

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

**ΓΡΑΠΤΕΣ ΕΞΕΤΑΣΕΙΣ ΓΙΑ ΕΓΓΡΑΦΗ ΚΑΙ ΚΑΤΑΤΑΞΗ ΣΤΟΥΣ
ΠΙΝΑΚΕΣ ΔΙΟΡΙΣΙΜΩΝ 2023**

Εξεταζόμενο αντικείμενο (Κωδικός): ΑΓΓΛΙΚΑ (521)

Ημερομηνία και ώρα εξέτασης: Δευτέρα, 13 Νοεμβρίου 2023, 15:30 – 18:30

ΤΟ ΕΞΕΤΑΣΤΙΚΟ ΔΟΚΙΜΙΟ ΑΠΟΤΕΛΕΙΤΑΙ ΑΠΟ 29 ΣΕΛΙΔΕΣ

Να απαντήσετε σε όλα τα ερωτήματα (20 items)

ITEM 1

(5X1 = 5 MARKS)

**Identify what each of the underlined phrases expresses.
Circle the correct answer.**

1. A: Hey, Judith! How is it going?

B: Oh well! After spending an entire day with noisy 6-year-olds, **I'm at the end of my tether.**

- a. Expressing indignation
- b. Expressing humiliation
- c. Expressing weariness

2. "Don't **hang your head.** You did the best you could."

- a. Expressing mortification
- b. Expressing irritability
- c. Expressing encouragement

3. His business partner left the table **in a fit of pique.**

- a. Expressing apprehension
- b. Expressing nonchalance
- c. Expressing outrage

4. The violinist gave a performance that was not **of the first water.**

- a. Expressing acclaim
- b. Expressing disappointment
- c. Expressing deference

5. A: How do you think it went?

B: Well, to my mind, Graham **acquitted himself poorly** in handling the controversy.

- a. Expressing resentment
- b. Expressing disapprobation
- c. Expressing consternation

ITEM 2

(6x0.5 = 3 MARKS)

Substitute the underlined words in each of the following pairs of sentences with an appropriate word or phrase to show the difference in meaning.

Use no more than THREE words for each blank.

1. a. The situation is different for native speakers of the language who automatically perceive the speech as being chopped up into discrete units.

b. She was wearing a discreet necklace and ring that had been passed down from generation to generation, each piece imbued with cherished memories.

2. a. It signifies the ascent to power of a new kind of American, one profoundly at odds with the older type who aspired to modesty and self-restraint.

b. Factual assent to an armed assault is one matter, ideological commitment to it, another.

3. a. She made a telling observation about the poet's intentions which shed new light on the subject.

b. In observance of the new law, the man was detained for questioning.

ITEM 3

(6x1 = 6 MARKS)

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

1. After careful analysis of the data, the panel ensured the public that the new vaccine had undergone rigorous testing and was highly effective at preventing the spread of the virus.

Mistake: _____

Correct word: _____

2. The regular occurrence of hordes with gold coins and ornaments confirms the view that gold objects indeed played a role in the gift exchange between tribal leaders and their followers.

Mistake: _____

Correct word: _____

3. He did this in the hope that in this ugly and abject form, the book would seem contemptuous in his eyes and his longing to read it would subside.

Mistake: _____

Correct word: _____

4. These guidelines also proscribed stricter standards for interpreting the language of the examination reports.

Mistake: _____

Correct word: _____

5. What you did was wicked and contrary to all nature and humanity; you each appear to have a chilling tendency to centre the world on yourselves and your deprived desires without regard for the innocent and vulnerable.

Mistake: _____

Correct word: _____

6. Then, students read four additional papers, one of which composes weak data and overinterpreted analysis.

Mistake: _____

Correct word: _____

ITEM 4

(6x0.5 = 3 MARKS)

Choose the word (a, b, c or d) which contains the sound matching the phonemic symbol (1-6).

