of courage ..... helping the injured people.

- **A.** on
- **B.** in
- **C.** at
- **D.** with

Q39. I will inform you about the place and date of the ceremony ..... due time.

- **A.** on
- **B.** at
- **C.** in
- **D.** with

Q40. When I was a student at university, I ..... your brother several times.

- **A.** met
- **B.** had met
- **C.** had been meeting
- **D.** have met

Q41. Before the match ..... there was total chaos outside the stadium.

- **A.** started
- **B.** had started
- **C.** was starting
- **D.** has started

Q42. Now that I ..... my work, you can have a look at it.

- **A.** finish
- **B.** I'm finishing
- **C.** have finished
- **D.** finished

Q43. I sent a letter to the dean explaining why I needed ..... him.

- **A.** to see
- **B.** seeing
- **C.** to have seen
- **D.** see

Q44. The poor child ..... over by a bus yesterday.

- **A.** run
- **B.** has run
- **C.** was run
- **D.** had run

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Q45. My friend Mohamed goes to Greece every summer. He ..... like it.

- **A.** will
- **B.** may
- **C.** might
- **D.** must

Q46. When I was in Europe last summer, Rachid called me from Morocco. He ..... his holiday somewhere in Morocco, but I'm not sure anyway.

- **A.** might have spent
- **B.** couldn't have spent
- **C.** must have spent
- **D.** should have spent

Q47. This exercise is too difficult. One ..... be a genius to answer it correctly.

- **A.** has to
- **B.** might
- **C.** could
- **D.** can't

Q48. Lucy declined the job offer because she has children to take care of and she ..... really work 40 hours a week.

- **A.** should
- **B.** may
- **C.** can't
- **D.** must

Q49. If only I ..... to my father's advice, I'd be a successful lawyer by now.

- **A.** had been listened
- **B.** had listened
- **C.** listened
- **D.** listen

Q50. During the 2012 competition, Marcus, the silver medalist, was ..... for starting the sprint a little bit before other athletes started.

- **A.** banned
- **B.** disqualified
- **C.** disallowed
- **D.** outlawed

Q51. All TV programmes must satisfy the stringent ..... of the authorities.

- **A.** needs
- **B.** requirements
- **C.** terms
- **D.** qualifications

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Q52. The audience was ..... by the performance of all the students in the show.

- **A.** impressed
- **B.** impounded
- **C.** imprisoned
- **D.** impelled

Q53. Because he failed the driving test, Nick lost his ..... and started shouting.

- **A.** temper
- **B.** mind
- **C.** brain
- **D.** heart

Q54. Driss was given a ..... role in the preparation of our new school project.

- **A.** consultation
- **B.** consulting
- **C.** consultative
- **D.** consulted

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SECTION III: TEACHING METHODOLOGY

Match each concept with the most appropriate example or definition. (1 pt each)

Concepts	Definitions
55. drills **56.** functions **57.** miming **58.** authentic materials **59.** notions **60.** realia	**A.** To show what a character does by using gestures and body movements. **B.** Asking students to work in groups and do a language task. **C.** Objects like pens, fruits, clothes etc., which a teacher can use to present new vocabulary items. **D.** Texts, audio-tracks, videos etc., which are originally created for real-life uses. **E.** Techniques used to evaluate learners' knowledge such as a quiz or a test. **F.** Exercises which are meant to practice a certain language item such as repetition or sentence transformation. **G.** Language items such as 'telling time' or 'speaking about distance'. **H.** Language items such as 'requesting', 'asking for advice' and 'suggesting'.

Provide the missing words. The first letter is given. (1 pt each)

The goal of communicative language teaching "is to enable students to communicate in the target language. To do this students need knowledge of the linguistic forms, meanings and (61) f..... They need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions. They must be able to choose from among these the most appropriate form, given the social function and the roles of the (62) i..... They must also be able to manage the process of negotiating (63) m..... with their interlocutors. Communication is a process; knowledge of the forms of language is insufficient. […] The teacher facilitates communication in the classroom. In this role, one of his major responsibilities is to establish situations likely to promote (64) c..... During the activities he acts as an (65) a..... answering students' questions and (66) m..... their performance."

Match each lesson procedure with the appropriate teaching method. (1 pt each)

A. The Direct Method B. The Audio-Lingual Method C. Suggestopedia D. Total Physical Response E. Grammar-Translation method F. The Silent Way

Q67. The teacher asks each student to read an extract from a novel by Hemingway. After this, the class is asked to translate the first two paragraphs into French. The teacher helps the students by writing the words they don't know in French on the board. When the students finish the translation, they are asked to read their translated texts. In the end the students are asked to answer some comprehension questions in English and write down the answers.

