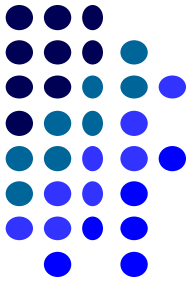


The logo of the Institute of Educational Policy (IEP) consists of the Greek letters 'ΙΕΠ' in a stylized, bold, serif font, enclosed within a dark blue square with white horizontal lines above and below the letters.

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ

ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ



ΠΡΑΞΗ: «ΤΡΑΠΕΖΑ ΘΕΜΑΤΩΝ ΔΙΑΒΑΘΜΙΣΜΕΝΗΣ ΔΥΣΚΟΛΙΑΣ ΓΙΑ ΤΗ ΔΕΥΤΕΡΟΒΑΘΜΙΑ ΕΚΠΑΙΔΕΥΣΗ (ΓΕΛ-ΕΠΑΛ)»

ΚΩΔ. ΟΠΣ 5070818



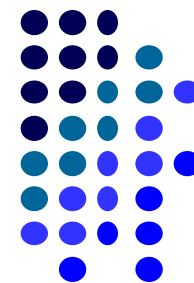
Επιχειρησιακό Πρόγραμμα  
Ανάπτυξη Ανθρώπινου Δυναμικού,  
Εκπαίδευση και Διά Βίου Μάθηση  
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



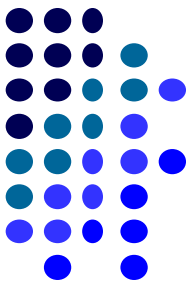
# Γενικοί Στόχοι Τ.Θ.Δ.Δ.

ΦΕΚ 5787/30.12.2020

- Συνιστά **εκπαιδευτικό εργαλείο** που μπορεί να λειτουργήσει ως μηχανισμός βελτίωσης και ποιοτικής αναβάθμισης της εκπαιδευτικής διαδικασίας.
- **Δεξαμενή γνώσης**, διδακτικών πρακτικών καθώς και ανατροφοδότησης μαθητών και εκπαιδευτικών.
- **Δεξαμενή θεμάτων** για αξιοποίηση στη διδασκαλία και στη μάθηση, με την άντληση θεμάτων για τη μελέτη (ο μαθητής), για την ομαδική εργασία των μαθητών ή για συζήτηση σε όλη την τάξη ή ακόμα και για ανάθεση εργασιών στο σπίτι (ο εκπαιδευτικός).
- **Δεξαμενή εμπειριών** για επιμόρφωση και αναστοχασμό (ο εκπαιδευτικός), με τον προβληματισμό πάνω στα χαρακτηριστικά των θεμάτων της Τράπεζας και την αξιοποίηση αυτών στην επιλογή και διαμόρφωση εργασιών, ασκήσεων, προβλημάτων κ.λπ. που δίνονται στους μαθητές προς διαπραγμάτευση.

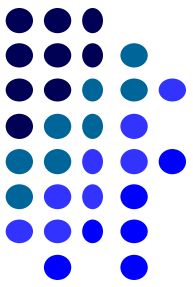


# Ειδικοί Στόχοι Τ.Θ.Δ.Δ.



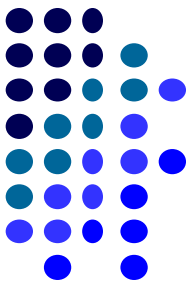
- Συνδράμει στην **αποτίμηση** της εφαρμογής των αρχών και κατευθύνσεων των **Προγραμμάτων Σπουδών**, καθώς και των οδηγιών για τη διδασκαλία του εκάστοτε μαθήματος.
- Υποστηρίζει τον σχεδιασμό πρακτικών **διαμορφωτικής αξιολόγησης**, καθώς είναι προσβάσιμη καθ' όλη τη διάρκεια του σχολικού έτους.
- Ενισχύει την **εγκυρότητα** και την **αξιοπιστία** των εξετάσεων μέσα από διαδικασίες **προτυποποίησης** των θεμάτων.
- Συμβάλλει στη διαμόρφωση όρων **ισότιμης συμμετοχής** όλων στην εκπαίδευση.
- Προωθεί τη **συμμετοχή των εκπαιδευτικών** της σχολικής τάξης στη διαδικασία διαμόρφωσης θεμάτων αξιολόγησης πανελλαδικού χαρακτήρα.
- Παρέχει κίνητρα στους/στις εκπαιδευτικούς για **άμεση σύνδεση** του διδακτικού σχεδιασμού τους με την διαδικασία διαμόρφωσης θεμάτων.
- Ενισχύει τις δυνατότητες για **συνεργασία μεταξύ των εκπαιδευτικών**.
- Παρέχει δυνατότητες και κίνητρα για **ερευνητικό προσανατολισμό** των εκπαιδευτικών και αξιοποίηση μεταδεδομένων.
- Συμβάλλει στον σχεδιασμό αποτελεσματικών προγραμμάτων **ενδοσχολικής επιμόρφωσης** εκπαιδευτικών.
- Επιτρέπει τη συλλογή μεταδεδομένων και την αξιοποίησή τους ως **ερευνητικού υλικού** για τον σχεδιασμό και την υλοποίηση δράσεων βελτιστοποίησης του συστήματος.

