

**ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΠΟΛΙΤΙΣΜΟΥ
ΔΙΕΥΘΥΝΣΗ ΑΝΩΤΕΡΗΣ ΚΑΙ ΑΝΩΤΑΤΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
ΥΠΗΡΕΣΙΑ ΕΞΕΤΑΣΕΩΝ**

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

Εξεταζόμενο μάθημα: ΑΓΓΛΙΚΑ

Ημερομηνία και ώρα εξέτασης: 07/11/2017

15:30 – 18:30

ΤΟ ΕΞΕΤΑΣΤΙΚΟ ΔΟΚΙΜΙΟ ΑΠΟΤΕΛΕΙΤΑΙ ΑΠΟ 18 ΣΕΛΙΔΕΣ

Να απαντήσετε σε όλα τα ερωτήματα.

**Πριν από κάθε απάντηση να σημειώσετε τα στοιχεία της ερώτησης.
ΟΛΕΣ ΟΙ ΑΠΑΝΤΗΣΕΙΣ ΝΑ ΓΡΑΦΟΥΝ ΣΤΟ ΤΕΤΡΑΔΙΟ ΑΠΑΝΤΗΣΕΩΝ**

PART I

(20 MARKS)

SECTION A: 3 items 3 marks

SECTION B: 3 items 3 marks

SECTION C: 3 items 3 marks

SECTION D:

Question 1 8 items 4 marks

Question 2 6 items 3 marks

SECTION E: 8 items 4 marks

PART I

(20 MARKS)

SECTION A

(3 marks)

The following sentences contain **ONE** grammatical or vocabulary error that has been underlined. Briefly explain why it is an error. Do not correct the sentences.

1. The student studied hard and recuperated his lexical knowledge.
2. How did he loose his car keys?
3. While the main hall is being repaired, classes are held in the lecture theatre.

SECTION B

(3 marks)

Identify the language function expressed by the words underlined and in bold. Choose the best answer for each item.

1. A: Hi Susan. What's up with you today?
B: I am so frustrated with my exam results that I am **on the verge of quitting**.
 - a. Expressing remorse
 - b. Expressing disappointment
 - c. Expressing uncertainty
2. A: Oh, I'm so sorry for being late.
B: You are always late for meetings; I **am not surprised anymore, knowing you**.
 - a. Criticising
 - b. Sympathising
 - c. Apologising
3. A: How did the exam go?
B: I wish I had paid more attention to the instructions on the exam, but **there is no use crying over spilt milk**.
 - a. Expressing indifference
 - b. Expressing doubt
 - c. Expressing anger

SECTION C

(3 marks)

Briefly describe the difference in meaning between the two underlined words or phrases.

1. A. Maria is in charge of the Accounts Department.
B. Maria was charged with embezzlement.

2. A. The University of Cyprus was founded in 1992.
B. A gold cross was found in the Kyrenia shipwreck.

3. A. The student appealed to the Disciplinary Committee's sympathy.
B. The student appealed against the Disciplinary Committee's decision.

SECTION D

Question 1

(4 marks)

Match each underlined item with the grammatical feature listed below (1-8).

Non-formal education is a methodology, which is carefully adjusted to the participants and structured practices, although the activities are seldom associated to conventional rhythms of curriculum subjects. This fosters the personal, social and professional development of people. Informal learning is related to what one can learn during daily life activities (work, family, leisure, etc.) which is considered learning by doing. Informal and non-formal learning can empower youngsters in important conceptions, like social inclusion, anti-discrimination, and active citizenship, as well as contributing to their personal growth.

Source: <http://www.yeu-international.org/en/non-formal-education>

1. A preposition	
2. A conjunction	
3. An adverb	
4. An adjective	
5. A relative pronoun	
6. A gerund	
7. A verb	
8. A phrasal verb	

Question 2**(3 marks)**

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

Dear Sir/Madam,

I am writing to you today in (1) reference with your article in the newspaper.

Environmental issues are very dear to my heart. I disagree with your assumption that the government is undertaking all measures to protect the wooded areas in (2) their city. Just recently I witnessed in amazement how the city (3) was chopping down 20 trees in order to enlarge the highway. It goes without saying that a better traffic flow is (4) benefisial to the public, however, what about the quality of air and wildlife hosted within those trees. The animals (5) are been forced to leave their known environment. I would like to see more encouragement for the protection of the (6) cities' wooded areas before giving praise.

