ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΠΟΛΙΤΙΣΜΟΥ, ΑΘΛΗΤΙΣΜΟΥ ΚΑΙ ΝΕΟΛΑΙΑΣ

ΓΡΑΠΤΕΣ ΕΞΕΤΑΣΕΙΣ 2021 ΓΙΑ ΕΓΓΡΑΦΗ ΚΑΙ ΚΑΤΑΤΑΞΗ ΣΤΟΥΣ ΠΙΝΑΚΕΣ ΔΙΟΡΙΣΙΜΩΝ

Κωδ. Γνωστικού Αντικειμένου: **521**

Γνωστικό Αντικείμενο: **ΑΓΓΛΙΚΑ**

Ημερομηνία: **Δευτέρα, 22 Νοεμβρίου 2021**

Οδηγίες:

Το ονοματεπώνυμο, ο αριθμός ταυτότητας και ο κωδικός υποψηφίου να γραφούν, αυστηρά μόνο εντός του πλαισίου, που βρίσκεται στο άνω αριστερό μέρος του εξωφύλλου.

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΠΟΛΙΤΙΣΜΟΥ,

ΑΘΛΗΤΙΣΜΟΥ ΚΑΙ ΝΕΟΛΑΙΑΣ

ΔΙΕΥΘΥΝΣΗ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

ΥΠΗΡΕΣΙΑ ΕΞΕΤΑΣΕΩΝ

ΓΡΑΠΤΕΣ ΕΞΕΤΑΣΕΙΣ ΓΙΑ ΕΓΓΡΑΦΗ ΚΑΙ ΚΑΤΑΤΑΞΗ
ΣΤΟΥΣ ΠΙΝΑΚΕΣ ΔΙΟΡΙΣΙΜΩΝ 2021

Εξεταζόμενο Αντικείμενο (Κωδικός): ΑΓΓΛΙΚΑ (521)

Ημερομηνία και ώρα Εξέτασης: Δευτέρα, 22 Νοεμβρίου 2021, 15:30 – 18:30

ΤΟ ΕΞΕΤΑΣΤΙΚΟ ΔΟΚΙΜΙΟ ΑΠΟΤΕΛΕΙΤΑΙ ΑΠΟ 30 ΣΕΛΙΔΕΣ

Να απαντήσετε σε όλα τα ερωτήματα (20 items).

ITEM 1 (4x1 = 4 MARKS)

Identify what each of the underlined phrases expresses.
Circle the best answer a, b or c.

1. "**When pigs fly**, she'll tidy up her room!"

- **a.** Expressing weariness
- **b.** Expressing disbelief
- **c.** Expressing bewilderment

2. They came up with **a copper-bottomed** agreement plan to improve performance.

- **a.** Expressing pride
- **b.** Expressing inhibition
- **c.** Expressing certitude

3. Sometimes *John's suggestions make me think he's **not playing with a full deck***.

- **a.** *Expressing derision*
- **b.** *Expressing envy*
- **c.** *Expressing acclaim*

4. The gigantic skyscraper towering over the main square is one of my **pet peeves** about the city.

- **a.** Expressing elation
- **b.** Expressing annoyance
- **c.** Expressing forbearance

ITEM 2 (6x0.5 = 3 MARKS)

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

1. a. Daniel made a slight **allusion to** his history as a police officer at the beginning of the interview.
Daniel made a slight _____ his history as a police officer at the beginning of the interview.
b. I've found that believing in love is nothing more than a **delusion**.
I've found that believing in love is nothing more than a/an _____.

2. a. The Oxford English Dictionary is an **authoritative** source for researchers interested in the etymology of a word.

The Oxford English Dictionary is a/an _____ source for researchers interested in the etymology of a word.

b. People rightly feel intimidated when a person acts in an **authoritarian** manner.
People rightly feel intimidated when a person acts in a/an _____ manner.

3. a. She received a letter from Toby yesterday, announcing his **imminent** arrival in London.

She received a letter from Toby yesterday, announcing his _____ arrival in London.

b. He believed that beauty was not something imposed, but something **immanent**.
He believed that beauty was not something imposed, but something _____.

ITEM 3   **(5x1 = 5 MARKS)**

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

1. Antibiotics can destroy both good and bad bacteria, ultimately weakening our immune system and making pathogenic bacteria more adoptive and difficult to cure.

Correct word: _____

2. The ability of designers to avoid or minimise conflict through *judicial* trade-offs, careful negotiations, and other methods becomes their most valuable skill.