# Ρόλος Τ.Θ.Δ.Δ.



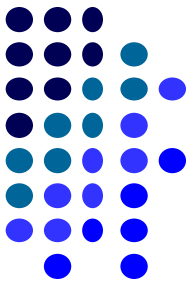
- **Επιμορφωτικός**, με την έννοια ότι συμβάλλει, με το πλήθος και την ποιότητα των επιλογών που προσφέρει, στην αναβάθμιση του εκπαιδευτικού έργου.
- **Παιδαγωγικός**, με την έννοια ότι μπορεί να λειτουργήσει ως παιδαγωγικό εργαλείο που ενισχύει την εκπαιδευτική διαδικασία και την ποιότητα των σπουδών.
- **Διαμορφωτικός**, καθώς λειτουργεί ως δείκτης για την πορεία της εκπαιδευτικής διαδικασίας και τη συνεχή αποτίμηση της διδακτικής πράξης.
- **Αξιολογικός**, καθώς δύναται να αξιοποιηθεί σε πρακτικές διαμορφωτικής και τελικής αξιολόγησης.
- **Ερευνητικός-ανατροφοδοτικός**, καθώς παρέχει δεδομένα απαραίτητα για την αποτίμηση (με συστηματικό και τεκμηριωμένο τρόπο) της αποτελεσματικότητας του εκπαιδευτικού συστήματος.

# Γενικές προδιαγραφές Τ.Θ.Δ.Δ.



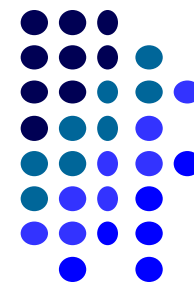
- Η Τράπεζα Θεμάτων Διαβαθμισμένης Δυσκολίας αποτελεί ένα προσεκτικά σχεδιασμένο «**αποθετήριο**» δοκιμασιών (θεμάτων). Επιτρέπει την καταχώριση, αποθήκευση και ανάκληση κάθε δοκιμασίας με βάση συγκεκριμένες δομημένες πληροφορίες (μεταδεδομένα).
- Ως μια **δυναμική** και **εξελισσόμενη** διαδικασία, η δημιουργία και η λειτουργία της αποτελούν σημαντικό εργαλείο **οργάνωσης** και **διαχείρισης** της διαδικασίας αξιολόγησης των μαθητών και μαθητριών ως αναπόσπαστης συνιστώσας του εκπαιδευτικού έργου.

# Ειδικές προδιαγραφές «ΑΓΓΛΙΚΑ»



Οι εκπαιδευτικοί που εκπονούν θέματα για το γνωστικό αντικείμενο «**Αγγλικά**» είναι αναγκαίο να λαμβάνουν υπόψη τους τα **θεσμικά κείμενα** που αφορούν τις **οδηγίες διδασκαλίας**, την **εξεταστέα ύλη** και τον **τρόπο αξιολόγησης** του μαθήματος σε συνάρτηση πάντα με το οικείο ΠΣ αλλά και το **γενικό πλαίσιο** και τις **γενικές προδιαγραφές** για τη συγγραφή των θεμάτων (είναι διαθέσιμα στην ιστοσελίδα της Τ.Θ.Δ.Δ.).

# Τυπολογία Θεμάτων ΓΕ.Λ.



Για την Α' τάξη Ημερησίου και Εσπερινού Γενικού Λυκείου τα θέματα των προαγωγικών εξετάσεων για το γνωστικό αντικείμενο των Αγγλικών που αφορούν στην Τράπεζα Θεμάτων, ορίζονται ως εξής:

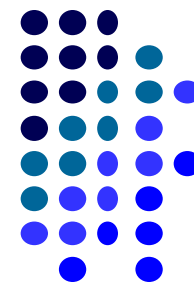
## Θέμα 1. Κατανόηση γραπτού λόγου

Δίδεται κείμενο **180-350** λέξεων [**M.O. 240-250**], το οποίο συνοδεύεται από μία δοκιμασία με δέκα (10) ερωτήματα συμπλήρωσης που αποσκοπούν: (α) στον έλεγχο σφαιρικής κατανόησης ή/και (β) κατανόησης επιμέρους μηνυμάτων/ πληροφοριών του κειμένου. Επισημαίνεται ότι το κείμενο αυτό θα πρέπει να είναι **τροποποιημένο απόσπασμα** από κείμενο των ενοτήτων της διδακτέας ύλης ή **άλλο κείμενο συναφές** με το **θεματικό περιεχόμενο** και το **λεξιλόγιο** των ενοτήτων αυτών. Πιο συγκεκριμένα, τα θέματα της εξέτασης θα προκύψουν μετά από επεξεργασία και τροποποίηση των διδαγμένων κειμένων και ασκήσεων του βιβλίου. **Δίνεται η δυνατότητα να συμπεριληφθούν και νέα κείμενα με την προϋπόθεση ότι ανήκουν στις ίδιες θεματικές κατηγορίες** με τις ως άνω ενότητες (2-8) και περιλαμβάνουν αντίστοιχο λεξιλόγιο (σύνολο 30% της βαθμολογίας).

