

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

ΠΑΓΚΥΠΡΙΕΣ ΕΞΕΤΑΣΕΙΣ 2006

Μάθημα: ΑΓΓΛΙΚΑ

Ημερομηνία και ώρα εξέτασης: Παρασκευή, 26 Μαΐου 2006

7:30π.μ. – 10:45π.μ.

ΤΟ ΕΞΕΤΑΣΤΙΚΟ ΔΟΚΙΜΙΟ ΑΠΟΤΕΛΕΙΤΑΙ ΑΠΟ ΠΕΝΤΕ (5) ΣΕΛΙΔΕΣ
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Να απαντήσετε σε όλα τα ερωτήματα.

PART II: WRITING SKILLS

(25 MARKS)

Write a composition of about 250 - 300 words:

A balanced diet affects young people's health, appearance and self-confidence.
Explain and discuss.

PART III: READING SKILLS

(40 MARKS)

Read the text below and do ALL the exercises that follow:

Collaborative, Multi-disciplined Work Projects in Secondary Schools

For some years now, innovations have been applied in secondary schools in order to help students to develop the ability to work autonomously on projects. This activity, which is called the multi-disciplined approach, includes several subjects and allows students to enrich their knowledge and to confirm their methods of working. It thus contributes to their ease and well being, stimulates their interest and initiative and enables them to successfully produce an individual or group project.

This teaching system, which has been **applied** generally from the second grade onwards since the beginning of the 2005 - 2006 school year, strengthens the will to develop multi-disciplinary methods in secondary schools. Each student selects four subjects studied in at least two disciplines according to his or her tastes and

talents. The choice aspect is crucial: it obliges the students to assume responsibility for their own learning and it is a source of motivation because it presents the teaching curriculum in a different light. The choice of subjects leads to a project that can be produced individually or in a group. It can be closely linked to the teaching curriculum and can contribute to the learning process. The knowledge and the know-how acquired in the various subjects are **assessed** throughout the duration of the activity.

Integrated work projects provide students with the opportunity of putting into practice the knowledge and skills they have gained from the academic curriculum in the form of a project. In collaboration with the teacher, the students choose a topic from a selection of two subjects studied in at least two disciplines which have been decided at national level. The collaborative work projects are carried out in small groups facilitated by teachers and other experts. The projects may be extremely **varied** in nature: models, poems, newsletters, written papers, scientific experiments, videos, plays, web pages and so on. Research, selection and use of all types of documentation are the **fundamental** phases of the project leading to final completion. In this context, the teachers coordinating the integrated work projects give **assistance** to the pupils. The aims of the collaborative work projects are to teach students to work on their own and as a team to present and argue in favour of the work produced in a group. The benefits derived and the experience gained from this kind of work constitute sound preparation for higher education.

The multi-disciplined work project, considered to be the best and most important recent change in teaching, was introduced into school educational institutions for the graduating classes leading to the school-leaving certificate in the 2005 - 2006 school year. It is compulsory and enables many types of cooperation in teaching. The multi-disciplined work project takes into account the resources, **requirements** and problems intrinsic to the professional context: time, deadlines, quality, safety, costs and requires the knowledge and know-how associated with the field of expertise.

A. Choose the best answer a, b, c or d in each case according to the text:
(5 X 2 = 10 marks)

1. Multi-disciplined projects

- a. include the solution of practical problems.
- b. limit student initiative.
- c. involve the study of several subject areas.
- d. restrict student autonomy.

2. Integrated project work makes use of and expands on

- a. course work.
- b. one subject only.
- c. teachers' experience and expertise.
- d. students' ethnic background.

3. For a project to be complete, we need to

- a. include all available information.
- b. carry out a survey at national level.
- c. answer different kinds of questionnaires.
- d. search, choose and document suitable information.

4. Multi-disciplined cooperation is established through

- a. group work
- b. traditional teaching
- c. individual study
- d. non-collaborative tasks

5. In the collaborative work projects students

- a. follow their teachers' instructions blindly.
- b. have to support their work orally.
- c. ignore teachers' guidelines.
- d. are trained to work independently from each other.

B. Answer the following questions on the passage (3 x 3 = 9 marks)

1. List **three** benefits derived from developing collaborative projects.
2. What opportunities do work projects offer to students?
3. In what ways does the teacher help students in the integrated work projects?

C. Extended writing (15 marks)

(Use information from the text and your own views)

In your own words describe the procedure followed in the integrated work projects according to the text (**Paragraph 2**) and explain why this kind of approach should be applied in the Cyprus educational system.

Write about 80 – 100 words

**D. Match the words in Column A (in bold in the text) with the words in Column B (more words than needed are given).
(6 x 1 = 6 marks)**

Column A	Column B
1. applied	a. basic
2. assessed	b. different
3. varied	c. implemented
4. fundamental	d. gains
5. assistance	e. studied
6. requirements	f. demands
	g. evaluated
	h. help

PART IV: LANGUAGE USAGE (15 MARKS)

A. Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence. Do not change the words given. (5 x 1 = 5 marks)

1. I prefer to have a second choice. **(rather)**
I a second choice.
2. Edward has the ability to succeed in his exams. **(capable)**
Edward in his exams.
3. I wish I could speak Spanish. **(being)**
I regret speak Spanish.
4. Unfortunately, I missed the train. **(manage)**
Unfortunately, I did not the train.
5. We have reminded passengers not to put bottles in the overhead lockers. **(have)**
Passengers not to put bottles in the overhead lockers.

B. Fill in the gaps in the following passage with only ONE word
(10 x 0,5 = 5 marks)

Careers Guidance

How do you provide support to young people and adults with respect 1..... their pathway for learning, their field 2..... study and professional choices? The school must be 3..... to provide young people and their families with the means to successfully work out their choices, and in the wider context to pursue their lifelong 4..... development. The social, economic and professional context is changing, the educational environment 5..... also changing, promoting a more individual approach with new teaching methods. Educating people 6..... provide careers guidance is an initiative, which now occupies education providers. The main target of careers guidance is to provide information but 7..... to clarify ideas that the young people, their parents and their teachers may 8..... about some pathways of learning or areas of professional activity. The aim is to ensure that there is a place in society 9..... young people, and adults in further education 10..... to their aspirations and abilities.

C. Fill in the gaps in the following text with the correct form of the words given in brackets.
(10 x 0,5 = 5 marks)

School Students' Rights

A more democratic education system together with changes in society, have 1 (**radical**) transformed the behaviour of upper secondary school students and their relationship with the school institution. Since 1989, legislation has recognised the rights and duties of students, both in lower and upper secondary schools, as members of the 2 (**education**) community. These rights are confirmation of the 3 (**mature**), in particular, of the upper secondary school students. The rights of these students may include individual and 4 (**collect**) rights of expression, the right to hold meetings, the right to set up student 5 (**associate**) inside the school grounds where 6 (**culture**) activities are planned under the 7 (**responsible**) of students and the right to publish without previous 8 (**authority**). Of course it is 9 (**wide**) accepted that rights always go along with duties. For example, regular school 10 (**attend**), full participation, respect of the school timetable curriculum and testing procedures are essential.

GOOD LUCK!