Correct word: _____

3. Language can no longer be construed simply as a medium, relatively or potentially *translucent*, for the representation or expression of a reality outside itself.

Correct word: _____

4. As well as collaborating the findings in the two previous sections, this also provides more evidence to suggest that different precursor proteins are imported into the chloroplasts via the same import machinery.

Correct word: _____

5. My first encounter with this volume left me somewhat amused at how to respond to such an absorbing and wide-ranging collection of essays.

Correct word: _____

ITEM 4 (8x0.5 = 4 MARKS)

Match each underlined word (1-8) with the part of speech (a-m) which describes it. There are five (5) parts of speech you do not need to use. Write your answers in the table below.

> A <u>strikingly</u> **(1)** large number of children - more than 260 million worldwide - are out of school, <u>while</u> **(2)** more than half of those in education are not learning, a recent study by World Bank has warned. The global push to ensure free primary and secondary education by 2030 has helped <u>fuel</u> **(3)** a "trade-off of quality for quantity", <u>whereby</u> **(4)** children are spending several years in school yet remain unable to read, write or do basic sums, according to Jaime Saavedra, <u>who</u> **(5)** leads the global education practice at the bank. The Global Partnership for Education – a <u>multilateral</u> **(6)** organisation comprised of governments, foundations, and private donors – is also expected to push poorer countries to increase their domestic education expenditure to 20% of the national budget. <u>Despite</u> **(7)** a universal pledge to ensure free primary and secondary education by 2030, governments are largely failing to address adequately issues associated with <u>learning</u> **(8)**, namely the cost of uniforms, transport to and from school, and lodging, activists claim.

Adapted from: https://www.theguardian.com/global-development/

		PARTS OF SPEECH	
1.	strikingly	**a.**	a subordinating conjunction
2.	while	**b.**	a count noun
3.	fuel	**c.**	an adverb of manner
4.	whereby	**d.**	an intransitive verb
5.	who	**e.**	a predicative adjective
6.	multilateral	**f.**	an intensifier
7.	Despite	**g.**	a relative pronoun
8.	learning	**h.**	a relative adverb
		i.	a mass noun
		j.	a transitive verb
		k.	a coordinating conjunction
		l.	an attributive adjective
		m.	a preposition

1. _____	2. _____	3. _____	4. _____	5. _____	6. _____	7. _____	8. _____

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

The Eurydice network of the DG Education of the European Commission has now published its report on *Citizenship Education at School in Europe*. One of the main finds **(1)** of the report is that in most European countries national curricula tends **(2)** to be broad in scope regarding the four competencies: Communicating efficiently **(3)** and constructively with others; thinking critically; acting in a socially responsive **(4)** manner; and acting democratically. The report also states that "Nearly half of the EU countries still have no regulations and **(5)** recommendations on the development of prospective teachers' citizenship education competences threw **(6)** initial teacher education". Another cause for concern is the lack of provision of citizenship education to students in school-based initial vocational education and training.

Adapted from: https://www.csee-etuce.org/en/news/

MISTAKES	TYPES OF ERRORS
1. finds	a. Wrong predicative adjective
2. tends	b. Wrong choice of coordinating conjunction
3. efficiently	c. Wrong choice of noun
4. responsive	d. Wrong attributive adjective
5. and	e. Subject-verb agreement error
6. threw	f. Wrong choice of homograph
	g. Wrong choice of adverb
	h. Wrong choice of homophone
	i. Wrong choice of subordinating conjunction

1. _____	2. _____	3. _____	4. _____	5. _____	6. _____

ITEM 6   **(4x0.5 = 2 MARKS)**

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

1. /ɔɪ/
   a. groan
   b. pose
   c. royal
   d. choir

2. /ʌ/
   a. one
   b. moan
   c. horse
   d. now

3. /eə/
   a. wear
   b. weird
   c. wired
   d. were

4. /æ/
   a. far
   b. arm
   c. black
   d. cup

ITEM 7   **(20 MARKS)**

A. Read the article and circle the best answer (a, b, c or d) for the questions that follow.   **(10x1 = 10 marks)**

Distance Learning: How Will We Get Through This?

Par. 1 Teachers and parents are scrabbling through a toolbox of teaching and parenting techniques, looking for the right tools to help them with managing students during this time of uncertainty. Too many are coming up empty-handed in this new world of distance learning. Teachers have been forced to abandon the classroom management tools they are accustomed to. They are speaking words into cyberspace, and with cameras turned off there is no assurance that they are reaching listening ears.

