

**ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΠΟΛΙΤΙΣΜΟΥ,
ΑΘΛΗΤΙΣΜΟΥ ΚΑΙ ΝΕΟΛΑΙΑΣ
ΔΙΕΥΘΥΝΣΗ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
ΥΠΗΡΕΣΙΑ ΕΞΕΤΑΣΕΩΝ**

**ΓΡΑΠΤΕΣ ΕΞΕΤΑΣΕΙΣ ΓΙΑ ΕΓΓΡΑΦΗ ΚΑΙ ΚΑΤΑΤΑΞΗ ΣΤΟΥΣ
ΠΙΝΑΚΕΣ ΔΙΟΡΙΣΙΜΩΝ 2019**

**Εξεταζόμενο Αντικείμενο (Κωδικός): ΑΓΓΛΙΚΑ (521)
Ημερομηνία και ώρα Εξέτασης: Δευτέρα, 2 Δεκεμβρίου 2019, 15:30 – 18:30**

ΤΟ ΕΞΕΤΑΣΤΙΚΟ ΔΟΚΙΜΙΟ ΑΠΟΤΕΛΕΙΤΑΙ ΑΠΟ 22 ΣΕΛΙΔΕΣ

**Να απαντήσετε σε όλα τα ερωτήματα (25 items).
Πριν από κάθε απάντηση να σημειώσετε τα στοιχεία της ερώτησης.
ΟΛΕΣ ΟΙ ΑΠΑΝΤΗΣΕΙΣ ΝΑ ΓΡΑΦΟΥΝ ΣΤΟ ΤΕΤΡΑΔΙΟ ΑΠΑΝΤΗΣΕΩΝ**

Item 1**(3 marks)**

Choose the best answer (a, b or c) for each of the underlined expressions.

1. A: Do you think I made my point clear at the meeting?

B: I guess you **jumped the gun**.

- a. Expressing disapproval
- b. Expressing approval
- c. Expressing indignation

2. A: Anna, what's the matter?

B: Well, I'm a bit **bent out of shape** but I'd rather not talk about it, if you don't mind.

- a. Expressing resentment
- b. Expressing dejection
- c. Expressing apprehension

3. A: Well... about this issue... I'm not sure whether...

B: Oh, Mary! I wish you would **stop beating about the bush!**

- a. Expressing frustration
- b. Expressing despair
- c. Expressing apprehension

Item 2**(3 marks)**

Substitute the underlined words in each of the following pairs of sentences to make the difference in meaning clear. Use no more than three (3) words.

- 1. a. Charles **implied** that Penny was in trouble, but he wouldn't tell her why.
b. Penny **inferred** that Charles was nervous about something from the way he kept looking over his shoulder.
- 2. a. Maria **flouted** the business-casual dress code by wearing a tiara and flip-flops.
b. Mike **flaunted** his stylish new outfit.
- 3. a. It was their serenity which **galled** her the most.
b. She had the **gall** to suggest that I might supply her with information about what Steve was doing.

Item 3**(4 marks)**

The following sentences contain ONE error each. The error relates to words that are easily confused. Identify the mistake and substitute it with the correct word.

1. I complemented my sister on her delicious cooking.
2. Managers appraise their subordinates of objectives in the terms of reference.
3. I am not adverse to a little controversy every now and then.
4. She has a veracious appetite for knowledge.

Item 4**(4 marks)**

Match each underlined item (1-8) with the part of speech (a-m) which describes it. There are five (5) options you do not need to use.

Educational systems are established (1) to provide education and training, often for children and the young. A curriculum defines what students should (2) know, understand and be able to do as the result of education. A teaching professional (3) delivers teaching which (4) enables learning, and a system of policies, regulations, examinations, structures and funding enables teachers to teach to the best of their abilities. Sometimes educational (5) systems can be used to promote doctrines or ideals as well as knowledge, which is known as (6) social engineering. This can lead to political abuse (7) of the system, particularly (8) in totalitarian states and governments.