1. /i:/

- a. bit b. beat c. hit d. like

2. /ɔ:/

- a. saw b. shock c. boat d. lot

3. /ə/

- a. bed b. turn c. eight d. about

4. /θz/

- a. thermal b. theme c. thanks d. thigh

5. /əʊ/

- a. operation b. condition c. motion d. caution

6. /æ/

- a. luck b. nation c. famine d. vase

ITEM 5**(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.

Universities in England could face substantial fines if not enough of their students get graduate-level jobs (1) within 15 months under new measures unveiled by the higher education regulator. (2) The Office for Students has introduced the tests for subjects they (3) deem "low quality". Fines could be up to £500,000, the regulator said. Colleges and universities could also be fined for high (4) dropout rates. More than 11,000 students are registered at 62 universities and colleges which do not meet a 60 per cent threshold for students securing graduate-level jobs or (5) training, the Office for Students said. Some 33 institutions could also be at risk of breaching the new rules on dropout rates, (6) which means that more than a quarter of students have left before completing their degree. Universities are urged to prioritise practical skills and industry relevance to produce graduates who are highly employable, (7) thus ensuring their educational programmes remain (8) effective and responsive to market demands.

Adapted from: <https://www.independent.co.uk/>

	PARTS OF SPEECH
1. within	a. a determiner
2. The	b. a countable noun
3. deem	c. an adverb
4. dropout	d. an intransitive verb
5. training	e. a concrete noun
6. which	f. an attributive noun
7. thus	g. an intensifier
8. effective	h. a relative pronoun
	i. a preposition
	j. a mass noun
	k. a transitive verb
	l. a predicative adjective
	m. a demonstrative pronoun

1.	2.	3.	4.	5.	6.	7.	8.
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ITEM 6**(10x1 = 10 MARKS)**

Read the article and choose the correct answer (a, b, c or d) for the questions that follow.

Now AI can write students' essays for them, will everyone become a cheat?

Par 1. Parents and teachers across the world are rejoicing as students have returned to classrooms. But unbeknownst to them, an unexpected insidious academic threat is on the scene: a revolution in artificial intelligence has created powerful new automatic writing tools. These are machines optimised for cheating on school and university papers, a potential siren song for students that makes it difficult, if not outright impossible, to catch perpetrators.

Par 2. Of course, cheats have always existed, and there is an eternal and familiar cat-and-mouse dynamic between students and teachers. But where once the cheat had to pay someone to write an essay for them or download an essay from the web that was easily detectable by plagiarism software, new AI language-generation technologies make it easy to produce high-quality essays.

Par 3. The breakthrough technology is a new kind of machine learning system called a large language model. Give the model a prompt, hit return, and you get back full paragraphs of unique text. These models are capable of producing all kinds of outputs – essays, blogposts, poetry, op-eds, lyrics and even computer code.

Par 4. Initially developed by AI researchers just a few years ago, they were treated with caution and concern. OpenAI, the first company to develop such models, restricted their external use and did not release the source code of its most recent model as it was so worried about potential abuse. OpenAI now has a comprehensive policy focused on permissible uses and content moderation.

Par 5. But as the race to commercialise the technology has kicked off, those responsible precautions have not been adopted across the industry. In the past six months, easy-to-use commercial versions of these powerful AI tools have proliferated, many of them without the barest of limits or restrictions.

Par 6. One company's stated mission is to employ cutting edge AI technology in order to make writing painless. Another released an app for smartphones with an eyebrow-raising sample prompt for a high schooler: "Write an article about the themes of Macbeth." We won't name any of those companies here – no need to make it easier for cheaters – but they are easy to find, and they often cost nothing to use, at least for now. For a high school

pupil, a well written and unique English essay on Hamlet or short argument about the causes of the first world war is now just a few clicks away.