As a result, they are baffled and providing instruction without a firm grasp on student focus becomes an **exigent** task.

Par. 2 Alternatively, although parents are not required to actually tutor their children, they have been forced to become involved in classroom management. They are suddenly responsible for keeping their children accountable for their schoolwork and behaviour, and many are doing this for multiple children at different grade levels and for teachers of various teaching styles.

Par. 3 Educators desperately want to help these parents but feel cut off from their students and familiar resources. Parents are eager to step up to the plate but have no idea how to swing the bat. What if there was a way to combine tried-and-true classroom management tools with parenting techniques, giving all stakeholders a new toolbox to rummage through?

Par. 4 After one year of teaching in a virtual classroom from home, I have come up with new tactics that mesh classroom-style management with parenting skills to have focused kids who got their work done on time. (Some days were better than others, but that's true for parents and teachers alike.) Here are some of the tools I found that helped me as a parent-teacher, as well as some ideas I've shared with learning coaches when they sometimes struggle to be the teacher-parent.

Par. 5 There are no longer bell schedules and no 50-minute blocks of time to neatly fit in a lesson so, instead, time-blocking can be used. Sharing this tool with your students' parents can make an impressive difference as it helps them make the most out of what they have available. Time-blocking is the method of setting aside a chunk of time for a particular task. First, make a list of tasks, then determine how much time each task generally requires. Schedule in required activities (live class sessions, lunch break, doctor's appointments, etc.), then fill in the rest. This is something teachers can model for parents in a short email or video. Keeping the schedule flexible makes it easy to accomplish daily goals as well as squeeze in a five-minute task here or there, as needed. Those tend to pop up throughout the day. Setting timers can really help with this tool.

Par. 6 The days of anticipating a class party, the movie day after finishing a novel, or the spontaneous outdoor game of dodgeball have vanished (for now). This is where parents need the most help—taking a break! Fun activities to suggest to your students' families could include a weekly family movie or game night, scavenger hunts (teachers can provide a list of items and align them with lessons), and outdoor game time. Encourage parents to do this regularly to ease tensions, especially when tensions seem the highest.

Par. 7 Veteran teachers know the value of silent activity stations and pre-planned transitional activities. Yet they often experience physical and emotional **prostration** caused by excessive stress. At this time in our educational history, parents are just as likely to suffer from it as teachers as they struggle to jump their children from one task or virtual meeting to another. Remember to make time for yourself and *stick to it*. As a

home-schooler and full-time teacher, this is a tough one for me. The days I do it are measurably better for myself and my kids.

Par. 8 Teaching is *hard*. Parenting is *hard*. It's refreshing to know that instead of floundering on your own, you can reach out and help each other. I know you have more ideas and tools in your trusty old toolbox than I have offered here, so take your favourite parenting tricks and mix them with your favourite teaching techniques. Share your expertise with your students' parents and don't forget to apply it to yourself, your children, or your family and friends. The best answer to the question, "How will we get through this?" is, "Together, although we're apart." Share ideas, resources, and tools to make distance learning more manageable and less stressful for *all* stakeholders and we'll all reap the benefits as the future unfolds.

Par. 9 I believe that there is strength to collect from any perceived weakness. Right now, the weakness lies somewhere in our fears about providing quality education, but I predict that the strength to come will be students' increased abilities to manage their time, take ownership, and begin to seek out learning for its own sake.

Adapted from: https://teachmag.com/archives/12967

1. Teachers _____ to support students in the new learning context.

    a. are in a quandary about how
    b. see eye to eye about how
    c. champ at the bit
    d. drag their feet when trying

2. Which word could best replace the word "exigent" in paragraph 1?

    a. obscure
    b. exacting
    c. inane
    d. ignoble

3. The new situation dictates that parents _____.

    a. hone their teaching skills
    b. relinquish their parenting roles
    c. improve their child rearing styles
    d. take up an unwitting role

4. According to what the writer says in paragraph 3, parents are _____ action in response to the crisis.

    a. dismissive of the idea of taking
    b. perturbed by the prospect of taking
    c. complacent about taking

d. amenable to the idea of taking

5. Which quotation best reflects the writer's advice in paragraph 5?

    a. *"Make use of time, let not advantage slip."* - William Shakespeare
    b. *"Punctuality is the thief of time"* – Oscar Wilde
    c. *''Time flies over us but leaves its shadow behind.''* - Nathaniel Hawthorn
    d. "The two most powerful warriors are patience and time.'' - Leo Tolstoy