<https://www.myenglishpages.com/site>

| ITEMS | PARTS OF SPEECH |
|-----------------|-----------------------------|
| 1. established | a. A conjunction |
| 2. should | b. Past participle |
| 3. professional | c. A verb |
| 4. which | d. A modal verb |
| 5. educational | e. An attributive adjective |
| 6. as | f. A predicative adjective |
| 7. abuse | g. An intensifier |
| 8. particularly | h. An adverb |
| | i. An uncountable noun |
| | j. A determiner |
| | k. A countable noun |
| | l. A relative pronoun |
| | m. A preposition |

Item 5**(3 marks)**

Match the underlined mistakes (1-6) in the text with the types of errors (a-i) listed below. There are three (3) options which you do not need to use.

The millions of species of plants and animals on the earth have a phenomenal influence on the human species. Not only they provide (1) a substantial amount of our food, but they are also of great value in medicine and science. Over 60% of the purchases we make at the pharmacy contain substances that obtained (2) from wild organisms. Studies of plants and animals have led to discoveries in virtually all of the sciences, from biology and chemistry to psychology and astronomy. Furthermore, plants and animals are vital of (3) the maintenance of our ecosystem. Their diversity and balance directly control food webs, nutrient diversities (4), supplies of fresh water, climate consistency, and waste disposal. Finally, many species act as barometers of our environment. The salmon, for example, is extremely subtle (5) to changes in the condition of the water in which it lives. Any abnormality in the population or behaviour of fish usually indicates some type of chemical imbalance in the water. The same is true of butterflies and their responses to the environment within prominent agricultural areas. Clearly, the millions of species of plants and animals in the world are crucial to continued thriving (6) of the human population.

Retrieved and adapted from: <https://courses.lumenlearning.com>

| MISTAKES | TYPES OF ERRORS |
|--------------------------|---------------------------------|
| 1. Not only they provide | a. Wrong verb voice |
| 2. obtained | b. Missing definite article |
| 3. vital of | c. Wrong adverb |
| 4. diversities | d. Wrong structure |
| 5. subtle | e. Wrong preposition |
| 6. to continued thriving | f. Wrong word choice |
| | g. Incorrect noun number |
| | h. Incorrect use of participle |
| | i. Inaccurate use of determiner |

Item 6

(2 marks)

Choose the word (a, b, c or d) which contains the sound matching the phonemic symbol (1-4).

1. /i:/

- a. Live
- b. Leave
- c. Wear
- d. Fear

2. /tʃ/

- a. Lots
- b. Share
- c. Question
- d. Session

3. /θ/

- a. This
- b. Father
- c. Teeth
- d. Tougher

4. /ʒ/

- a. Pleasure
- b. Ocean
- c. Guide
- d. Edge

Item 7**(18 marks)****Read the article and answer Question 1 (1-10) and Question 2.****SEVEN CLASSROOM MANAGEMENT TIPS FOR NEW TEACHERS**

As a new teacher facing your first classroom experience, you will have no doubt been bombarded with information. It's hard to know what's important and what can go to the bottom of your priority list. Well, here's the straight scoop: everything takes a back seat to classroom management because if you can't effectively control your classroom, nothing will work as it should. You must master this one area first, otherwise teaching can be especially unforgiving. While there are hundreds of possible strategies at your disposal, a few are absolutely exigent. Stick with the following cornerstone principles from the first day of school to the last and you'll have a successful year of teaching.

Smile

The oft-repeated recommendation that you should never smile in the first two months of the school year is hogwash. A smile sends a subtle but powerful message to your class that kindness and politeness are expected. It also calms nervous energy and builds instant rapport and likability. This is pivotal because when your students like you and are comfortable around you, they'll want to please you, listen to you and behave for you.

Have clear rules

Classroom rules protect every student's right to learn and enjoy school – and your right to teach. They must cover every possible disruption, interruption and misbehaviour – and there should be no misapprehension regarding what constitutes breaking them. Define each rule explicitly during the first few days at a school. Modelling is key here; show your students examples of the precise behaviours that transgress your rules. For example, if you were teaching children to raise their hand before speaking, sit in a student's seat and demonstrate what following the rule does and doesn't look like.