## Θέμα 2α. Λεξικογραμματική

Δίδεται μία (1) δοκιμασία με αφετηρία το κείμενο κατανόησης, που αποσκοπεί στον έλεγχο λεξιλογικής ικανότητας με 10 επιμέρους ερωτήματα συμπλήρωσης (σύνολο 20% της βαθμολογίας).

# Τυπολογία θεμάτων ΕΠΑ.Λ. & ΕΝ.Ε.Ε.ΓΥ.-Λ.



Για την **Α' Τάξη Ημερήσιων και Εσπερινών Επαγγελματικών Λυκείων** και των **Λυκείων των Ενιαίων Ειδικών Επαγγελματικών Γυμνασίων-Λυκείων** που αφορούν στην Τράπεζα Θεμάτων Διαβαθμισμένης Δυσκολίας, τα θέματα για το γνωστικό αντικείμενο των Αγγλικών ορίζονται ως εξής:

## Θέμα 1. Κατανόηση γραπτού λόγου

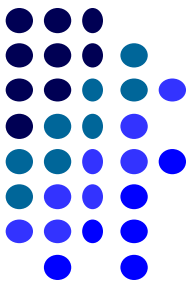
Δίδεται κείμενο 180-300 λέξεων [**Μ.Ο. 200-220 λέξεις**], το οποίο συνοδεύεται από μία δοκιμασία με δέκα (10) ερωτήματα συμπλήρωσης που αποσκοπούν (α) στον έλεγχο σφαιρικής κατανόησης ή/και (β) κατανόησης επιμέρους μηνυμάτων/πληροφοριών του κειμένου (σύνολο 30% της βαθμολογίας). Επισημαίνεται ότι το κείμενο αυτό θα πρέπει να είναι τροποποιημένο απόσπασμα από κείμενο των ενοτήτων της εξεταστέας ύλης ή άλλο κείμενο συναφές με το θεματικό περιεχόμενο και το λεξιλόγιο των ενοτήτων αυτών (σε επίπεδο B1-). Πιο συγκεκριμένα, τα θέματα της εξέτασης θα προκύψουν μετά από επεξεργασία και τροποποίηση των διδασκόμενων κειμένων και ασκήσεων του βιβλίου. Δίνεται η δυνατότητα να συμπεριληφθούν και νέα κείμενα με την προϋπόθεση ότι ανήκουν στις ίδιες θεματικές κατηγορίες με τις ως άνω ενότητες και περιλαμβάνουν αντίστοιχο λεξιλόγιο.

## Θέμα 2α. Λεξικογραμματική

Δίδεται μία (1) δοκιμασία με αφετηρία το κείμενο κατανόησης, που αποσκοπεί στον έλεγχο λεξιλογικής ικανότητας με 10 επιμέρους ερωτήματα συμπλήρωσης (σύνολο 20% της βαθμολογίας).

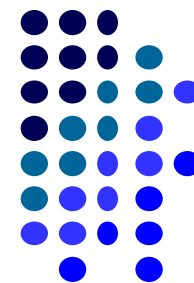


# Επίπεδο Γλωσσομάθειας



- Για την Α' τάξη Ημερήσιου και Εσπερινού Γενικού Λυκείου ως απαιτούμενο επίπεδο γλωσσομάθειας κατά την εξέταση ορίζεται το **B2** (βάσει του Κοινού Ευρωπαϊκού Πλαισίου Αναφοράς του Συμβουλίου της Ευρώπης, 2020).
- Για την Α' Τάξη Ημερήσιων και Εσπερινών Επαγγελματικών Λυκείων και των Λυκείων των Ενιαίων Ειδικών Επαγγελματικών Γυμνασίων-Λυκείων ως απαιτούμενο επίπεδο γλωσσομάθειας κατά την εξέταση ορίζεται το **B1** (βάσει του Κοινού Ευρωπαϊκού Πλαισίου Αναφοράς του Συμβουλίου της Ευρώπης, 2020).

# Δημοσιευμένα θέματα ΓΕ.Λ. Α' ΛΥΚΕΙΟΥ



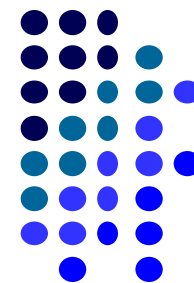
ΑΓΓΛΙΚΑ Α' ΤΑΞΗ ΓΕΝΙΚΟΥ ΛΥΚΕΙΟΥ				
ΕΝΟΤΗΤΑ	ΘΕΜΑ 1	ΘΕΜΑ 2α	ΣΥΝΟΛΟ ΔΗΜΟΣΙΕΥΜΕΝΩΝ ΘΕΜΑΤΩΝ (ΘΕΜΑ 1 + ΘΕΜΑ 2α)	ΣΥΝΟΛΟ ΕΡΩΤΗΜΑΤΩΝ
UNIT 2: A refugee's "dreamland"	10	10	20	200
UNIT 3: On Duty	10	10	20	200
UNIT 4: Vincent Van Gogh	10	10	20	200
Unit 5: Animal Rights	10	10	20	200
Unit 6: Fast Fashion	5	5	10	100
ΣΥΝΟΛΟ	45	45	90*	900

- Σημαντική σημείωση: Στην ηλεκτρονική πλατφόρμα γίνεται ανάρτηση ενός ενιαίου αρχείου ανά ΘΕΜΑ που περιλαμβάνει και τα 2 υποθέματα και ως εκ τούτου εμφανίζονται 45 εγγραφές από sets θεμάτων.

