



Le Ministre de l'Éducation nationale,
de l'Enfance et de la Jeunesse,

Vu le règlement grand-ducal modifié du 24 octobre 2011 fixant les conditions d'admission au stage, le déroulement du stage et l'examen de fin de stage ouvrant l'accès aux fonctions de formateur d'adultes, notamment le chapitre 1er.- L'examen-concours d'admission au stage des fonctions de formateur d'adultes ;

Arrête :

Article unique. - Pour la fonction de formateur d'adultes en enseignement théorique A1, spécialité « anglais », le concours de recrutement comporte les trois épreuves de classement suivantes :

1. Une dissertation en langue anglaise

L'épreuve, d'une durée de 4 heures, est dotée du coefficient 1. L'usage de dictionnaires ou d'autres ouvrages de référence n'est pas autorisé.

Le sujet aura une portée générale et permettra au candidat de démontrer ses compétences langagières et rédactionnelles.

La longueur de la dissertation sera de 1200 mots avec une tolérance de 10 pour cent. Le nombre de mots est à indiquer par le candidat.

Le jury appréciera l'aptitude du candidat à exposer et à enchaîner les idées, ainsi que la correction, la clarté et l'élégance de la langue.

2. Une étude grammaticale et linguistique sur base d'extraits de textes.

L'épreuve, d'une durée de 3 heures, est dotée du coefficient 1. L'usage de dictionnaires ou d'autres ouvrages de référence n'est pas autorisé.

Le candidat fera preuve d'une bonne compréhension des extraits de textes à travers une analyse, mettant en évidence les aspects grammaticaux et linguistiques principaux, suivie d'un développement en lien avec les extraits de textes et d'une analyse d'erreurs. Il devra pouvoir recourir à une connaissance solide de l'anglais, de ses structures grammaticales et de ses expressions idiomatiques. La correction de la langue, l'appropriation des termes employés, l'identification des traits grammaticaux et linguistiques, la justesse des expressions, l'élégance et l'aisance du style seront des critères déterminants dans l'appréciation de l'étude grammaticale et linguistique.



3. Analyse d'un texte littéraire (en prose, poétique ou dramatique) ou de teneur générale (épreuve orale).

Le candidat disposera de 90 minutes pour sa préparation et d'environ 30 minutes pour la présentation au jury. L'épreuve est dotée du coefficient 2. Des dictionnaires monolingues de la langue et de grammaire seront mis à disposition du candidat.

Le candidat aura le choix entre deux textes en langue anglaise comportant chacun un questionnaire, portant sur les particularités linguistiques (vocabulaire et grammaire) et le contexte dans lequel les écrits se situent.


Lors de sa présentation, le candidat exposera ses réponses aux questions, en situant les textes dans un contexte historique, social et littéraire et répondra aux questions éventuelles du jury.

La méthode de l'analyse, laissée à la discrétion du candidat, devra tenir compte des caractéristiques essentielles du texte. L'exposé sera cohérent, structuré, et témoignera du niveau de la culture générale et de la compétence littéraire et linguistique du candidat qui parlera aussi librement que possible, tout en ayant le droit de se servir de ses notes.

Le jury appréciera le contenu et la forme de l'exposé, mais aussi l'aisance du discours et des réponses aux questions du jury.

Luxembourg, le 23 DEC, 2021

Le Ministre de l'Éducation nationale,
de l'Enfance et de la Jeunesse,



Claude MEISCH

Exemples d'épreuves



LE GOUVERNEMENT
DU GRAND-DUCHÉ DE LUXEMBOURG
Ministère de l'Éducation nationale,
de l'Enfance et de la Jeunesse

EXAMEN CONCOURS RECRUTEMENT
FORMATEUR D'ADULTES
en enseignement théorique
PREMIÈRE ÉPREUVE ÉCRITE

SPÉCIALITE: English

DATE : 25.04.22

DURÉE : 4 hours

“War is peace.
Freedom is slavery.
Ignorance is strength.”
— George Orwell, 1984

George Orwell’s novel 1984 is a cautionary tale about how people’s thoughts and lives are influenced by the information they receive from the media, be it private or controlled by the government.

In view of current technological, political, and societal developments illustrate and discuss the previous quote.