Have clear consequences

Consequences hold students to account without having to lecture or berate them. Maintaining a positive relationship is crucial in reaching and inspiring your students to mature socially and academically. Walk your class through the steps of misbehaving, from initial warning to parent contact. Model the exact words and body language you'll use when you give a warning, send a student for time out, or inform them that you must call home. This way, there are no surprises, no arguments and no vexation when it goes wrong. This prompts the offending student to reflect on their misbehaviour, take responsibility for it and vow to never do it again. Aim to take actions designed to help the students cope with the instructional situation and keep them on task or get them back on task before problems worsen.

Follow through

Inconsistency is the fastest way to lose control of your class. When you let misbehaviour go, yell and admonish instead of calmly enforcing consequences, you essentially tell your

students that you can't be trusted – this causes disappointment, resentment and ultimately more misbehaviour. The key to consistency is to continually remind yourself that your very success depends on it. The moment they learn that you're not a person of your word, the floodgates will open. When you witness a transgression of your rules, your response should be automatic, even robot-like. Simply approach the misbehaving student, tell them what rule was broken and the consequence, and then turn and walk away.

Teach detailed routines

Routines are the lifeblood of a well-run classroom. They save time, keep students focused on learning and reduce misbehaviour. Anything and everything you do repeatedly – such as lining up for lunch, turning in work or circling into groups – should be made into a routine. The key is to teach children in a detailed way. Pretend you're a student and guide them through the steps you want them to take. For example, if you're teaching how to enter the classroom in the morning, throw on a backpack, start outside your classroom door and create a memory map for your students to follow. After checking for understanding, choose a student as a model, then practise as a class until perfected.

Add a dose of fun

It's easy to get so caught up in teaching your objectives that you forget the importance of making school fun for students. If there is a secret to classroom management, this is it. When your students are happy, engaged and look forward to your class, you have powerful leverage to curb misbehaviour because your consequences mean something to them. It is this combination of fun and accountability that will transform even the most difficult students. This doesn't mean you always have to have an interactive game at the ready or spend extra time planning; just be open to sharing a laugh with your students. Be yourself and never be afraid to show your personality. Tell hard-luck stories of your youth, take attendance in a funny accent, answer a question as an opera singer. Enjoy your job. Your students will love you for it.

Tried and true

Ostensibly, there is a lot of lamentable advice bouncing around the halls and staff lounges of schools. Some of the most commonly recommended strategies are mendacious and guileful. Some may, fleetingly, work but put you in a quandary down the line. And some have a baleful influence on students. You'll do well to filter everything you hear through the six tried-and-true tips above. If it doesn't build influential relationships, if it doesn't entail honesty, consistency and doing what's best for students, if it doesn't help create a propitious learning environment, then turn a deaf ear.

Retrieved and adapted from: <https://www.theguardian.com>

Question 1

(10 marks)

Choose the best answer (a, b, c or d).

1. Which of the following sentences is correct?

- a. Dearth of classroom management skills can make teaching irksome.
- b. The notion that classroom management skills play a seminal role in teaching is trite.
- c. Scanty classroom management skills are of the utmost importance in teaching.
- d. Only those bereft of classroom management skills will enjoy teaching.

2. The writer ... the idea that teachers should never smile in the first two months of the school year.

- a. is nonchalant about
- b. is disdainful of
- c. reveres
- d. espouses

3. Classroom rules are a(n) ... of classroom management.

- a. salient part
- b. inconspicuous part
- c. moot point
- d. confounding aspect

4. Solutions to misbehaviour in the classroom include ...

- a. reproving the offender.
- b. lauding the student.
- c. intrusive intervention.
- d. situational assistance.

5. The key to maintaining classroom control is exhibiting a sense of ...

- a. fortitude.
- b. resilience.
- c. steadfastness.
- d. audacity.