6. According to the writer, parents should _____ .

    a. lighten things up
    b. prevent academic burn out
    c. engage in full-time home-schooling activities
    d. take intermittent breaks

7. Which word could best replace the word "prostration" in paragraph 7?

    a. disability
    b. abuse
    c. enervation
    d. restraint

8. These days, when homeschooling has become a necessity, parents often _____ .

    a. find themselves in the same predicament as teachers
    b. report lack of teacher motivation and student concern
    c. have different educational philosophies from teachers
    d. take a more downbeat stance than teachers

9. The author's purpose is to _____ .

    a. attenuate the effects of parental engagement
    b. espouse teacher-parent collaboration
    c. apprise parents of best teaching practices
    d. endorse the use of novel teaching methods

10. The author's tone is _____ .

    a. bleak
    b. contemplative
    c. optimistic
    d. flippant

B. Describe two key issues related to online teaching **NOT MENTIONED** in the article that teachers are likely to face and suggest viable solutions. Write about 150 words.

(**10 marks**)

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ITEM 8   **(10 MARKS)**

A. Write the word that best fits in each gap in the table below. (10x0.5 = 5 marks)

The Use of the Common European Framework

The Common European Framework (CEFR) is intended to overcome the _____ **(1)** to communication arising from the different educational systems in Europe, by providing a shared basis for reflection and communication among the different partners in the field. It is offered to users as a _____ **(2)** that allows them to think carefully about their decisions and practice, and to situate and co-ordinate their efforts, as appropriate, for the _____ **(3)** of language learners in their specific contexts. One thing should be made clear: the CEFR does not _____ **(4)** out to tell practitioners what to do, or how to do it. It raises questions but doesn't provide ready-made answers. It is not the function of the CEFR to lay down the _____ **(5)** that users should pursue or the methods they should employ. The CEFR should thus be _____ **(6)** to the specific context of use – a fundamental aspect fully reflected in the level system which can be exploited flexibly. Nonetheless, this does not mean that the Council of Europe is _____ **(7)** to these important issues. Indeed, a number of specialists who have _____ **(8)** to language policy projects have put a great deal of thought and work into the theory and _____ **(9)** of language learning, teaching and assessment over the years. The publication marks a crucial step in the Council of Europe's _____ **(10)** with language education, which seeks to protect linguistic **and cultural diversity**.

Adapted from: https://www.coe.int/en/web/common-european-framework-reference-languages

1. _____	2. _____	3. _____	4. _____	5. _____
6. _____	7. _____	8. _____	9. _____	10. _____

B. Use the word in brackets to form a new word that fits in each blank. Write your answers in the table below. **(10x0.5 = 5 marks)**

Factors Contributing to Truancy Among Secondary School Students

Truancy among students has become an **1. ____ (EMERGE)** problem. It is any intentional, unauthorised or **2. ____ (LAW)** absence from compulsory schooling. Globally, truancy has been regarded as a cankerworm that has eaten deep into the fabric of our educational system and has caused a lot of **3. ____ (SET)** for secondary school students in their educational pursuits. It leads to potential delinquent activity, social isolation, or educational failure via suspension, **4. ____ (EXPEL)** or dropping out.

Research reveals that there are a number of **5. ____ (PREVAIL)** causes of truancy among students. Leading contributory factors include illness, age, **6. ____ (JOB)**, social class and geographical area. Researchers have also found that institutional factors like teachers' attitude, **7. ____ (EFFICACY)** administration and high cost of education are **8. ____ (CONDUCE)** to truancy as well. During the course of their study into the causes, views and traits of school absenteeism and truancy, the researchers demonstrated that peer group, relations with teachers, curriculum design, family background, and **9. ____ (TREAT)** are also factors that affect attendance. Further, they established that truancy is similar to absenteeism, but truancy is **10. ____ (EXCUSE)** absenteeism from school without the permission of parents, who are often unaware of their children's truancy.

Adapted from: https://core.ac.uk/download/pdf/234640911.pdf

1._____	6._____
2._____	7._____
3._____	8._____
4._____	9._____
5._____	10._____

A. Match the literary devices (1-4) to the examples (a-f). There are two examples you do not need to use. Write your answers in the table below.