(1200 words +/- 10 percent)

(20 marks)



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EXAMEN CONCOURS RECRUTEMENT
FORMATEUR D'ADULTES
en enseignement théorique
DEUXIÈME ÉPREUVE ÉCRITE

SPÉCIALITE: English

DATE : APRIL 27

DURÉE 3 hours

Part 1: Grammatical Analysis

You are going to read an extract from a novel in which the writer describes her shopping experience before, during and after COVID-19. Using examples from the text identify, explain, and compare the different tenses and structures which can be used in English to express past habits and states. (10 marks)

Prior to the COVID-19 pandemic of 2020, my monthly trips to the supermarket had always been the source of jokes between my husband and I. He was always teasing me with comments like "Has my wife got carried away again?" or "Are we feeding the whole town this month?" Without fail, I would always fill up about five or six large, re-usable carrier bags, to ensure we made it until the end of the month. I knew my husband was convinced that I was prone to excessive shopping and that I always bought more than a household of two people needed, but I loved cooking and we both enjoyed eating well. In a way, however, I could see his point of view. I was used to buying as much as my fridge and kitchen cupboards could take. I grew up watching my mother doing the same, and her mother before her, so that's where I picked it up from. Perhaps because of these memories, there was something very calming and comforting about walking around the aisles, looking at new and unusual products while putting basic groceries in my basket.

While I found food shopping very relaxing, my husband didn't like crowded places, so he avoided supermarkets at all costs. It might sound unfair, but I was the one in charge of choosing what to eat for both of us - from packed lunches to dinners. To be honest, I wouldn't have wanted him by my side while filling up my trolley: on the few occasions we went shopping together he was constantly trying to hurry me, turning a usually pleasant experience into a stressful one.

For our peace of mind, we came up with a successful shopping routine. Every payday after work, I would make my way to the local supermarket where I would spend about 45 minutes to one hour doing the shopping. I would have plenty of time to get our day-to-day food and carefully select some treats for special evenings. I would send him a text just before approaching the till, and he would pick me up and put the shopping in the boot of our car. Once home, we would unpack our groceries together and store them properly. My husband always looked amazed at the amount of food I could fit in our regular-sized freezer!

We had promised ourselves that we weren't going to lose our minds despite the situation across the country. After all, my husband and I didn't need to panic because we had enough supplies to last us a couple of weeks. People in other countries were reacting to these difficult times in different ways: some were rushing to buy medicines, others were stocking up on cleaning products, while in our country, people were panic-buying their groceries. I struggled to find a reason for this, as all major supermarket chains had assured us that there would be plenty of food for everyone. Nevertheless, in these unusual circumstances, people were preparing for the unexpected and were buying twice or three times as much as they needed. Despite their best efforts, the supermarket workers weren't able to keep up with the demand and the shelves were mostly empty. My husband and I both worked full-time and it was impossible for us to just pop in the shop at any time of the day to find some vegetables and the other few bits we wanted. For this reason, we had to come up with a plan.

That Wednesday morning, we got up an hour and a half earlier than usual, at 5am. We grabbed a few carrier bags and drove to the biggest supermarket in the area. We were not prepared for what we saw. Despite the early hours and the shop still being shut, the length of the queue outside its doors was shocking. Everybody was quietly waiting for the doors to open and I could see the fear in some people's eyes. In an attempt to lighten the atmosphere, my husband tried to start a conversation with those waiting next to us. Despite the cold weather, he even managed to make a few people smile with his jokes. The supermarket finally opened to the public and we all entered calmly. I could see that some shelves hadn't been re-stocked. Just ten minutes later, people started behaving very differently, from running across the shop to verbally abusing the cashiers. Suddenly, the place in which I used to feel relaxed and comfortable turned into a very unsettling environment. I looked around as I became increasingly anxious. I grabbed a few vegetables and guided my husband to the tills because I simply couldn't stand that place anymore.

It would take me many months before I got used to this new shopping experience. Even now, with things having returned to normal, I still experience anxiety and stress while shopping.

Part 2: Error Analysis

1) Read the following email written by a student in a C1 class. There are 12 mistakes in the email (grammar, punctuation, vocabulary, or spelling). Find all 12 mistakes and correct them. (6 marks)

Dear Ms Foster,

My name is Agata Beck. I write to apply for the post of receptionist advertised in your website.

I have recently graduated from Humboldt University in Berlin, where I completed a degree in Business Studies. I have a high level of spoken English (C1 on the CEFR), as I lived in the United States during six months as part of an exchange programme between my school and a high school in Utah. I have made many American friends during this period, but we lost touch when I came home.

As you will see from my CV, I have some relevant experience because I am currently an intern at a leading German travel company. I have worked in various roles, including marketing assistant and administrator and my tasks have included organizing and running meetings, and dealing with clients by phone and email. The director of the company would be happy to provide a reference. He is in fact my uncle.

I am very enthusiastic about travelling and would welcome the chance to be part of such a high-profile and successful company. I believe I would be suitable for the job advertised as, apart from my work experience, I am an outgoing person and get on well with people. Friends describe me as calm and conscientious and I would enjoy the variety and excitement the job would offer. I would definitely not panic when things get busy!

I attach a full CV and if you require further information, I would be very happy to provide it.

I look forward to hearing from you.

Yours sincerely,

Agata Beck

2) Provide some helpful feedback for the student who has written the email above so they can avoid repeating the mistakes made, as well as improving the quality of their writing. The feedback should also include an assessment of the positive aspects of the production. (4 marks)