6. Establishing routines ...

- a. is the backbone of school environment.
- b. is of trifling importance in classroom misbehaviour.
- c. helps in managing class schedules.
- d. is one of the pivotal features of classroom management.

7. Successful teachers should be....

- a. at loggerheads with their students.
- b. at their students' beck and call.
- c. able to let their hair down in the classroom.
- d. on pins and needles in the classroom.

8. Some of the advice bouncing around the halls and staff lounges of schools may...

- (i) give vent to negative feelings.**
- (ii) be dishonest.**
- (iii) be manipulative.**
- (iv) help teachers make efficacious choices.**

- a. (i) and (ii)
- b. (ii) and (iii)
- c. (iii) and (iv)
- d. (i) and (iv)

9. The author's tone is...

- a. caustic.
- b. belligerent.
- c. derisive.
- d. unfeigned.

10. The author's purpose is to

- a. suggest, encourage and persuade.
- b. imply, suggest and incorporate.
- c. insist, present and emphasise.
- d. reveal, relate and introduce.

Question 2

(8 marks)

“Classroom management is not about having the right rules. It's about having the right relationships”. To what extent do you agree or disagree? Use specific reasons and an example scenario to support your answer. Write about 150 words.

Item 8

(5 marks)

Write the word that best fits in each gap.

CLASSROOM PRACTICES

Much of the discussion in educational reform hinges ___ (1) the question of whether schools matter. Over the past two decades, policymakers have called ___ (2) improvements in the academic performance of students. Many educational reformers, particularly those associated with the standards movement, hold that the key to improving student performance ___ (3) in improving schools. If academic standards are rigorous, curriculum and assessments are aligned ___ (4) those standards, and teachers possess the skills to teach at the ___ (5) the standards demand, student performance will improve. ___ (6), this perspective is, to some extent, at ___ (7) with another that has emerged from the discussion about school improvement, namely that it is students ___ (8) than schools that make the difference. In this view, it is the social ___ (9) of students that play the key role in their ability to learn, and only by moving outside the educational system and attacking the economic inequalities that exist in the United States ___ (10) student performance be improved.

Retrieved and adapted from: <https://www.researchgate.net>

Item 9

(5 marks)

Use the word in brackets to form a new word that fits in each blank.

DROPOUT IN SECONDARY EDUCATION

Multiple factors are responsible for children dropping out of school. The dropout problem is 1. ___ (**PERVADE**) in some educational systems. Risk factors, including poverty, weak family structure and 2. ___ (**EDUCATION**) backward parents, begin to add up even before students enrol in school. Furthermore, students could drop out as a result of 3. ___ (**NUMBER**) school factors such as uncongenial atmosphere, poor comprehension, 4. ___, (**ABSENT**), attitude and behavior of the teachers, and failure or repetition in the same grade. All these cause lack of achievement and students end up 5. ___ (**ALIEN**) and experience exclusion leading to eventual dropout. It is important to carefully design 6. ___ (**PREVENT**) measures and intervention strategies that could be adopted in order to help all adolescent dropouts. Mere 7. ___ (**SENSITIVE**) of teachers without providing corresponding infrastructure that enables the students residing in slums to overcome 8. ___ (**CIRCUMSTANCE**) disadvantages would not be of much use. The consequences for youngsters who drop out before finishing secondary education are 9. ___ (**FAIL**) dramatic. It is, therefore, of 10. ___ (**AMOUNT**) importance that schools and teachers maintain a clear mandate that it is their role and responsibility to make sure that all students, regardless of their socio-economic background, complete the secondary level of education.