                                                      (4x0.5 = 2 marks)

Literary Devices	Examples
1. Pathetic fallacy	a. "One short sleep past, we wake eternally' - *Death Be not Proud,* by John Donne
2. Enjambement	b. "About midnight, while we still sat up, the storm came rattling over the Heights in full fury. There was a violent wind, as well as thunder…" - *Wuthering Heights,* by Emily Bronte
3. Paradox	c. "It's a slow burg-I spent a couple of weeks there one day."- *The People, Yes,* by Carl Sandburg
4. Alliteration	d. "'Mine is a long and a sad tale', said the Mouse, turning to Alice, and sighing. 'It is a long tail, certainly,' said Alice, looking down with wonder at the Mouse's tail; 'but why do you call it sad?'"- *Alice in Wonderland,* by Lewis Carroll
	e. "Doubting, dreaming dreams no mortal ever dared to dream before"- *The Raven,* by Edgar Allan Poe
	f. "I wonder, by my troth, what thou and I Did, till we loved?"- *The Good-Morrow,* by John Donne

1. _____	2. _____	3. _____	4. _____

B. Read the extract taken from 'Cider with Rosie' by Laurie Lee. It describes the time when he was growing up.

Find one example from the extract for three (3) of the following literary devices (a-e).

    a. simile
    b. onomatopoeia
    c. enumeration
    d. hyperbole
    e. personification

Write your answers in the table below.   **(3x1 = 3 marks)**

… most of the time we were awake, while we were growing up, we spent in the kitchen. Until we married or ran away, it was the common room we all shared. In it, we lived and ate in the thick air of crowded family life; we didn't mind the little space; we trod on each other like birds in a nest, pushed past each other without unfriendliness, all talking at the same time or all silent. But we never, I think, felt overcrowded, because we were as separate as the notes of a piano.

That kitchen … was untidy, warm and low. Its muddle of furniture seemed never the same; it was moved around every day. Coal and sticks of beech wood crackled in a black fireplace and stove; towels hung to dry on the fireguard; the mantel-piece above the stove held an untidy collection of fine old china and potatoes of unusual shape. On the floor there were strips of muddy matting; the walls supported stopped clocks and picture postcards. There were six tables of different sizes; some armchairs with their insides bursting out; boxes, books and papers on every chair; a sofa for cats, a small organ for coats, and a piano for dust and photographs.

Literary Device	Example
1.	
2.	
3.	

ITEM 10   **(10x0.5 = 5 MARKS)**

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

1. Typical activities for meaning-focused input could be_____.
   i. extensive reading, shared reading, listening to stories
   ii. talking in conversations, giving a speech
   iii. watching TV or films, being a listener in a conversation
   iv. telling someone how to do something, telling a story

        a. i and iv
        b. i and ii
        c. ii and iii
        d. i and iii

2. Which of the following does NOT characterise activities in the communicative approach?

        a. The teacher pays a lot of attention to errors. Learners' errors must be corrected straight away before they become a habit.

        b. The teacher links the different language skills since they usually occur together in the real world.
        c. The teacher lets students induce or discover grammar rules.
        d. The teacher provides opportunities for learners to develop both accuracy and fluency.

3. Which of the following are important conditions for meaning-focused input?
   i. The learners are interested in the input and want to understand it.
   ii. Only a small proportion of the language the learners need to use is not familiar to them.
   iii. Only a small proportion of the language features are unknown to the learners.
   iv. The learners can gain knowledge of the target language items through context clues and background knowledge.

        a. i, iii and iv
        b. i, ii and iii
        c. i, and ii
        d. ii and iv

4. Which of the following activities focus on fluency?

   i. Concentrating on achieving communication through negotiation of meaning

ii. Seeking to link language use to context

iii. Concentrating on the formation of correct examples of language

iv. Controlling choice of language.

    a. i and iii
    b. ii and iv
    c. i and ii
    d. ii and iii

5. Which of the following is NOT an important condition for language-focused learning (form-focused instruction)?

    a. The learners give deliberate attention to language features.
    b. There is a large amount of input or output.
    c. There should be opportunities to give spaced, repeated attention to the same features.
    d. Features which are studied in the language-focused learning strand should also occur often in the other strands of the course.

6. Which of the following is NOT a negotiation of meaning strategy?

    a. comprehension checks
    b. clarification requests
    c. empathetic listening
    d. rephrasing

7. Which of the following applies to CLIL?

i. Grammar is central in integrating language and content.

ii. Grammar is a resource for communicating content.

iii. Language is text and discourse-based.

iv. Language draws on integrated skills.

    a. i, iii and iv
    b. i and ii
    c. ii and iii
    d. ii, iii and iv

8. What is correct for task-based learning?

i. The outcome of the completed task can be shared in some way with others.

ii. The use of tasks precludes language-focused study.

iii. In carrying out a task the learners' principal focus is on practice of form or prespecified forms or patterns.

iv. Tasks can involve any or all four language skills.

a. i
b. i and iii
c. i and iv
d. ii

9. Which of the following does NOT apply to task-based instruction?

a. The focus is on process rather than product.
b. The language explored arises from the students' needs and not from the coursebook or the teacher.
c. Students are under language control. To be more successful, students must practise one pre-selected item.
d. Basic elements are purposeful activities and tasks that emphasise communication and meaning.