A. Wrong preposition	1. _____ in reference with
B. Wrong verb tense	2. _____ their
C. Inaccurate use of determiner	3. _____ was chopping
D. Incorrect Spelling	4. _____ benefisial
E. Missing definite article	5. _____ are been
F. Wrong pronoun	6. _____ cities'
G. Wrong use of possession	
H. Wrong verb form	
I. Wrong use of phrasal verb	

SECTION E

(4 marks)

Read the article and choose the best answer for the questions that follow. The paragraphs in the text are numbered.

(1) Pastoral leaders are no longer simply dealing with straightforward playground issues. As digital technology becomes a greater part of pupils' lives, we now have to investigate incidents that have not taken place at school, but outside of school walls and hours, often in the comfort of our pupils' homes. The variety and complexity of online incidents vary greatly: anything from a pupil being ignored in a chat room to online bullying (including fake profiles and stalking), sexting, pornography, grooming and radicalisation.

(2) We are spending a lot of time being reactive in dealing with the aftermath of digital relationships going wrong. But what if we were to instead focus on preparing our young people for the digital world and on empowering them to create and sustain positive relationships? If we can teach pupils not to engage with unhealthy situations or relationships online in the first place, then we can stop being reactive and start **taking a more proactive approach.** Here are three steps in the right direction.

(3) In order to respond to risk, pupils need to be able to recognise it. It is important for pupils to be aware and **mindful** of the following signs of unhealthy relationships:

- Feeling you have to hide things, be secretive.
- Making it difficult to maintain relationships with family or friends.
- Verbal, emotional or physical abuse (using the 'silent treatment', disappearing, name-calling, etc.).
- Controlling behaviours (excessive calling, texting, stalking, lack of privacy, etc.).

(4) Most of these signs can be easily applied to real life situations as well as the digital world. Parents and schools need to be working in partnership to educate young people about healthy and unhealthy relationships and how to recognise the signs. At the same time, although educating about the risk is a necessary preventative measure, it is not enough. It is important that young people act on this awareness. In order to do this, they need to act from the position of mental and emotional strength and be prepared to break unhealthy attachments.

(5) It is when we are feeling vulnerable that we are more likely to engage in unhealthy relationships in our conscious or unconscious search to satisfy basic human needs, such as the need for belonging and acceptance and the need to feel valued and secure. Empowering young people to look after their mental health and wellbeing and creating secure environments at school and at home should be our number one priority.

(6) Healthy behaviours are **underpinned** by values and morals. This is especially true when forming positive digital behaviours and healthy relationships, as we should expect our young people to uphold the same standard of behaviour online as in real life, acting with integrity at all times. Schools must make every effort to include character education as an integral, natural part of school life. It needs to be reflected in the school ethos and values and incorporated into all parts of the day-to-day school life and routine, because “everything in a school’s moral life affects character, **for good or for ill**” (Gelpi; 2008).

Source: www.tes.com/news/school-news/breaking-views

Questions

1. Read the text carefully and decide which of the titles below is the most appropriate for the article.
 - A. Teachers’ gap of knowledge on online safety
 - B. The variety and complexity of online incidents
 - C. Steps to keep students safe online

2. Who is the article addressed to?
 - A. Psychologists
 - B. Teachers
 - C. Youth leaders

3. What is the mode of writing used in this article?
 - A. Persuasion
 - B. Exposition
 - C. Description

4. What does the statement “**...taking a more proactive approach**” (par. 2) mean?
 - A. Taking preemptive measures
 - B. Being more hands-on
 - C. Both A and B

5. Who are the stakeholders in educating students on online relationships?
 - A. Parents and Teachers
 - B. Social Workers and Parents
 - C. Religious Representatives and Parents

6. Which word can replace the word **mindful** (par. 3)?
- A. Conscious
 - B. Capable
 - C. Negligent
7. The word **underpinned** (par. 6) can be replaced by
- A. Envisioned
 - B. Supported
 - C. Diminished
8. In paragraph 6 the idiomatic phrase “**for good or for ill**” means
- A. Honest and Mischievous
 - B. Helpful and Harmful
 - C. Tit for Tat

THE END OF PART I

PART II

(80 MARKS)

QUESTION 1	10 marks
QUESTION 2	12 marks
QUESTION 3	8 marks
QUESTION 4	10 marks
QUESTION 5	6 marks
QUESTION 6	8 marks
QUESTION 7	3 marks
QUESTION 8	6 marks
QUESTION 9	3 marks
QUESTION 10	5 marks
QUESTION 11	4 marks
QUESTION 12	5 marks

QUESTION 1

(10 marks)

Choose the best answer for each question.