Retrieved and adapted from: <http://riiemoooc.com>

Item 10**(2 marks)**

Match the literary devices (1-4) to the examples (a-f). There are two (2) examples you do not need to use.

| LITERARY DEVICES | EXAMPLES |
|------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 1. alliteration | a. <i>Stop acting so smart - it's not like you are Einstein or something.</i> |
| 2. allusion | b. <i>"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness..."</i> |
| 3. hyperbole | c. <i>Ticktock, ticktock... the sound of the clock was all that could be heard in the hospital waiting room.</i> |
| 4. juxtaposition | d. <i>Peter Piper picked a peck of pickled peppers.</i> |
| | e. <i>I'm so hungry I could eat a horse.</i> |
| | f. <i>She is as vicious as a lion.</i> |

Item 11**(4 marks)**

Read the extract taken from *I'M THE KING OF THE CASTLE* by Susan King. It is the description of the storm in the wood in which the two boys, Hooper and Kingshaw, find themselves.

Find one example from the extract for each of the following literary devices:

- a. **Metaphor,**
- b. **Personification,**
- c. **Onomatopoeia,**
- d. **Simile.**

The rain came down slowly at first, in great, flat drops on to the leaves. But then it was a violent downpour, Kingshaw felt it coming through the bush. The anorak covered hardly any space at all. He looked out and saw the water in a great, silvery sheet, making huge puddles on the floor of the clearing.

After a long time, it began to steady, and fell like needles, but the crashing of thunder and lightning came simultaneously again, so loudly that Kingshaw himself jumped in alarm. It sounded like a bomb landing just behind the bush, and the whole wood lit up for a long, slow second, in green-white light. Hooper whimpered, and rocked himself a little, backwards and forwards.

It seemed a long time before the light came creeping back into the wood. The thunder continued to roll slowly, on and on, in the distance. Kingshaw put a hand up to his hair. It was very wet. His clothes were wet, too.

Then, abruptly, sun filled the clearing, it was like a curtain being drawn back in front of a brightly lit stage. Fine steam began to rise up from the sodden ground, and the tree trunks, and the smell of it came quickly into Kingshaw's nostrils.

Item 12

(5 marks)

Choose the best answer (a, b, c or d) for each of the ten (10) questions below.

1. Which of the following error correction techniques is most likely to encourage fluency during a speaking activity?

- a. On-the-spot error correction
- b. Peer correction
- c. Delayed error correction
- d. Reformulation

2. The teacher asks students to look at the title of a text in order to ...

- a. practise their skimming and scanning skills.
- b. deepen their understanding of the topic.
- c. engage them and encourage speculation.
- d. encourage observation and hone their problem-solving skills.

3. Effective planning for a class debate involves ...

- i. being prepared to assign the affirmative and negative sides on the spot.
 - ii. explaining that the negative side will present their rebuttal and summary last.
 - iii. choosing a topic students are comfortable with.
 - iv. being ready to modify a lesson when a topic generates more discussion than expected.
 - v. asking students to read an article on a related topic before any discussion.
- a. i and iii
 - b. ii and iv
 - c. iv and v
 - d. iii and v

4. Which of the following is an example of a guided writing technique?

- a. Engaging students in conversation during this experience.
- b. Avoiding explicit scaffolding techniques.
- c. Providing students with feedback on their first draft.
- d. Letting students work independently while they write.

5. Which of the following are examples of reading sub-skills?

- i. Note-taking
 - ii. Skimming and scanning
 - iii. Responding and initiating
 - iv. Repair and repetition
 - v. Guessing meaning from context
- a. i, ii, and v
 - b. ii, iii, and iv
 - c. ii, iv, and v
 - d. i, iv and v

6. Which type of listening response includes the use of head nods, facial expressions, and short utterances that signal your interest to the speaker?

- a. pseudolistening
- b. stage hogging
- c. ambushing
- d. backchannelling

7. Which of the following is a feature of Information Processing Theory?

- a. Teachers will focus equally on receptive and productive language skills.
- b. Learners automatise information through repetition in the input and output stages.
- c. Learners should acquire grammar in a natural way.
- d. Learner fluency is more important than accuracy.

8. Which of the following is NOT correct? Declarative knowledge is ...

- a. answering the question: "What do you know?"
- b. knowing how to do something.
- c. asking students to identify the main characters of a story.
- d. the "Who, What, Where, When" of information.