## Προς δημοσίευση θέματα ΓΕ.Λ. (2022-2023)

ΑΓΓΛΙΚΑ Α' ΤΑΞΗ ΓΕΝΙΚΟΥ ΛΥΚΕΙΟΥ				
ΕΝΟΤΗΤΑ	ΘΕΜΑ 1	ΘΕΜΑ 2α	ΣΥΝΟΛΟ ΘΕΜΑΤΩΝ ΠΡΟΣ ΤΕΛΙΚΟ ΕΛΕΓΧΟ (ΘΕΜΑ 1 + ΘΕΜΑ 2α)	ΣΥΝΟΛΟ ΕΡΩΤΗΜΑΤΩΝ ΠΡΟΣ ΤΕΛΙΚΟ ΕΛΕΓΧΟ
Unit 6: Fast Fashion	5	5	10	100
Unit 7: Pride and Prejudice	10	10	20	200
Unit 8: Social Media	10	10	20	200
ΣΥΝΟΛΟ	25	25	50	500

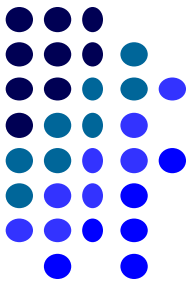
# Θέματα ΓΕ.Λ. Β' ΛΥΚΕΙΟΥ (2022-2023)



ΑΓΓΛΙΚΑ Β' ΤΑΞΗ ΓΕΝΙΚΟΥ ΛΥΚΕΙΟΥ					
ΕΝΟΤΗΤΑ	ΣΕΛΙΔΑ	ΘΕΜΑ 1	ΘΕΜΑ 2α	ΣΥΝΟΛΟ ΘΕΜΑΤΩΝ (ΘΕΜΑ 1 + ΘΕΜΑ 2 <sup>α</sup> )	ΣΥΝΟΛΟ ΕΡΩΤΗΜΑΤΩΝ
UNIT 2-TEXT 1	19	5	5	10	100
UNIT 2-TEXT 2	20	5	5	10	100
UNIT 2-TEXT 3	21	5	5	10	100
UNIT 2-TEXT 4	22	5	5	10	100
UNIT 2-TEXT 5	22-23	5	5	10	100
UNIT 3-TEXT 1	37-38	5	5	10	100
UNIT 3-TEXT 2	40	5	5	10	100
UNIT 3-TEXT 3	42	5	5	10	100
UNIT 3-TEXT 4	43-44	5	5	10	100
UNIT 3-TEXT 5	46	5	5	10	100
UNIT 4-TEXT 1	58-60	5	5	10	100
UNIT 4-TEXT 1	58-60	5	5	10	100
UNIT 5-TEXT 1	69	5	5	10	100
UNIT 5-TEXT 2	70	5	5	10	100
UNIT 5-TEXT 3	69	5	5	10	100
UNIT 5-TEXT 4	70	5	5	10	100
UNIT 5-TEXT 5	69	5	5	10	100
<b>ΣΥΝΟΛΟ</b>		<b>85</b>	<b>85</b>	<b>170</b>	<b>1700</b>

- **ΣΗΜΑΝΤΙΚΗ ΣΗΜΕΙΩΣΗ:** Στην ηλεκτρονική πλατφόρμα γίνεται ανάρτηση ενός ενιαίου αρχείου ανά ΘΕΜΑ που περιλαμβάνει και τα 2 υποθέματα και ως εκ τούτου θα εμφανίζονται 85 εγγραφές από sets θεμάτων.

# Δημοσιευμένα θέματα ΕΠΑ.Λ. & ΕΝ.Ε.Ε.ΓΥ.-Λ.



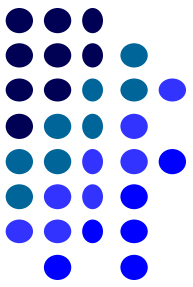
ΑΓΓΛΙΚΑ Α΄ ΤΑΞΗ ΕΠΑΛ					
ΕΝΟΤΗΤΑ/ΚΕΙΜΕΝΟ	ΣΕΛΙΔΑ	ΘΕΜΑ 1	ΘΕΜΑ 2α	ΣΥΝΟΛΟ ΔΗΜΟΣΙΕΥΜΕΝΩΝ ΘΕΜΑΤΩΝ (ΘΕΜΑ 1 + ΘΕΜΑ 2 <sup>α</sup> )	ΣΥΝΟΛΟ ΕΡΩΤΗΜΑΤΩΝ
UNIT 1-TEXT 1	1	3	3	3	60
UNIT1-TEXT 2	6	3	3	3	60
UNIT 1-TEXT 3	8	1	1	1	20
UNIT 3-TEXT 3	45	3	3	3	60
UNIT 4-TEXT 1	55	3	3	3	60
UNIT 4-TEXT 2	62	3	3	3	60
		16	16	32	320