1. Inclusive EFL Learning involves

- A. scaffolding teaching materials in order to meet the needs of all students.
- B. having separate curricula at school for students with learning difficulties.
- C. selecting students according to their academic abilities.
- D. placing students with learning difficulties in an unadapted classroom.

2. Critical Thinking can be enhanced in the EFL classroom by

- A. teaching students to suppress creativity.
- B. having students memorise information.
- C. teaching students how to evaluate information.
- D. having students concentrate on factual information.

3. Which statement below does not characterise learner autonomy?

- A. Autonomy encourages the teacher to be a facilitator.
- B. Autonomy requires tasks with graded material.
- C. Autonomy supports active rather than passive learning.
- D. Autonomy discourages student-centered learning.

4. Which of the following does not nurture effective co-teaching?

- A. Teachers have equal roles and share mutual accountability.
- B. Teaching and assessment are decided upon individually by the instructor.
- C. Teachers engage in constant negotiation of the syllabus.
- D. Teachers have to be open and embrace innovative approaches.

5. Which of the following is a feature of task-based language learning (TBLL)?

- A. Students first develop accuracy and then fluency.
- B. The main approach in TBLL is based upon grammatical competence.
- C. TBLL focuses on listening and speaking.
- D. Communicative fluency is encouraged in TBLL.

QUESTION 2

(12 marks)

Read the following texts and identify what level of the CEFR (A1 – C1) they represent.

1

• Tweeners and teenagers do not think much about a hobby nowadays unless it has something to do with watching T.V. or playing video games, where they can be found on the edge of their seats concentrating on pushing buttons as quickly as possible. Their free time activities have become less active than ever before. They tend to keep their emotions inside which has the effect of teenagers bursting into tears and/or exploding in anger. Parents and schools need to pay more attention to how students spend their free time and encourage more active and creative hobbies, such as painting or hiking. When their bodies are in motion, chemicals called endorphins are released which can cause more positive feelings about themselves and their surroundings.

2

• Young people like the mall because it has many different shops and fun things to do. The first floor has clothing shops, shoe shops and toy shops. The second floor has a food market. People can eat Chinese, Mexican, Greek and Italian food. The third floor has a multi-screen cinema. They show three movies at the same time. You can buy popcorn, other snacks and drinks there. On the fourth floor there is a play area. Young people can play many games there and have a good time. Parents can relax with a cup of coffee and watch their children play at this place.

3

• Millennials are keen on the latest technology, fantasy sports and video games. Most of these activities are undertaken at home while fidgeting with the latest computers. Their age group (18-29) is most likely to have a profile on social networking sites, nearly one-in-four have a piercing somewhere on their body, and they are more likely to have a tattoo. Studies show that they value their family most, and they wouldn't be caught dead pining over wealth and fame. Due to their tendency to burn the midnight oil, millennials are co-habiting out of wedlock and not producing offspring. To make a long story short, millennials are a new breed of humans, who are tolerant and liberal; they cherish their privacy but are not afraid to surf the net for the latest information and/or communication just ICYMI.
www.pewresearch.org/millennials

4

• Fourteen-year-old Jennifer says that her favourite activity is cooking. She enjoys this activity because she can learn about food and different cultures at the same time. She likes to cook in her grandmother's kitchen because it is larger than her kitchen at home, and she can listen to her grandmother telling stories of the traditional way of life while sharing the wonderful dishes she prepares. Moreover, she thinks it's a great way to learn about recipes that her grandmother used in the past. Because of that, she can bake traditional food in a modern way with trendy ingredients used today.

QUESTION 3

(8 marks)

A professional development seminar has just finished. Four teachers are reflecting on the seminar on teaching methodologies and approaches in EFL that they use. Match the methodology/learning approach in the box below to the teachers' statements (1-4). There are three extra methodologies/approaches that you will not need.