Par 7. While it's important that parents and teachers know about these new tools for cheating, there's not much they can do about it. It's almost impossible to prevent kids from accessing these new technologies, and schools will be outmatched when it comes to detecting their use. This also isn't a problem that lends itself to government regulation. While the government is already intervening (albeit slowly) to address the potential misuse of AI in various domains – for example, in hiring staff, or facial recognition – there is much less understanding of language models and how their potential harms can be addressed.

Par 8. In this situation, the solution lies in getting technology companies and the community of AI developers to embrace an ethic of responsibility. Unlike in law or medicine, there are no widely accepted standards in technology for what counts as responsible behaviour. _____ for beneficial uses of technology. In law and medicine, standards were a product of deliberate decisions by leading practitioners to adopt a form of self-regulation. In this case, that would mean companies establishing a shared framework for the responsible development, deployment or release of language models to mitigate their harmful effects, especially in the hands of adversarial users.

Par 9. What could companies do that would promote the socially beneficial uses and deter or prevent the obviously negative uses, such as using a text generator to cheat in school? There are a number of obvious possibilities. Perhaps all text generated by commercially available language models could be placed in an independent repository to allow for plagiarism detection. A second would be age restrictions and age-verification systems to make clear that pupils should not access the software. Finally, and more ambitiously, leading AI developers could establish an independent review board that would authorise whether and how to release language models, prioritising access to independent researchers who can help assess risks and suggest mitigation strategies, rather than speeding toward commercialisation.

Par 10. After all, because language models can be adapted to so many downstream applications, no single company could foresee all the potential risks (or benefits). Years ago, software companies realised that it was necessary to thoroughly test their products for technical problems before they were released – a process now known in the industry as quality assurance. It's high time tech companies realised that their products need to go through a social assurance process before being released, to anticipate and mitigate the societal problems that may result.

Par 11. In an environment in which technology outpaces democracy, we need to develop an ethic of responsibility on the technological frontier. Powerful tech companies cannot

treat the ethical and social implications of their products as an afterthought. If they simply rush to occupy the marketplace, and then apologise later if necessary – a story we’ve become all too familiar with in recent years – society pays the price for others’ lack of foresight.

Adapted from: <https://www.theguardian.com>

- 1. The writer refers to AI tools as being “a potential siren song for students” because they ____.**
 - a. pose a temptation, beguiling students into academic deceit
 - b. steer students away from conventional educational paths
 - c. present a distraction that impedes the students’ educational journey
 - d. lure students into a trap, away from their academic responsibilities

- 2. The expression “cat-and-mouse dynamic” conveys a sense of ____.**
 - a. culmination
 - b. congeniality
 - c. futility
 - d. recurrence

- 3. What evidence is there in the passage that AI tools were originally approached with wariness and apprehension?**
 - a. OpenAI was a pioneer in the development of language models with restricted use.
 - b. OpenAI limited the use of their language models as a result of extensive abuse.
 - c. OpenAI were reluctant to disclose the source code of their AI language models.
 - d. OpenAI regulated the use of AI language models beyond their organisation.

- 4. What is the main function of paragraph 6?**
 - a. To exemplify the argument put forward in the previous paragraph.
 - b. To foreshadow the author’s recommendations in subsequent paragraphs.
 - c. To digress from the central argument presented in previous paragraphs.
 - d. To elucidate the problem at hand through literary references.

- 5. The tone of paragraph 7 can be described as ____.**
 - a. resigned and perturbed
 - b. nonchalant and dispassionate
 - c. sanguine and solacing
 - d. belligerent and assertive

6. Which of the following fits the gap in paragraph 8?

- a. Legal regulations provide extensive guidelines
- b. There are complexities in the legal requisites
- c. There are scant legal requirements
- d. Stringent legal frameworks constitute the basis