## Προς δημοσίευση θέματα (2022-2023)

ΑΓΓΛΙΚΑ Α΄ ΤΑΞΗ ΕΠΑΛ					
ΕΝΟΤΗΤΑ/ΚΕΙΜΕΝΟ	ΣΕΛΙΔΑ	ΘΕΜΑ 1	ΘΕΜΑ 2α	ΣΥΝΟΛΟ ΘΕΜΑΤΩΝ ΠΡΟΣ ΤΕΛΙΚΟ ΕΛΕΓΧΟ (ΘΕΜΑ 1 + ΘΕΜΑ 2 <sup>α</sup> )	ΣΥΝΟΛΟ ΕΡΩΤΗΜΑΤΩΝ ΠΡΟΣ ΤΕΛΙΚΟ ΕΛΕΓΧΟ
UNIT 1-TEXT 1	1	2	2	4	40
UNIT1-TEXT 2	6	2	2	4	40
UNIT 1-TEXT 3	8	4	4	8	80
UNIT 2-TEXT 1	19	5	5	10	100
UNIT 2-TEXT 2	20	5	5	10	100
UNIT 2-TEXT 3	24	5	5	10	100
UNIT 3-TEXT 1	38	5	5	10	100
UNIT 3-TEXT 2	42	5	5	10	100
UNIT 3-TEXT 3	45	2	2	4	40
UNIT 4-TEXT 1	55	2	2	4	40
UNIT 4-TEXT 2	62	2	2	4	40
UNIT 6-TEXT 1	85	5	5	10	100

# Τύποι Δοκιμασιών

- Σωστό-Λάθος-(Δεν Αναφέρεται)
- Πολλαπλή επιλογή
- Αντιστοίχιση
- Συμπλήρωση μέσω επιλογής
- Συμπλήρωση βάσει συμφραζομένων

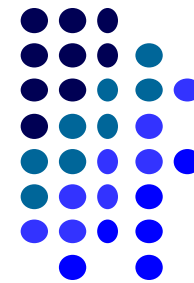


## Μεταδεδομένα

- Τύπος σχολείου, τάξη, μάθημα
- Αρίθμηση θέματος
- Αντιστοίχιση ύλης (Ενότητα που εξετάζεται)
- Λέξεις-Κλειδιά
- Προσδοκώμενα μαθησιακά αποτελέσματα (σε επόμενο χρόνο, αντιστοίχιση με τους στόχους των νέων ΠΣ και τους δείκτες επικοινωνιακής επάρκειας του ΚΕΠΑ, 2020)

Ο συνολικός χρόνος εξέτασης είναι 120 λεπτά και αυτό πρέπει να ληφθεί υπόψη στην επιλογή και στην εκπόνηση επιμέρους θεμάτων.

# Original vs. Simplified Text



## A refugee's dreamland

### Original : 1112 words

Tucked away in a quiet corner of the Aegean, Tilos is an island of crimson bougainvillea cascading over whitewashed houses, ancient stone terraces and goats – lots of goats.

For years its main claim to fame was a cave in which the remains of pygmy elephants – the last to roam Europe, until around 4,000 years ago – were discovered by paleontologists.

But Tilos has now earned a new distinction, as a place that has actively welcomed refugees fleeing the war in Syria.

Islanders say their decision to embrace a dozen refugee families – around 70 people in total – offers an example to the rest of Greece, where more than 60,000 refugees from Syria, Iraq, Afghanistan and other countries languish in limbo in camps, waiting to be granted asylum and allowed to settle in other EU countries.

“We think that the arrangement we have here could be a model that could be exported to the rest of Greece and the whole of Europe,” Maria Kamma, the mayor, said in her office in Megalo Horio, the tiny ‘capital’ of Tilos, a village that clings to the slopes of a craggy mountain beneath a ruined castle.

“If a little island like ours can support 12 families, then others can do the same, in proportion to their population. Bigger communities can take larger numbers. We can solve the refugee problem,” the mayor told The Telegraph.

Maria Kamma, the mayor of Tilos, has welcomed the refugee families. The number of refugees settled in Tilos may seem small, but in proportion to the island’s resident population, which is barely 500, it is significant.

Unlike the miserable camps in other parts of Greece where refugees have nothing to do, those on Tilos are becoming integrated into the fabric of daily

### Simplified : 770 words

**Located in** a quiet corner of the Aegean, Tilos is a **beautiful island** where the landscape is that of whitewashed houses decorated with bougainvillea plants, ancient stone terraces and goats, lots of goats.

For many years it **was only known** for an old cave **where paleontologists discovered** the remains of pygmy elephants – the last to roam Europe, until around 4,000 years ago.