10. Which of the following statements about the first stage of the task-based circle (pre-task) is NOT correct?

a. The teacher helps students to understand the theme and objectives of the task using various materials/methods.
b. The teacher may highlight useful words and phrases.
c. The teacher may pre-teach new structures.
d. If the task is based on a text, students read part of it.

ITEM 11   (2x1 = 2 MARKS)

Match each methodology below to three (3) appropriate teachers' statements. There are two (2) statements in each box that do not correspond to the methodologies. Write your answers in the table below.

Methodology	Teachers' Statements
1. Social Constructivism	**a.** I see learning as a process of peer interaction that is mediated and structured by the teacher. **b.** I offer my students a lot of scaffolding, which can include modeling a skill, providing hints or cues, and adapting material or activities. **c.** I always encourage my students to use bilingual dictionaries. **d.** I let my students work together in groups of four or five. **e.** I like to focus on language that is related to the subject.
2. CLIL	**a.** I make an effort to apply the 4Cs (content, communication, cognition, culture) curriculum. **b.** I follow three specific stages in my lesson plan. **c.** I often collaborate with a colleague from another discipline. **d.** I run a lot of drills during my lesson. **e.** In assessment, I assess language and a non-language subject at the same time.

1. Social Constructivism	_____, _____, _____
2. CLIL	_____, _____, _____

ITEM 12   **(3x1 = 3 MARKS)**

Match the following Can-Do Statements (a-i) to only three (3) of the CEFR levels (A1-C2). Only three (3) statements correspond to each level chosen. Write your answers in the table below.

CEFR LEVEL	CAN-DO STATEMENTS	
A1 A2 B1 B2 C1 C2	a.	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.
	b.	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.
	c.	Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.
	d.	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
	e.	Can write short, simple notes and messages relating to matters in areas of immediate need.
	f.	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.
	g.	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
	h.	Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.
	i.	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.

CEFR LEVEL	CAN-DO STATEMENTS
_____	_____, _____,_____
_____	_____, _____,_____
_____	_____, _____,_____

ITEM 13 (6 MARKS)

A. Match the lesson plan headings listed 1-6 with the information from different lesson plans (a-f). Write your answers in the table below. **(6x0.5 = 3 marks)**

Lesson plan headings	
1	Retention and transfer
2	Concept mapping
3	Lead-in
4	Attainment target
5	Closure
6	Simulation

Information from different lesson plans	
a	Students will relate course work to their personal experiences.
b	Use interactive scenarios to practise a real-life situation.
c	Students choose two questions from a generic list to respond to about the day's lesson.
d	Students are expected to infer meanings of unknown words found in the passage.
e	Allow students to organise their thoughts regarding what they are about to see/hear and/or do.
f	*Help students* learn about new ideas and their relationships to other ideas in a simple manner.

1. ____	**2.** ____	**3.** ____	**4.** ____	**5.** ____	**6.** ____

B. You are given a lesson plan about the benefits and drawbacks of school and work. Fill in the missing stages from the options listed a-f to complete the lesson plan. Write your answers in the numbered spaces provided.

(6x0.5 = 3 marks)

Missing stages

> **a.** Students read the article and answer comprehension questions in their groups. They compare their answers and announce them to the class.
> **b.** Students look at a picture of a teenage boy, named John, read the title of the article about him as well as the questions a journalist asked him.
> **c.** Students practise on the comparative structure by completing a gapped text.
> **d.** Students read some personal views of people who work and are asked to identify the ones they agree with.
> **e.** Students skim through the passage and highlight the boy's answers to the journalist.
> **f.** Students act out the interview based on the article they have read.

Lesson plan

- The teacher holds a whole-class activity to brainstorm ideas on the benefits and drawbacks of being at school.

  1. _____

- Students discuss in groups whether attending school has more advantages than going to work.

  2. _____

- Students make predictions on the content of the interview.

  3. _____

- Students check their answers in groups while the teacher monitors.

  4. _____

- The teacher divides the groups into pairs, allocating the role of John and the journalist.