7. What actions can AI companies take to promote the responsible application of AI?

- (i) Establish an autonomous database enabling the detection of intellectual theft.
 - (ii) Discard age validation systems to safeguard unbounded accessibility to the software.
 - (iii) Create an autonomous oversight panel to evaluate and approve the dissemination of language models.
 - (iv) Enlist the expertise of independent researchers to expedite the marketing of the product.
- a. (i) and (iv)
 - b. (ii) and (iii)
 - c. (iii) and (iv)
 - d. (i) and (iii)

8. The “social assurance” process referred to in paragraph 10 should involve _____.

- a. discerning and appraising the ethical considerations associated with the product
- b. analysing the impact the product may have on the material well-being of individuals
- c. ensuring that the product meets the specified requirements and customer expectations
- d. developing the necessary strategies to deal with pressing community issues

9. The purpose of the last paragraph is to _____.

- a. emphasise the imperative of fortifying the moral framework in the tech industry
- b. take issue with democracy staying abreast of relentless technological advancement
- c. criticise society’s sluggish adaptation to the swift pace of technological progress
- d. urge tech companies to apologise for giving precedence to profit over ethics

ITEM 8**(10 MARKS)****A. Write ONE word that best fits in each gap in the table below.****(10x0.5 = 5 marks)****UNESCO calls for schools across the world to ban smartphones from the classroom**

Smartphones should be banned from classrooms across the world in a bid to improve learning. UNESCO said there was **(1)** _____ that excessive mobile phone usage was linked to reduced **(2)** _____ performance. It added that high levels of screen **(3)** _____ had a negative effect on children's emotional stability. The UN agency warned policymakers **(4)** _____ **an** unthinking embrace of digital technology and asked them to **(5)** _____ heed of the “social dimension of education”. The agency said digital technology as a whole, including artificial intelligence, should never take **(6)** _____ over a “human-centred vision” of education; it should never **(7)** _____ face-to-face interaction. UNESCO’s director-general told the *Guardian*: “The digital revolution holds immeasurable potential but just as **(8)** _____ have been voiced about how it should be regulated in society, **(9)** _____ attention must be paid to the way it is used in education. UNESCO urged countries to ensure they had clear objectives and principles in place to make certain that digital technology was **(10)** _____ to students instead of harming them.

Adapted from: <https://www.independent.co.uk/news>

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)

Distance learning has customarily focused on 1. ____ (**TRADITION**) students, such as full-time workers, military personnel or individuals in remote regions who are unable to attend classroom lectures. However, distance learning has become an established part of the educational world, with trends pointing to 2. ____ (**GO**) growth. Students of all ages, around the world, were forced into distance learning in early 2020 once the global coronavirus pandemic resulted in the widespread 3. ____ (**CLOSE**) of many schools. Videoconferencing software such as Zoom 4. ____ (**NOTICE**) benefited from this development. Zoom quickly became a 5. ____ (**HOUSE**) word: one of the most popular services of its kind and one of the most 6. ____ (**LOAD**) applications worldwide. Universities benefit by adding students without having to construct classrooms and housing, and students reap the advantages of being able to work where and when they choose. Public-school systems offer 7. ____ (**SPECIAL**) courses such as small-enrollment languages and advanced 8. ____ (**PLACE**) classes without having to set up multiple classrooms. Institutions may or may not offer traditional classroom-based instruction as well, but they are eligible for 9. ____ (**CREDIT**) by the same agencies as those employing conventional methods. In addition, homeschooled students gain access to 10. ____ (**CENTRE**) instruction.

Adapted from: <https://www.britannica.com/topic/distance-learning>

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

ITEM 9**(5 MARKS)**

A. Match the literary devices (1-4) to the extracts (a-f) that exemplify them. There are TWO extracts you do not need to use.

Write your answers in the table below.