Q68. The teacher starts the lesson by writing the title 'Looking at a Map' on the board. He then sticks a map of USA on the board and starts asking the class questions about the map. The teacher asks first: 'Are we looking at a map of Canada?'. The class says 'No'. The teacher reminds them that they should answer in complete sentences. So, the students all answered 'No, we are not looking at a map of Canada. We are looking at a map of the United States'. Each time the teacher adds other elements to the map, he asks further questions. The teacher invites the students to ask more questions about the map. In the next activity, the teacher asks the students questions which target the use of the prepositions 'next to', 'behind', 'in front of' etc. Finally, the students are asked to do a gap-filling exercise using the target prepositions. Whenever they ask him about the meaning of a word, he draws what it means on the board or shows an object to illustrate it. The use of L1 is not allowed.

Q69. The students first listen to a dialog, which is repeated many times. The teacher explains the situation in the dialog. The teacher then asks the whole class to listen and repeat each line of the dialog until they have memorized the whole dialog. The teacher relies on backward build-up drills to help the students memorize the dialog line by line. After they have memorized the dialog, pairs of students are asked to come to the front of the class and rehearse the dialog once more. The teacher extracts 'I'm going to…' from the dialog, provides further example and asks the class to do related exercises.

Q70. Using a metal pointer, the teacher points to a chart hanging on the blackboard. The chart contains different sounds of the English language and each category of sounds (vowels and consonants) is written in a different color. The teacher points to the first sound two times while everybody is silent. The third time the teacher points, he says /æ/. The teacher does the same thing for all the other sounds before asking the students to repeat after him. He keeps repeating and demonstrating each sound until he is sure that the students know how to pronounce it. The teacher points to some objects in the classroom and the students say how they are pronounced.

Choose the correct option. (1 pt each)

Q71. An example of a 'substitution exercise' is an exercise in which students

- **A.** read a story and answer questions using the simple past.
- **B.** fill in gaps with the correct form of the given words.
- **C.** put the verbs between brackets in the correct form.
- **D.** use 'there are' instead of 'there is' in given sentences.

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Q72. In a 'choral repetition' activity, students

- **A.** write down what the teacher is saying before they re-say it to others.
- **B.** repeat what the teacher is saying together as a whole class.
- **C.** orally repeat what the teacher is saying one after another.
- **D.** try to remember and repeat what the teacher said during the last session.

Q73. The concept of 'washback effect' is used to refer to

- **A.** the effect of not having enough prior knowledge on text comprehension.
- **B.** the effect of an assessment procedure on learning and teaching.
- **C.** the negative effect of thinking about one's past on learning.
- **D.** the positive effects of memorizing vocabulary on language performance.

Q74. A follow up of the unsatisfactory performance of learners in a diagnostic test is to

- **A.** re-test the learners using the same items again in order to help them perform better.
- **B.** sort out students into different ability groups and test them again using a different testing format.
- **C.** prepare a new test with different items and administer it to the whole class again.
- **D.** design activities which focus on problematic areas before teaching new content.

Q75. Using a word or a construction in a meaningful and communicative sequence is called

- **A.** brainstorming
- **B.** sequencing
- **C.** contextualizing
- **D.** pacing

Q76. When a learner does not have the necessary word to describe an object or talk about a concept, he tries to use a whole phrase or sentence or describes the object/concept in a different way. An example is saying 'the thing we use to eat food with' for the word 'spoon'. Which of the following communication strategies is the learner using in this case?

- **A.** code-switching
- **B.** word coining
- **C.** borrowing
- **D.** circumlocution

Q77. An instrumentally motivated student is a student who is motivated to learn English because

- **A.** he frequently goes to the States in summer.
- **B.** his father has hotels which he will manage once he completes his studies.
- **C.** he studies in a university where most students use only English.
- **D.** he has a lot of English friends on Facebook and he usually interacts with them.

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Q78. When you ask learners to read a text and choose the most appropriate main idea of the text, the target reading strategy is

- **A.** scanning.
- **B.** skimming.
- **C.** inferring.
- **D.** hypothesizing.

Q79. Which of the following is an example of a pre-reading activity?

- **A.** Distinguishing fact from opinion.
- **B.** Evaluating the author's attitude.
- **C.** Activating learners' prior knowledge.
- **D.** Locating specific information in the text.

Q80. An example of 'mechanical practice' is asking students to

- **A.** repeat a sentence.
- **B.** substitute pronouns.
- **C.** play roles.
- **D.** transform sentences.

Q81. In a 'fluency-oriented' activity, it is advisable for the teacher

- **A.** to correct all the mistakes of his learners.
- **B.** to correct only mistakes of grammar.
- **C.** to correct only the mistakes which affect message.
- **D.** not to correct mistakes at all.

Q82. Which of the following documents deals with the procedures of classroom assessment?

- **A.** Textbooks adopted by the ministry of education
- **B.** The National Baccalaureate Exam Specifications
- **C.** English Language Pedagogical Guidelines
- **D.** The National Charter for Education and Training

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SECTION IV: WRITING

Q83. As most people spend a major part of their adult life at work, job satisfaction is an important element of individual wellbeing. In your opinion, what factors contribute to teacher job satisfaction? Write a two-paragraph essay of about 200 words. (6 pts)

Q84. In many English teaching situations, the textbook is used as the only teaching materials. Do you think the language teacher should always use the materials in the textbook as his/her only resources? Provide enough arguments and examples to support your opinion. (6 pts)

Q85. The following writing task is taken from one of the Moroccan 1st year baccalaureate textbooks: “Write an article to your school magazine about a celebration you attended. Describe what happened and express your feelings about it.” Suggest and explain three pre-writing activities that can be used for this task. (6 pts; 2 pts each)

Note: Some items in this exam are adapted from different sources.