(A) The Silent Way (B) Audio-Lingual (C) Suggestopedia (D) Total Physical Response
(E) Task-based Language Learning (F) Community Language Learning (G) CLIL



When I teach, I never use the L1. I only use the L2 in the classroom to practise any new grammar or vocabulary, and I expect my students to do the same. In order to achieve this I run a lot of drills during my lesson and find them to be most effective. My students just practise until they can spontaneously use the language.



I like to have a very active classroom with a lot of verbal cues and responses. The kids are always doing something, you know similar to the game Simon Says. I usually give a command and act it out, then I ask two to three students to respond, then perhaps the entire row of seats or the whole class responds. After that, I write the command on the board. Then it is the students' turn to give out commands or statements and the class responds to them. I find this to be a great language learning approach for my classes!



I like to encourage students' creativity and language fluency in the classroom. There are three specific phases of my lesson plan and all three are student-centered. Students realise the importance of foreign language learning because every activity focuses on a real purpose which encourages authentic language communication. It's always great fun to review the learning artifact that each group collaboratively creates. I believe this approach empowers the students to think out of the box.



I like to focus on communication and find this much more important than accuracy. During my lesson I like to put emphasis on lexis and not so much on grammar. I put the focus on language that is related to the subject. Pre-, during-, and post- reading tasks that deal with a specific content allow learners to notice the use of the language regardless of the level of language competence.

QUESTION 4**(10 marks)**

You have just attended a seminar on Communicative Competence. Based on your previous and newly-acquired knowledge, match the listed competences in Table A, to the language usage in Table B.

TABLE A	
1.	Linguistic competence
2.	Sociolinguistic competence
3.	Discourse competence
4.	Lexical competence
5.	Strategic competence

TABLE B	
A.	Ability to recover from communication breakdown
B.	Knowledge and respect of the rules of the functioning of a blog
C.	Distinction of the phonemes <i>/a:/</i> and <i>/æ/</i>
D.	Expression of an opinion
E.	Knowledge of the vocabulary of academic life

QUESTION 5**(6 marks)**

As an EFL teacher, you need to provide constructive feedback to help your students understand their mistakes and avoid repeating them. Choose three effective feedback strategies from the table below.

1.	Present and explain in class common mistakes before returning writing tasks.
2.	Focus mainly on what the students did successfully.
3.	Peer assessment with the use of checklists/rubrics.
4.	Feedback can only be carried out in writing.
5.	Never give immediate feedback - allow time for reflection.
6.	Mention both weaknesses and strengths.

QUESTION 6

(8 marks)

The following two extracts of authentic students' writing are in response to the following classroom writing task:

"Write an article for your school magazine about the benefits of social media."

Extract 1

List and correct two vocabulary and two punctuation mistakes that the student has made.

A lot of people these days believe that social media can help people in different options. There are indeed a lot of benefits. In my opinion there are a lot of benefits when using social media. For example, you can chat using a video camera or writing messages for free on many social media sites, such as; skype, facebook and snapchat. You can also play Online games with a friend, speak to him/her and even watch him/her if he/she opens the video camera. Also, by sending photos or videos to a friend of yours, you can have a great moment too.

Extract 2

List and correct two grammar and two spelling mistakes that the student has made.

Nowdays, more and more people are using social media in their daily lifes either to post a picture or to catch up with their friends. Certainly, a lot of benefits derive from using social media. Firstly, I think that social media encouraged communication between people especially with those that live far away. You can make friends from different countries, share different things about your culture and your civilization and communicate more easily. Furthermore, you can talk with all your friends, share pictures and moments if you cannot meet up with them. Certainly, they're a lot of benefits and people should used social media on a daily bases.

QUESTION 7**(3 marks)**

Read the following lesson plan headings and match them with the information listed A-F.

Lesson plan headings	
1.	Materials / Aids
2.	Aims/Learning outcomes
3.	Values
4.	Prior knowledge
5.	Procedure
6.	Assessment

	Information
A.	By the end of the lesson the students will be able to write an informal email.
B.	The teacher monitors the students' work throughout the lesson.
C.	A projector is used to facilitate the learning of the lesson content.
D.	A teacher asks the students to underline the linking words in the model email.
E.	The students learn to respect each other while working in pairs.
F.	The students knew how to use appropriate phrases for an informal email.