(4x0.5 = 2 marks)

Literary Devices	Extracts
1. Pathetic Fallacy	a. 'a shabby smart suit, the cloth too thin for much wear' – <i>Brighton Rock</i> by Graham Greene
2. Onomatopoeia	b. 'I grew by degrees cold as stone...' – <i>Jane Eyre</i> by Charlotte Bronte
3. Oxymoron	c. 'The storm raged more and more ferociously as the night went on' – <i>Harry Potter and the Philosopher's Stone</i> by J.K. Rowling
4. Assonance	d. 'Only a scraping of shoes on the mat? Anything like the sound of a rat Makes my heart go pit-a-pat!' – <i>The Pied Piper of Hamelin</i> by Robert Browning
	e. 'His tender heir might bear his memory' – <i>Sonnet 1</i> by William Shakespeare
	f. 'You are a manipulator.' 'I like to think myself more as an outcome engineer.' – <i>Love Eternal</i> by J R Ward

1.	2.	3.	4.
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B. Read the extract taken from ‘The Light Between Oceans’ by M.L. Stedman. It is part of the scene when the boat washes up on the shore with the crying infant. Find ONE example from the extract for THREE of the following literary devices:

- Simile
- Alliteration
- Euphemism
- Allegory
- Personification

Write your answer in the table below.

(3x1= 3 marks)

For just a moment, her mind tricked her into hearing an infant’s cry. She dismissed the illusion, her eye drawn by a pod of whales weaving their way up the coast to calve in the warmer waters, emerging now and again with a fluke of their tails like needles through tapestry. She heard the cry again, louder this time on the early-morning breeze. Impossible.

From this side of the island, there was only vastness, all the way to Africa. Here, the Indian Ocean washed into the Great Southern Ocean and together they stretched like an edgeless carpet below the cliffs. On days like this it seemed so solid that she had the impression she could walk to Madagascar in a journey of blue upon blue. The other side of the island looked back, fretful, towards the Australian mainland nearly a hundred miles away, not quite belonging to the island, yet not quite free of it, the highest of a string of under-sea mountains that rose from the ocean floor like teeth along a jagged jaw bone, waiting to devour any innocent ships in their final dash for harbour.

	Literary Device	Example
1.		
2.		
3.		

ITEM 10

(5x1 = 5 MARKS)

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

1. According to the Sociocultural SLA (Second Language Acquisition) theory, the following interaction between the teacher (T) and the learner (L) enables the learner to produce the correct form in the target language.

L. “Marianna no going.”

T. “Yesterday?”

L. “Yeah, she didn’t go.”

The help provided by the teacher involves:

i.the construction of a Zone of Proximal Development (ZPD)

ii.the use of mediation

iii.the use of interlanguage

iv.the provision of the target language form

a. i and ii

b. i and iii

c. i and iv

d. ii and iii

2. Carolyn is an advanced level English learner whose L1 is Filipino. Filipino has one pronoun for both the English ‘he’ and ‘she’. When speaking, Carolyn keeps using “he” and “she” randomly in spite of the long-term English language instruction she has received. Her error, among some others, suggests that Carolyn’s interlanguage development has ceased. This phenomenon in L2/FL acquisition is called _____.

a. Formulaic Sequence

b. Fossilisation

c. Formulation

d. Emergentism

3. Define the process of L2/FL acquisition in the following case: George, the more advanced language learner, and Andreas, the less advanced learner, interact in an attempt to complete a classroom language activity. They use collaborative dialogue as a result of which a form of discourse is jointly created and new linguistic knowledge or skill is acquired through the assistance of George to Andreas.

- a. Scaffolding
- b. Suggestopedia
- c. The 'Fis' phenomenon
- d. Self-monitoring

4. Which of the following does NOT apply to CLIL?

- a. The foreign language becomes the vehicle to teach specific content in the curriculum.
- b. CLIL programmes in Europe exclusively involve the teaching of a particular content (e.g. geography) in English.
- c. Finding teachers who are equally competent as content and language teachers has been a challenge for the CLIL programmes.
- d. In the early stages of CLIL, emphasis is placed on listening and speaking.