But recently, Tilos has **been distinguished** as a place where refugees from the war in Syria **are actively welcomed**.

The residents of Tilos say their decision to **accommodate** and support a dozen refugee families – around 70 people in total – offers an example to the rest of Greece, where more than 60,000 refugees from Syria, Iraq, Afghanistan and other countries suffer in camps, waiting to be granted asylum and allowed to settle in other EU countries.

“We think that the arrangement we have here could be put into practice in the rest of Greece and the whole of Europe,” Maria Kamma, the mayor, said in her office in Megalo Horio, the tiny ‘capital’ of Tilos.

“If a little island like ours can support 12 families, then others can do the same, in proportion to their population. Bigger communities can take larger numbers. We can solve the refugee problem,” the mayor told The Telegraph.

Maria Kamma, the mayor of Tilos, has welcomed the refugee families. The number of refugees who settled in Tilos may seem small but, given that the island’s population is around 500 people, it is important.

Unlike the miserable camps in other parts of Greece where refugees have nothing to do, those on Tilos are getting involved in the routine of daily

# English Vocabulary Profile

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## ► VERB

### ACCEPT

**C1** to accept new ideas, beliefs, methods, etc. in an enthusiastic way

#### Dictionary example:

*We are always eager to embrace the latest technology.*

#### Learner example:

*They seem to have embraced "the new deal" symbolising "freedom".*

*Certificate in Advanced English; C1; French*

### INCLUDE

**C1** to include a number of things

#### Dictionary example:

*The report embraces a wide range of opinions.*

#### Learner example:

*This should embrace things like examination entries (I was not able to enter for any exam [due to] time constrain[t]s), as well as "social affairs".*

*Certificate in Advanced English; C1; German*

### HOLD

**C2** If you embrace someone, you put your arms around them, and if two people embrace, they put their arms around each other.

#### Dictionary example:

*She embraced him warmly.*

#### Learner example:

*Prior to this fulfilling statement, the elderly couple had been sitting in their GP's waiting room, nervously embracing each other.*

*Certificate of Proficiency in English; C2; Swedish*

## How has the EVP been created?

Part of the **English Profile Programme** (a long-term research programme sponsored by the Council of Europe), the English Vocabulary Profile is based on extensive research using the **Cambridge Learner Corpus (CLC)**. This is a collection of several hundred thousand examination scripts written by learners from all over the world that is added to every year. Combined with solid evidence of use in many other sources related to general English, such as **examination vocabulary lists** and **classroom materials**, the CLC confirms what learners can and cannot do at each level. The EVP has also been informed by the **Cambridge English Corpus**, a multi-billion word corpus of spoken and written current English, covering British, American and other varieties.

ΘΕΜΑ 1. ΚΑΤΑΝΟΗΣΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ

Read the text and choose the correct option (A, B or C) for items 1-10.

Tilos, the island of white-painted houses, ancient stone terraces and lots of goats has now been famous for being the place that has welcomed refugees escaping the war in Syria. Islanders say their decision to accept a dozen refugee families - around 70 people in total- offers an example to the rest of Greece, where more than 60, 000 refugees from Syria, Iraq, Afghanistan and other countries stay in camps, waiting to be granted asylum and leave for other EU countries.



Unlike the miserable camps in the rest of Greece, where refugees have nothing to do, those on Tilos are becoming involved into the daily life. Almost all the adults -aside from mothers looking after small children- have found work in hotels and restaurants, shops, the island's bakery or as daily workers. "The refugees are much happier than they were at first, especially now that they have found jobs. It's not good to sit around all day doing nothing, you become depressed." says Spiros Aliferis, a team leader from Solidarity Now, an organization helping refugees. The refugees live in a camp built especially to house them in the middle of Livadia, the island's port, a place where trees provide shade and there is plenty of room for the children to run around. The children have started learning Greek and English and will start attending schools in September. "I like the lessons, and playing outside, and having my friends around" said Nour, an eight-year-old Syrian girl, who chose to speak in confident Greek rather than her native Arabic.

(Words: 253)

- The text talks about how
  - Tilos has increased its animal population.
  - Syrian refugees live in camps all over Europe.
  - people of Tilos have helped some Syrian refugees.
- Who would be most interested in reading this text?
  - The general public.
  - Travellers to Greek islands.
  - Animal scientists.
- Tilos has become famous for
  - its farm animals.
  - being friendly to refugees.
  - its many refugee camps.
- Refugees in other camps around Greece want to
  - find a job .
  - move to Tilos.
  - move to another country.
- Refugees on Tilos
  - have been given jobs.
  - have nothing to do.
  - feel depressed.
- Small refugee children have
  - no room to play.
  - a lot of room to play .
  - their own rooms.
- Refugee children
  - will never go to school again.
  - do not wish to go to school.
  - are going to start school soon.
- Spiros Aliferis suggests that refugees who sit around doing nothing all day
  - might suffer from depression.
  - are happy with their life.
  - do not wish to find a job.
- In the text, the underlined word "provide" is closest in meaning to
  - give
  - protect
  - cover
- According to the text, Nour
  - speaks Greek better than Arabic.
  - feels better when speaking in Arabic.
  - prefers to speak in Greek than in Arabic.