9. A teacher should avoid ... when it comes to designing effective structured input activities.

- a. using oral and written input
- b. keeping meaning in focus
- c. having learners do something with the input
- d. keeping grammar in focus

10. Which of the following is NOT a type of interactional feedback in the practicing stage?

- a. Recasts
- b. Clarification requests
- c. Nonverbal feedback
- d. Visual enhancement

Item 13**(3 marks)**

Match each methodology below to three (3) appropriate teachers' statements. There are two (2) statements that do not correspond to each of these methodologies.

| METHODOLOGIES | TEACHERS' STATEMENTS |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Audio-Lingual | a. Dialogues and drills form the basis of my classroom practices. b. I facilitate learning by accompanying physical objects. c. I use dialogues for repetition and memorisation. d. I may use charts, rods, and other aids to elicit learner responses. e. I avoid free speech production so as to avoid mistakes. |
| 2. The Silent Way | a. I want my students to reach a level of pronunciation similar to that of native speakers. b. Learning tasks and activities have the function of encouraging and shaping student oral response without direct oral instruction from me. c. Reading and writing are deferred in my class until speech is mastered. d. I use gestures, charts, and manipulatives in order to elicit and shape student responses. e. My materials consist of a set of colour-coded pronunciation and vocabulary wall charts, coloured rods, a pointer and reading/writing exercises. |
| 3. Grammar-Translation Method | a. I make extensive use of L1 and I systematically compare the target forms with the equivalent forms in L1. b. I focus on written forms of the language rather than on oral production. c. I use dialogues which centre around communicative functions and are not normally memorised. d. I tend to use isolated sentences in my teaching rather than a continuous text. e. The first part of my lesson usually focuses on pronunciation. |

Item 14**(3 marks)**

Match the following lesson plan headings (1-6) to the information items from different lesson plans (a-f).

| LESSON PLAN HEADINGS | |
|----------------------|----------------------|
| 1. | Assumptions |
| 2. | Review and follow-up |
| 3. | Lead-in |
| 4. | Presentation |
| 5. | Freer practice |
| 6. | Controlled practice |

| INFORMATION FROM DIFFERENT LESSON PLANS | |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| a. | A 3-minute activity to lay the foundation for the lesson. |
| b. | Talk about your topic using flashcards. Students learn key terms and phrases and how to use them in the proper context. |
| c. | A role-play activity during which the students can act out different social situations using key phrases taught. |
| d. | Include an activity to encourage peer teaching. |
| e. | A worksheet to check whether the students have grasped all the concepts taught. |
| f. | Students already know what Present Perfect is. |

Item 15**(3 marks)**

Indicate which error correction technique (a-f) the teacher uses in each of the short dialogues (1-6).

| |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> a. Elicitation b. Explicit Correction c. Repetition d. Metalinguistic feedback/explanation e. Clarification f. Reformulation/Recast |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

1. **Student:** He has known her since 10 years.
Teacher: He has known her...?
2. **Student:** John said me to write to him.
Teacher: John **SAID** me to write to him?
3. **Student:** I like very much tennis. It's my favourite sport.
Teacher: I like tennis very much.
4. **Student:** I think that global warming is a major issue no days.
Teacher: What do you mean no days?
5. **Student:** I forgot buying food for my dog and it was hungry.
Teacher: What did the dog eat when you forgot to buy dog food?
6. **Student:** Mary and Simon isn't leaving next month.
Teacher: Use the plural form of "be" for Mary and Simon.