  5. _____

- The teacher elicits some of the benefits and drawbacks brainstormed at the beginning of the lesson and writes them on the board.

  6. _____

- Students produce a for and against essay about school and work.

ITEM 14 (5 MARKS)

The text below was written by a learner in an upper intermediate (CEFR B2) level class in response to the following task:

> You recently stayed at an unusual hotel while on holiday.
> Write an email to a friend, telling him/her about your experience.
> In your email, you should:
>
> • explain what was unusual about it
> • talk about what you did there
> • say how the experience made you feel.
>
> Your email should be between 150 and 200 words.   (15 marks)

Dear Mike

Im writing this email to you to tell you about the unusual hotel i stayed at recently. The hotel was completely underwater and you can see all the fish swimming around it. Its all built by strong glass that cant be easily broken by a human or a fish by hitting it too hard.

Each room has its own type of fish to swim through the glass panel that you can also feed by pressing a simple red button that drops food for the fish to eat. The hotel has some night activities with fish that glow in the dark. When its night you can go to the middle of the hotel and see the glowing fish dancing in circles. It can be both scary and unique because there are rooms that theres no light in them and its pitch black. In the end the experience I had was different from anything else I ever had. It was a-once-in a lifetime experience and I would like to go there again and I suggest you come too since you like fish so much. I'm looking forward to hearing from you soon.

Your dear friend,

Stelios   (195 words)

Focusing on the four areas listed below i-iv, mark the student's work and decide which band it falls into, justifying your answer.

i.	Content
ii.	Language
iii.	Organisation
iv.	Communicative achievement

	Band	**Total number of marks**
a.	Band A	14,15
b.	Band B	11,12,13
c.	Band C	8,9,10
d.	Band D	5,6,7
e.	Band E	2,3,4

Band: _____   **(1 mark)**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

(4 marks)

ITEM 15   **(5 MARKS)**

You have been observing colleagues assessing speaking activities.

A. Below is part of the transcript of a student's oral activity. According to CEFR levels, which level has the speaker achieved?

Teacher:	In this part of the test, I'm going to give you two photographs which show people who are helping each other. I'd like you to talk about your photographs for a minute and say how important it is to help in these situations.
Student:	I think in the first picture it's … someone helping a soccer player because he's obviously hurt. Em … and in the second picture the police officer is helping. I think, it must be a tourist because there is a map in the picture and I think she is probably lost … Tourists often lose their direction … It's really important to help people in those situations because em … they are both em … in … they both needed help. In the first picture, the person is probably in pain … because mostly when you play a sports you can get injuries. And in the second photo, I think it's also very important that the police officer is willing to help the tourist because em … Well, I mean … they are police officers are … are there because after all, they have to serve the people.
Teacher:	Thank you.