ΘΕΜΑ 1. ΚΑΤΑΝΟΗΣΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ

Read the text and decide if each statement (1-10) is True (A), False (B) or Not Mentioned (C).

Located in a quiet corner of the Aegean Sea, Tilos has recently been distinguished as a place where refugees from the war in Syria are actively welcomed. Maria Kamma, the mayor of Tilos, has welcomed the refugee families. The number of refugees – a dozen families – who settled in Tilos may seem small but, given that the island's population is around 500 people, it is important.



Unlike the miserable camps in other parts of Greece where refugees have nothing to do, those on Tilos are getting involved in the routine of daily life.

Almost all the adults -aside from mothers looking after small children- have found work, in hotels and restaurants, shops, the island's bakery or as day workers. They live in a purpose-built camp in the middle of Livadia, the island's port, where tourists eat grilled fish and tsatsiki in seafront tavernas.

It is not so comfortable. Families live in Portakabins, share a cooking area and a shower block. But trees provide some shade and there is plenty of room for the children to run around.

Conditions are far better than in other, much larger camps on Aegean islands such as Lesbos and Chios, where refugees have been stuck since crossing in boats from nearby Turkey. Those people, many of them women and small children, are suffering from much more "psychological stress" and despair, according to the UN.

(228 words)

STATEMENTS		A	B	C
		TRUE	FALSE	NOT MENTIONED
1.	Refugees are welcome in Tilos.			
2.	The population of Tilos is almost half a thousand people.			
3.	The refugee camps all over Greece are pleasant places.			
4.	Refugees in Tilos take part in the island's everyday life.			
5.	Refugee mothers want to work.			
6.	Livadia, the port of the island, is where most tourists stay.			
7.	Some refugee families use the same kitchen.			
8.	Each refugee family has its own shower.			
9.	Some refugees sailed from Turkey to Lesbos and Chios.			
10.	Refugees in Lesbos and Chios live in better conditions than those in Tilos.			



# Reading Text

Read the text and choose the correct option (A, B or C) for items 1-10.



Research agencies have instructed UK scientists to improve the way they use animals in experiments given that many projects testing new medicines for strokes, cancer and other health problems have often been poorly designed and have produced meaningless results while wasting animals' lives. In some cases, researchers desperate to control the costs of their work have underestimated the number of animals needed to test a new medicine. Therefore, their small scale studies have lacked the power to identify biological effects in the drugs under scrutiny. These unreliable results indicate the pointless overuse of animals in experiments. Inappropriately designed studies have been under analysis for two years by the UK Research Councils, which announced changes to guidelines for those carrying out research using animals. Scientists will lose their funding unless **they** show that their work produces physiological insights as well as generates statistically valid data.



A neuroscientist of Edinburgh University stated that new guidelines should be welcomed by the scientific community, since there has been an increasing **awareness** that the results of some animal experiments are not reliable. He also added that experiments on animals, which mostly involve breeding either genetically modified or unmodified rats or mice, are done to test medications before human trials are launched. However, it takes a fairly large number of them to reveal whether a drug is having pharmacological effects.

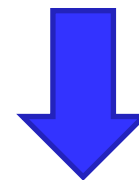
The head of the UK research policy for the Reduction of Animals in Research pointed out that a specific number of animals can still be used in scientific experiments but no more than necessary, stating that it is morally **unacceptable** to get the numbers wrong.

(269 words)



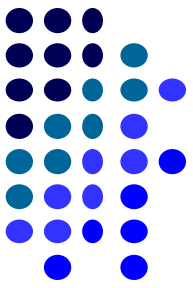
- What is the main aim of the text?
  - to provide solutions to a problem
  - to bring up the issue of wasting animals' lives in experiments**
  - to encourage scientists to get involved in researches
- What kind of text is this?
  - scientific report
  - a literary text
  - a newspaper article**
- Small scale researches on medicines
  - always waste animals' lives with no real reason
  - provide unreliable results which are not trustworthy**
  - lead to wasting scientists' resources pointlessly
- Which of the following statements is true?
  - researchers will lose funding unless they pinpoint biological effects in drugs**
  - researchers will not lose support as long as they do not waste animals' lives
  - researchers consider their studies inappropriately designed
- Why should scientists be more cautious about the number of animals used in experiments?
  - in order to produce robust results identifying effects**
  - in order to follow instructions given by the Councils
  - in order to test medicines for various health conditions
- Scientists will lose their financial support
  - when they do a small scale research
  - when they do not produce statistically sound data**
  - when they adhere to research guidelines
- According to the text, experiments on animals
  - should involve genetically modified rats and mice
  - should not have physiological insights in medicines
  - should take place before new medications are launched**
- According to the text, regulations for research instructions had to be changed
  - because of results of investigations done by Research Councils**
  - because of neuroscientists of Edinburgh University
  - because of biological effects on animals
- The word *them* in the fourth paragraph refers to
  - genetically modified or unmodified animals**
  - animal experiments
  - human trials
- What is the meaning of the expression "*morally unacceptable*" in the last paragraph?
  - according to moral principles and values
  - reasonable according to common sense
  - in accordance with principles considered correct in medicine**