Item 16

(3 marks)

Match the following Can-Do Statements (a-i) to only three (3) of the CEFR levels (A1-C1) below.

| CEFR LEVEL | CAN-DO STATEMENTS |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| A1 | a. I can communicate the main point of what is said in predictable, everyday situations about personal wants and needs. |
| A2 | b. I can catch the main point in short, clear, simple messages and announcements. |
| B1 | c. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life. |
| B2 | d. I can interact with a degree of fluency and spontaneity in familiar context. |
| C1 | e. I can write straight-forward connected texts on topics which are familiar or of personal interest. |
| | f. I can understand reports concerned with contemporary problems in which the writer adopts particular viewpoints. |
| | g. I can ask for repetition or reformulation from time to time. |
| | h. I can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest. |
| | i. I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. |

Item 17**(3 marks)**

As part of an EFL teacher training activity, you have been given parts of a jumbled lesson plan. Put items a-f in the correct order for a lesson plan.

| | |
|----|----------------------------------------------------------------------------------------------------------------------------------|
| a. | The teacher shows a video about the conservation of water at home and elicits from the students more ideas on how to save water. |
| b. | A spokesperson from each group presents measures or suggestions. |
| c. | The teacher writes on the board “Why Care about Water” and draws a mind map. |
| d. | The students work in groups to think of activities that could be a part of a campaign that promotes efforts to save water. |
| e. | The teacher elicits points from the previous lesson which introduced the topic of water as a Natural Resource. |
| f. | The teacher joins groups for one or two minutes to provide guidance and support. |

Item 18**(3 marks)**

You have just attended a seminar on Communicative Competences. Based on your previous and newly-acquired knowledge, write the type of competences described by the skills below.

| SKILLS | TYPES OF COMPETENCES |
|-------------------------------------------------------|-----------------------------|
| 1. Ability to use impersonal expressions correctly | |
| 2. Ability to take notes from a lecture | |
| 3. Ability to describe a health condition to a doctor | |
| 4. Ability to assess a problem and provide solutions | |
| 5. Ability to address an elderly person with respect | |
| 6. Ability to paraphrase | |

Item 19

(2 marks)

The following extract from a student's authentic writing contains four (4) different types of mistakes. Correct the mistakes and make clear what specific type of mistake each one is.

Across the road from us live Mr and Mrs Papadopoulos, a lively young couple who lead a very busy social life. We often hear them return home from a party late at night, or talking and laughing with guests as they bit them goodnight. Yet, although the noise might wake us up, we never complain and we are certainly never annoyed. Mum says it's nice to hear young people enjoying themselves. Both Mr and Mrs Papadopoulos are very kind. When mum was ill last month, Mrs Papadopoulos visited her every day, bringing magazines and flowers. She is an extremely jaunticed person and just talking to her did mum a lot of good. On another occasion, Mr Papadopoulos offered to drive dad to the airport when the taxi drivers were on strike - which was very kind of him.

Item 20

(3 marks)

As an EFL teacher, you need to provide your students with constructive guidelines concerning summary writing. Choose the three (3) effective pieces of advice.

- | |
|----------------------------------------------------------------|
| 1. Ask students to evaluate their own work using the criteria. |
| 2. Write at least two drafts. |
| 3. Group criteria into categories. |
| 4. Use supportive evidence. |
| 5. Brainstorm ideas which describe a 'successful outcome'. |
| 6. Create a poster to display criteria in class. |

Item 21**(3 marks)**

Match the following textbook rubrics (1-6) with the aims (a-h) given below. There are two (2) aims you do not need to use.

| TEXTBOOK RUBRICS | |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Each of the following statements corresponds to one of the paragraphs in the article. Write the numbers 1-4 in the boxes. |
| 2. | Discuss. Which of the tips in the text do you find useful? Can you think of other ways to keep fit? |
| 3. | Discuss. What kind of music do you like? Who's your favourite singer? Which is your favourite band? |
| 4. | Listen to a conversation between a travel agent and a customer. For questions 1-8 complete the sentences. Use no more than three words. |
| 5. | Read the following 'Can-Do Statements' and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the unit. |
| 6. | Which of these sentences could be included as additional information? Where should the sentences go in the article? |

| AIMS | |
|-------------|----------------------------------------------------------------------------------------------------------|
| a. | To activate Ss' background knowledge. |
| b. | To present the learning outcomes of the unit. |
| c. | To give Ss the opportunity to check their progress. |
| d. | To familiarise Ss with the organisation and content of the article. |
| e. | To give Ss practice in deducing the meaning of vocabulary from the context. |
| f. | To give Ss the opportunity to elaborate on the topic of the reading activity. |
| g. | To help Ss develop note-taking skills. |
| h. | To encourage students to question assumptions and develop their own well-informed and reasoned opinions. |