5. Which of the following is NOT valid in regard to the Contrastive Analysis Hypothesis?

- a. The errors made by the L2 learner may be traced in the differences between the L2 and his / her L1.
- b. Cross-linguistic influence from L1 to L2 can be observed in the pronunciation of the L2.
- c. L1 vocabulary linguistic features may be subject to transfer to the L2.
- d. L1 grammatical linguistic features do not influence L2 grammatical features.

ITEM 11**(2 MARKS)**

Match the key features (a-g) to the corresponding teaching approaches. There is ONE feature that does not correspond to either of the approaches.

Write your answers in the table below.

TEACHING APPROACHES	KEY FEATURES
Task-based Instruction	a. The teacher creates purposeful activities and meaning-focused tasks.
	b. The teacher views L2/FL learning as a naturalistic process similar to L1 acquisition.
	c. The focus is on the process rather than the product.
	d. The teacher's role involves discourse and conversation analysis.
Text-based Instruction	e. There is explicit teaching of structures and grammatical features.
	f. There is deconstruction and joint construction of a written passage.
	g. The learners learn language by interacting communicatively.

1. Task-based Instruction	_____, _____, _____ .
2. Text-based Instruction	_____, _____, _____ .

ITEM 12**(6X0.5 = 3 MARKS)**

Tick (✓) the **SIX** features that describe the teacher's role according to the **Communicative Language Teaching** approach.

a. uses activities that require accurate repetition and memorisation of grammatical patterns	
b. provides opportunities for learners to develop accuracy and fluency	
c. uses activities that require learners to negotiate meaning	
d. provides opportunities for learners to discover grammar rules	
e. demonstrates to learners the ways to avoid experimenting in their effort to communicate	
f. is tolerant of learners' errors as this is the process to build up their communicative competence	
g. provides opportunities for learners to acquire standard British English native accent	
h. has reduced teacher-centered classroom management skills	
i. considers error suppression and correction as their major instructional responsibility	
j. provides a learner-centered environment	

ITEM 13**(3x1 = 3 MARKS)**

Match the following **CAN-DO STATEMENTS** (a-i) to **THREE** of the CEFR levels (A1-C2). Only **THREE** statements correspond to each level chosen.

Write your answers in the table below.

CEFR LEVEL	CAN-DO STATEMENTS	
A1	a.	Can demonstrate their understanding of the key issues in a disagreement on a topic familiar to them and make simple requests for confirmation and/or clarification.
	b.	Can follow extended discourse and complex lines of argument, provided the topic is reasonably familiar, and the direction of the argument is signposted by explicit markers.
A2	c.	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.
B1	d.	Can produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.
B2		
C1	e.	Can make an aspect of an everyday topic clearer and more explicit by conveying the main information in another way.
C2	f.	Can use the conventions of the type of text concerned to hold the target reader's attention and communicate complex ideas.
	g.	Can formulate a clear and accurate summary of what has been agreed and what is expected from each of the parties.
	h.	Can anticipate how people might misunderstand what has been said or written and can help maintain positive interaction by commenting on and interpreting different cultural perspective on the issue concerned.
	i.	Can use a variety of linking expressions efficiently to mark clearly the relationships between ideas.

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

ITEM 14**(6 MARKS)**

A. Fill in the missing stages (1-6) from the options (a-f) to complete the lesson plan. Write your answers in the numbered spaces provided.

(6x0.5 = 3 marks)**Missing stages**

- a. The teacher conducts a class debate prompting students to defend arguments extracted from their respective passages and incorporate the knowledge gained during the lesson when preparing their case.
- b. The teacher writes 'What is the most powerful way to experience a story – through books or through movies?' on the whiteboard and elicits ideas from students.
- c. The teacher gives students short statements which provide relevant illustration and asks them to match the statements with the two headings. Students add new words/phrases taken from the statements to their list.
- d. The teacher plays a recording of individuals sharing their preferences for reading books or watching films. Students listen for gist and tick the arguments they hear.
- e. Students create an infographic poster summarising the pros and cons of both books and films.
- f. Students arrange the words under the headings: 'Reading books' and 'Watching films'.