QUESTION 8**(6 marks)**

Which CEFR Level and language skill do the following Can-Do Statements describe?

	CEFR LEVEL	SKILL	CAN-DO STATEMENTS
1			I can carry out a prepared interview, check and confirm information and follow up on interesting replies.
2			I can locate a concert or a film on calendars of public events or posters and identify where they take place and what time they start.
3			I can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.
4			I can fill in a questionnaire giving an account of my job, my interests, and my specific skills.
5			I can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
6			I can, without much effort, understand films which contain a certain amount of slang and idiomatic usage.

Source: www.eaquals.com

QUESTION 9**(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. Students do pair work. They are given a description of a profession with key words and they have to deduct from the information what the profession is and give their own reasons for the decision. They present this to the class.
- B. Students view a video compilation of traditional, trendy or unusual professions.
- C. The teacher explores what the students already know in terms of relevant vocabulary.
- D. While viewing, the students note down three of the professions and then they justify their preference orally in a group discussion.
- E. Students will be able to speak and write about a specific profession using: "I would like to be/become a...".
- F. The students are asked to take on the role of a journalist and write a short article for a teen magazine about one of the professions discussed in class. The teacher corrects the article and gives feedback to the students.

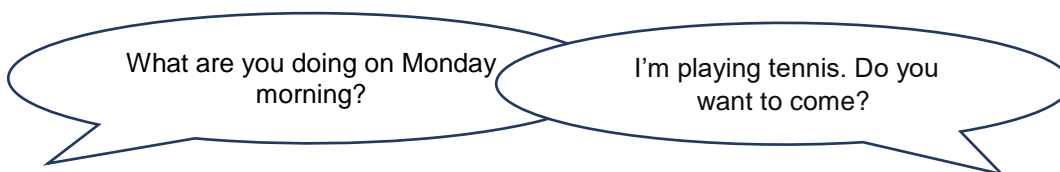
QUESTION 10**(5 marks)**

Match the following aims (1- 7) with the textbook rubrics (A - E) given below. There are two extra aims you do not need to use.

AIMS	
1.	To provide practice in scanning and locating relevant details.
2.	To practise asking and answering questions in the past.
3.	To check comprehension by using contextual clues.
4.	To practise asking and giving instructions.
5.	To practise present continuous for future arrangements.
6.	To give students practice in aural skills.
7.	To provide practice in writing sentences using the past simple tense.

TEXTBOOK RUBRICS

- A. Look at these pairs of words from the article. Which definition (a or b) matches each word?
- B. Read the article and say why Japan has had a problem of relative poverty in recent years.
- C. Create a dialogue to find out information about last year's trip.
- D. Work with a partner. Ask and answer questions so that you can find a convenient time to meet.



- E. Listen to the travel stories and write the words under the photos.

QUESTION 11**(4 marks)**

Read the following scenario and do the exercises that follow.

You have been observing colleagues at your secondary school and the following table shows data from your observations of a listening exercise.

1. Based on the data you collected, which piece of advice was unsound for the teacher to give the students while they were listening? (2 marks)
2. Justify your answer in no more than 30 words. (2 marks)

A	B	C
Ms. Christou tells the students to persevere with completing the listening task.	Mr. Eleftheriou tells the students to identify the main ideas of the conversation.	Ms. Xanthou tells the students to translate the conversation into their mother tongue.

QUESTION 12**(5 marks)**

Mr. Nikolaides uses various techniques in order to differentiate his lessons. Read the following techniques (1-5) and select the most appropriate term (A-G) that describes the techniques. There are two extra terms.

1. He asks his students to draw a circle and write as many words as possible related to various topics.
2. He asks his students to complete different sentences using the words given in a box.
3. The students are asked to complete different sentences with the correct form of the word given.
4. The students are asked to go through a text very quickly to get the gist.
5. The students are asked to go through a text and find specific information.

A.	Open-ended questions
B.	Brainstorming
C.	Scanning
D.	Word formation
E.	Skimming
F.	Gap-filling
G.	Annotation of the text

THE END OF THE EXAMINATION