Item 22**(6 marks)****Item 22 consists of two scenarios. Read the scenarios and answer the questions.****Scenario 1****(3 marks)****You have been observing colleagues at your school and the following table shows data from observations of teachers' feedback on a written task.**

1. Based on the data collected, which piece of advice was the most constructive for Class C students of a Lyceum?
2. Justify your answer in no more than 30 words.

| A | B | C |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Mrs Petrou writes: Great work! Keep it up! Interesting ideas. Good vocabulary. 17/20 | Mr Georgiou writes: Ideas not fully developed. Paragraphing confusing in places. A few spelling errors made. 17/20 | Mr Potamitis writes: Relevant to assigned topic Wide variety of vocabulary. Main ideas not fully developed. 17/20 |

Scenario 2**(3 marks)****You have been observing a colleague in a lesson where the students have been working in groups.**

1. Based on the data you have collected, which of the teacher's actions would you advise him/her to avoid?
2. Justify your answer in no more than 30 words.

| A | B | C |
|--------------------------------------------------------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Ask each student to record how many contributions they make. | Explain intended outcomes of the lesson. | Five minutes after the group work has started, ask the class to stop and observe the work of one of the groups. |

Item 23**(2 marks)**

Match the language problems (1-4) a teacher can face when teaching report writing with the possible support strategies listed (a-f). There are two (2) support strategies you do not need to use.

| LANGUAGE PROBLEMS | SUPPORT STRATEGIES |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| 1. Learners may not understand the elements of a good report. | a. Paraphrase part of the instructions. |
| 2. Learners may not understand key words in a report about potential new office space. | b. Use texts that motivate the learners. |
| 3. Learners may not understand what they need to do in answering questions referring to the negative comments to be included in a report. | c. Let learners use some L1. |
| 4. Learners may not be familiar with the appropriate technical terminology related to report writing. | d. Include a graphic presentation of the report. |
| | e. Allow learners more time. |
| | f. Include a glossary. |

Item 24**(3 marks)**

Match the types of assessment (1-6) with the assessment tasks (a-f).

| TYPES OF ASSESSMENT | ASSESSMENT TASKS |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Norm-referenced assessment | a. The teacher designs a test in order to find out whether a child has acquired a set of specific skills. |
| 2. Ipsative assessment | b. The teacher gives students a mid-term multiple choice and True/False test on material covered thus far. |
| 3. Formative | c. The teacher has the students write a postcard as a historical figure to another historical figure discussing and describing a historical event. |
| 4. Diagnostic | d. When the teacher has marked his /her students' tests he/she compares the average grade of his or her students with the average grade of the entire school. |
| 5. Criterion-referenced assessment | e. The teacher gives a short quiz at the start of the lesson in order to assess a student's strengths, weaknesses, knowledge, and skills prior to instruction. |
| 6. Summative Assessment | f. The teacher compares a student's October test results with the same student's November test results. |

Item 25

(5 marks)

Write the level of cognitive thinking skills in Bloom's taxonomy each potential activity belongs to. The first answer has been given to you.

| POTENTIAL ACTIVITY | LEVEL |
|------------------------------------------------------------------------------------------------------|--------------|
| a. Make a list of the main events of the story. | Remembering |
| b. Conduct an investigation to produce information to support a view. | |
| c. Summarise the story in your own words. | |
| d. Rewrite the ending of the story to show a different outcome. | |
| e. Suggest how the moral of this story could help other young people. | |
| f. Write a letter to the Minister of Education advising on changes needed in our educational system. | |

END OF EXAMINATION