Lesson Plan

The teacher writes 'imagination, visual storytelling, convenience, depth of understanding, rich language, time efficiency, character development, engagement, social experience, passive entertainment' on the whiteboard.

1. ___

Teacher encourages students to justify their choices. Teacher and students agree that the two categories share common characteristics.

2. ___

The teacher projects the answers and students review their responses, sharing their suggestions in plenary.

Students are provided with a checklist containing arguments in favour of either reading books or watching movies.

3. ___

Students compare their answers with their partners while the teacher monitors.

Students listen to the recording again, fill in the missing information in a table and announce their answers in plenary.

4. ___

Students are divided in two groups: Group A read a passage and extract arguments highlighting the advantages of reading books, while Group B read another passage focusing on the advantages of watching films.

5. ___

6. ___

Students display their work in the classroom.

B. Match the lesson plan headings 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	Personal aims
2	Timetable fit
3	Procedure
4	Attainment target
5	Anticipated problems
6	Assumption

Information from different lesson plans	
a	Learners will not invert the auxiliary verb with the subject in questions.
b	Learners will plan and write an opinion essay.
c	Although the topic is unfamiliar, learners should find the article interesting.
d	Differentiate classroom and homework activities.
e	Following a lesson on passive voice, the learners prepare for report writing.
f	The teacher divides the groups into pairs and allocates roles to learners.

1.	2.	3.	4.	5.	6.
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ITEM 15**(5 MARKS)**

The text below was written by a student in an intermediate (CEFR B1) level class in response to the following task:

Your English teacher has organised a short story competition with the following title:

A summer adventure gone wrong

Write your entry for the competition in about 120 words. (25 marks)

Last summer me and my friends, we planned to go to the mountains for an adventure. We wanted to go hiking, and were so exciting to be in nature, breath the fresh air and enjoy the beautiful views. In the first day, we walked for a long time to find a good place to make our tent. The next day the problems started. We were hiking in the mountains, one of my friends, fell down and broke his leg. We tried to make him comfortable but it was dificult because he was painig a lot. It started to rain and we were in the midle of a forest with no protection. We were loss and walked for hours. Furthermore it got dark and we were too scary. Thanks God we went back home. In conclusion we understood that nature is dangerous.

141 words

Focusing on the four areas listed below, mark the student's work and decide which Band (A-E) it falls into. Justify your answer.

Content /8
Language /6
Organisation /6
Communicative achievement /5

Band	Total number of marks
Band A	21,22,23,24,25
Band B	16,17,18,19,20
Band C	11,12,13,14,15
Band D	6,7,8,9,10
Band E	1,2,3,4,5

Band: _____

(1 mark)

- **Content**

(1 mark)

- **Language**

(1 mark)

- **Organisation**

(1 mark)

- **Communicative achievement**

(1 mark)

ITEM 16

(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: Here are your photographs. They show people trying to win in different situations. I'd like you to compare the photographs and say what you think might be difficult for the people about trying to win in these situations.

Student: The first picture it's a tennis tournament. It's a competition between two persons ...and they play against each other...For the second picture, well, it's either marathon or running. It's ... they have ... like ...erm... certain amount of people participated together to run...and as for the question what might be difficult for the people about trying to win in this situation ... erm ... for the first picture, I think the opponent ..., ... like..., the level skills of the opponent's, it's very important; and for the second photo all you need is training and perseverance and run until the end of the finish line.