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إجابات مقترحة (غير رسمية)

تنبيه: لا يتوفر مفتاح رسمي لهذا الموضوع في الملفات المتوفرة، ولم يُعثر على تصحيح منشور موثوق. الإجابات التالية مقترحة من إعداد المنصة بعد حلّ الأسئلة، وهي غير معتمدة رسميا؛ يرجى مراجعتها قبل اعتمادها.

Section I: Reading comprehension

Choose the correct option — Q1 to Q6

Q5 › C	Q4 › B	Q3 › C	Q2 › B	Q1 › B
				Q6 › A

True (T) / False (F) / Not mentioned (N) — Q7 to Q11

Q11 › N	Q10 › T	Q9 › F	Q8 › F	Q7 › T

Q12–Q16. 12 → paragraph 11; 13 → paragraph 8; 14 → paragraph 9; 15 → paragraph 7; 16 → paragraph 10.

Q17. No. People and machines will work alongside each other: many routine tasks will be automated and jobs redefined, but new jobs will be created and human skills (problem-solving, creativity, empathy) will remain valuable.

Q18. Automation will bring a massive reclassification and rebalancing of work (some sectors and roles will lose out while others are created); it may cause social unrest, erosion of the middle class and wealth disparity if the economic advantages are not shared equitably.

Q19. The psychiatrist (7%), because the job relies on empathy, problem-solving and human skills that machines cannot yet reproduce.

Q20. A worker with problem-solving, adaptability, collaboration, leadership, creativity and innovation skills.

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Section II: Language

Q21. informations → information

Q22. since a long time → for a long time

Q23. do like you are told → do as you are told

Q24. advices → advice

Q25. someone → anyone

Q26. going → to go

Q27. explain me → explain to me

Q28 to Q34

Q32 › D	Q31 › C	Q30 › C	Q29 › A	Q28 › D
			Q34 › C	Q33 › D

Q35 to Q54

Q39 › C	Q38 › B	Q37 › A	Q36 › D	Q35 › D
Q44 › C	Q43 › A	Q42 › C	Q41 › A	Q40 › A
Q49 › B	Q48 › C	Q47 › A	Q46 › A	Q45 › D
Q54 › C	Q53 › A	Q52 › A	Q51 › B	Q50 › B

Section III: Teaching methodology

Matching — Q55 to Q60

Q59 › G	Q58 › D	Q57 › A	Q56 › H	Q55 › F
				Q60 › C

Q61. functions

Q62. interlocutors

Q63. meaning

Q64. communication

Q65. advisor

Q66. monitoring

Methods — Q67 to Q70

	Q70 › F	Q69 › B	Q68 › A	Q67 › E

Q71 to Q82

Q75 › C	Q74 › D	Q73 › B	Q72 › B	Q71 › D
Q80 › A	Q79 › C	Q78 › B	Q77 › B	Q76 › D
			Q82 › B	Q81 › C

Section IV: Writing

Q83 to Q85: open tasks scored by the examiners; no model answer is proposed.

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نبذة عن منصة مُدرّس

من نحن

منصة مُدرّس فضاء رقمي مغربي مخصص لكل ما يهم التعليم والمدرسين، ولمرافقة المترشحين في التحضير لمباراة التعليم (مباريات توظيف أطر الأكاديميات الجهوية للتربية والتكوين) بمختلف أسلاكها وتخصصاتها. وهذا الكتاب ثمرة من ثمار هذا الاشتغال.

ماذا تقدم المنصة؟

- **مقالات ودروس منظمة** في مواد التخصص وعلوم التربية والديداكتيك ومستجدات المنظومة التربوية.
- **بنك أسئلة QCM** للتدرب على الاختبارات الكتابية وفق نموذج المباراة، مع التصحيح.
- **ملخصات وكتب جامعة** في مختلف التخصصات، بنفس منهجية هذا الدليل.
- **مستجدات التعليم بالمغرب:** المذكرات، والمباريات، والمواعيد، أولا بأول.
- **مجموعات وقنوات تواصلية** لتبادل الخبرات بين الأساتذة والمترشحين.

لماذا مُدرّس؟

- محتوى منظم مُعد خصيصا لمباراة التعليم ومحين باستمرار.
- تدريب عملي على نمط أسئلة الاختبار الكتابي.
- مرافقة تمتد من مرحلة التحضير إلى ما بعد النجاح.

للتواصل

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زوروا منصة مُدرّس على modarris.net، ويسعدنا تلقي ملاحظاتكم واقتراحاتكم لتطوير هذا الكتاب وإغنائه.

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