Adapted from: https://www.cambridgeenglish.org


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CEFR level achieved: _____
```

(1 mark)

B. Justify your answer using four (4) examples from the transcript, one for each of the areas below:

- Control and range of grammar

- Range and appropriacy of vocabulary
- Discourse management
- Relevance, coherence and cohesion   **(4x1= 4 marks)**

_____

_____

_____

_____

_____

_____

_____

_____

<u>ITEM 16</u>   **(6 MARKS)**

A. Name the error correction technique the teacher uses in each of the short dialogues (1-6). (6x0.5 = 3 marks)

| Metalinguistic feedback | Clarification | Repetition |
| Explicit correction | Elicitation | Recast |

Dialogue	Technique
1. Student: He goed home yesterday. **Teacher:** You mean he went home yesterday.	_____
2. Student: I have been to the swimming pool last week. **Teacher:** So, you went to the swimming pool last week? So did I.	_____
3. Student: He like going to the gym. **Teacher:** Third person? **Student:** He likes…	_____
4. Student: I see Maria last night at the cinema. **Teacher:** Sorry, you what? **Student:** I saw Maria at the cinema last night.	_____
5. Student: They don't pay attention about money. **Teacher:** They don't pay attention … **Student:** Oh, yes. They don't pay attention to money.	_____
6. Student: The picture shows three childrens. **Teacher:** The picture shows three *CHILDRENS*?	_____

B. The following extract from a student's authentic writing contains three (3) different types of mistakes. Find and correct the mistakes, making clear what specific type of mistake each one is. Write your answers in the table below.

(3x1 = 3 marks)

> I can remember the first time I met Mr. Smith; it was a crisp Monday morning on the assembly hall stage. He swept in with his big, black gown behind him. The guy meant business. He looked at us from behind his huge, black glasses for a few minutes. I was frightened out of my brains. It was more than two decades ago. Still, I can remember him clearly; the closely cropped curly hair, the bushy eyebrows, the cruel, tight mouth. I remember how intimidated I was at that first meeting. The man gave me the crips. The more I got to know him, the more I saw him as the *execrable* dragon of childhood tales.

	Mistake	Correction	Type of mistake
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

ITEM 17   **(4x0.5 = 2 MARKS)**

Match the problems (1-4) in students' essay writing with the teachers' support strategies (a-f). There are two extra support strategies you do not need to use. Write your answers in the table below.

PROBLEMS	SUPPORT STRATEGIES
1. Learners may not be able to use the appropriate register in their writing.	a. Provide learners with drills on punctuation techniques.
2. Learners' writing may show no signs of interconnectedness.	b. Provide an example of using questions once or twice in their writing to maintain coherence.
3. Learners may demonstrate simplicity in their writing.	c. Have learners choose conjunctions from a list of options to fill in gaps in a text.
4. Learners may make use of run-on sentences.	d. Exemplify the effect of idiomatic expressions in a passage.
	e. Ask learners to group expressions according to different levels of formality.
	f. Provide them with options of linguistically correct sentences to use.

1. _____ 2. _____ 3. _____ 4. _____

<u>**ITEM 18**</u>   **(6x0.5 = 3 MARKS)**

Match the types of assessment (1-6) with the assessment tasks (a-f). Write your answers in the table provided.

TYPES OF ASSESSMENT	ASSESSMENT TASKS
1. Self-assessment	a. The teacher gets students to mark each other's work.
2. Portfolio assessment	b. The teacher asks the students to perform tasks that resemble authentic language in use (an interview, a critical essay etc.).
3. Continuous assessment	c. The teacher observes the learners as they learn and evaluates them from the data gathered in the course of a lesson.
4. Peer assessment	d. The teacher facilitates students with the collection of samples of their work (essays, projects etc.) which show growth over a specific period of time. The teacher uses scoring guides and rubrics for the assessment.
5. Informal assessment	e. The teacher asks students to record themselves during a speaking activity. Then the teacher asks every student to listen to himself/herself and to reflect on strengths and weaknesses.
6. Direct assessment	f. The teacher assesses aspects of the learners' language throughout the course and then produces a final evaluation result from these assessments.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

ITEM 19   **(5x1 = 5 MARKS)**

Write the level of cognitive thinking skills in Bloom's taxonomy each activity rationale belongs to.

ACTIVITY RATIONALE	LEVEL
Example: The multiple-choice test will allow the teacher to see whether students can exhibit memory of previously learnt material by recalling fundamental facts and basic concepts.	<u>Remembering</u>
1. In doing this assignment, learners will transfer the main character to a new setting and consider the implications of his actions beyond the consequences shown in the play.	
2. Through this assignment, learners will be able to decide whether the main character in the play should have acted the way he did, leading them to make judgements about the validity of his decision making.	
3. Through this activity, learners will restructure the roles of the main characters to produce new outcomes in the story. This will allow them to use and develop their imagination, showing a full understanding of the writer's techniques.	
4. Writing a summary encourages learners to think about what the most important parts of a piece of literature are, and to decide which aspects of the plot to discard in favour of being concise. This allows teachers to determine whether students have grasped the main idea of the play.	
5. Through this assignment, as learners consider what makes each character an antagonist or a protagonist, they examine and break information into parts by identifying motives or causes. They use their critical thinking skills to make inferences and find evidence to support generalisations.	

ITEM 20   **(4X0.5 = 2 MARKS)**

Match the teacher's instructions (1-4) with the strategies (a–f) they are helping learners to develop. There are two extra strategies you do not need to use.
Write your answers in the table below.

1. Use post-it notes to write one thing you learned today and one question you have about today's lesson.
2. Use question marks to highlight areas of uncertainty, stars to indicate anything that seems important and exclamation marks to indicate a key turning point in the plot.
3. Write down everything you can remember from memory. Afterwards go back to your textbook to verify that the information you produced is correct and check for any errors.
4. Read the text and form groups of four to recreate a scene from the text. Then, take turns to talk about the scene from the characters' own perspective.

a. Annotating
b. Reflecting
c. Elaborating
d. Inferring
e. Visualisation
f. Retrieval practice

1. ____	2. ____	3. ____	4. ____

END OF EXAMINATION

NOTES