Teacher: Thank you



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

CEFR level achieved: _____

(1 mark)

B. Justify your answer and support with examples from the transcript, one for each of the areas below:

- **Control and range of grammar**

(1 mark)

- **Range and appropriacy of vocabulary**

(1 mark)

- **Discourse management**

(1 mark)

- **Relevance, coherence and cohesion**

(1 mark)

ITEM 17**(6 MARKS)**

A. Write the error correction technique the teacher uses in each of the short dialogues (1-4).

(4x0.5 = 2 marks)

Dialogue	Technique
<p>Example Student: The picture shows three childrens. Teacher: The picture shows three <i>CHILDRENS</i>?</p>	Repetition
<p>1. Student: He have little time left. Teacher: You mean he has little time left.</p>	
<p>2. Student: I order pizza last night. Teacher: Sorry, you what? Student: I ordered pizza last night.</p>	
<p>3. Student: It may has been a burglar. Teacher: So, it may have been a burglar. Who else could it have been?</p>	
<p>4. Student: They focused in minor detail. Teacher: They focused ... Student: Oh, yes. They focused on minor detail.</p>	

B. The following extract from a student's authentic writing contains FOUR mistakes. Find and correct the mistakes, making clear what specific type of mistake each one is. Write your answers in the table below. **(4x1 = 4 marks)**

The city of Los Angeles is captivating. I visited it back in 2022 when I was a student. It's a renowned tourists' destination with magnificent attractions like Hollywood and Beverly Hills. The people I met were very friendly and the city offered a plethora of activities to engage in. I loved taking leisurely walks along Venice Beach and enjoyed very delicious meals in Koreatown. The highlight of my trip was when I met a famous movie star on the Hollywood Walk of Fame. I was thrilled to beats. I am usually a shy person; somehow, I mastered the courage to approach him. To my surprise, he was extremely friendly, posing for a quick photo and even giving me an autograph. It was an unforgettable moment that left me beaming from ear to ear.

	Mistake	Correction	Type of mistake
1.			
2.			
3.			
4.			

ITEM 18

(4x0.5 = 2 MARKS)

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

PROBLEMS	SUPPORT STRATEGIES
1. Students may struggle to come up with original story ideas.	a. Provide learners with extracts from literary texts which exemplify the use of adjectives and figurative language.
2. Learners' writing lacks chronological sequence.	b. Advise learners to employ indirect speech in their writing.
3. Learners struggle to write vivid descriptions.	c. Urge learners to choose a familiar setting for the beginning of the story.
4. Learners face problems in producing a clear, well-constructed text.	d. Give students writing prompts or exercises that stimulate their imagination.
	e. Provide learners with a template to separate ideas in terms of orientation, complication, events, climax and resolution.
	f. Teach transitional words and phrases; provide learners with examples and practice on the use of narrative tenses.

1.	2.	3.	4.
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ITEM 19**(6x0.5 = 3 MARKS)**

Match the assigned tasks (1-6) with the learning outcomes (a-f).
Write your answers in the table below.

ASSIGNED TASKS	LEARNING OUTCOMES
1. Teacher asks students to analyse a poem.	a. Students develop autonomous learning and the ability to monitor their own progress.
2. Teacher asks students to write an essay.	b. Students develop critical thinking while organising relevant information in a cohesive and concise text.
3. Teacher asks students to deliver a presentation.	c. Students identify common goals, by developing empathy as they compare options and suggestions.
4. Teacher asks students to keep a portfolio of their work.	d. Students develop the ability to appreciate subtle distinctions of style and understand implicit and explicit meaning.
5. Teacher asks students to work in groups to present an argument to the rest of the class.	e. Students develop the ability to organise content, integrate sub themes and highlight particular points before rounding off.
6. Teacher asks students to summarise an article.	f. Students develop the ability to follow established conventions of the genre concerned and use devices to maintain coherence and cohesion.

1.	2.	3.	4.	5.	6.
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ITEM 20

(4 MARKS)

Students have submitted their essays for assessment. Describe two ways the teacher could provide constructive feedback to engage the students in the learning process. Write about 40 words for each.

a) _____

(2 marks)

b) _____

(2 marks)

END OF EXAMINATION