- The main purpose of the text is to
  - provide solutions to an environmental problem.
  - inform about changes in studies using animals.
  - encourage scientists to get involved in more studies.
- This type of text can be found in
  - a teens magazine.
  - a fiction book.
  - a daily newspaper.
- Who would be most interested in reading this text?
  - Pupils
  - Ecologists
  - Scientists
- Small scale studies on medicines
  - always waste animals' lives for no good reason.
  - might provide unreliable or insignificant results.
  - might lead to increasing scientists' resources.
- Researchers will lose funding when they
  - do not publish the results.
  - do small scale research.
  - do not produce valid results.
- Experiments on animals should
  - involve genetically modified sheep.
  - follow experiments with plants.
  - take place before new medicines are produced.
- Research guidelines had to change in order to
  - control use of animals in experiments.
  - spend less money on scientific research.
  - allow scientists to use more animals in experiments.
- In the text, the underlined word "they" refers to
  - the animals.
  - the experiments.
  - the scientists.
- In the text, the underlined word "awareness" means
  - difficulty.
  - knowledge.
  - excitement.
- In the text, the underlined word "unacceptable" means
  - unimportant.
  - unbelievable.
  - incorrect.



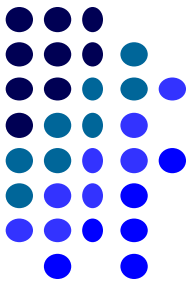
# Item Revision Process

# Task Design Checklist



- Is the text at the appropriate level of difficulty to elicit level-appropriate items, as determined by the CEFR?
- Is the context authentic?
- Is the text free of cultural bias?
- Is each item able to stand alone?
- Does the item test a sub-skill corresponding to the determined CEFR level?
- Do the options grammatically respond to the stem?
- Does the task reflect a real-world task?
- Are the options parallel in structure?
- Are the options mutually exclusive?
- Are the options equally appealing?
- Is there a single correct answer (i.e. key)?
- Does the information required to correctly respond to the prompt come solely from the text? (Cannot be answered with previous knowledge or world knowledge.)
- Are the distractors wrong due to their content, rather than spelling or minor grammatical variations?

# Language Awareness



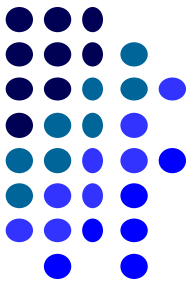
## ΘΕΜΑ 2<sup>ο</sup>. ΛΕΞΙΚΟΓΡΑΜΜΑΤΙΚΗ

Fill each gap in sentences 11-20 with the correct option from the box below (A-J). Use each option only once.

A.	nervous	B.	self-confidence	C.	lifetime	D.	serious	E.	record
F.	depression	G.	subject	H.	emotional	I.	atmosphere	J.	response

11.	My mother is very _____ and couldn't stop crying during my brother's wedding ceremony.
12.	There is a very relaxed _____ in our office; we all work together as a team so we never get anxious.
13.	He always feels very _____ before an exam because he doesn't want to fail.
14.	People who suffer from _____ feel very unhappy and need to get professional help.
15.	I still have not received a _____ to my e-mail complaining about the hotel room.
16.	I remember her as a very _____ child; she never laughed at our jokes!
17.	He holds the world _____ for 100 metres; it's very difficult for other athletes to break it.
18.	She has made a series of documentaries on the _____ of family relationships.
19.	During his _____ he wrote more than 200 poems.
20.	You need to believe in yourself and have a lot of _____ in order to talk in front of many people.

# Language Awareness



## ΘΕΜΑ 2<sup>α</sup>. ΛΕΞΙΚΟΓΡΑΜΜΑΤΙΚΗ

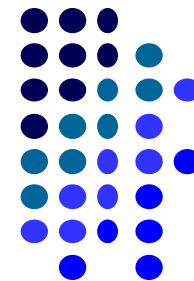
Match each underlined word/phrase in the sentences below (11-20) with a word from the box that has a similar meaning (A-J). Use each word only once.

A.	discovered	B.	lack	C.	distance	D.	nervous	E.	emotional
F.	companion	G.	combined	H.	damaged	I.	well-known	J.	chased



11.	The suspect was released due to <u>absence</u> of concrete evidence against him.
12.	I find the way he plays the violin very <u>moving</u> . He almost makes me cry.
13.	After you have <u>mixed</u> all the ingredients, leave the mixture in the fridge for a while.
14.	New York is a city <u>famous</u> for its theaters and nightlife.
15.	She did not know what to do when she <u>found out</u> he had been lying to her for so long.
16.	The boy <u>went after</u> the man who stole his mum's bag, but in vain.
17.	The politician's reputation has already been <u>harmed</u> by a series of scandals.
18.	His cat Rubie was his only loyal <u>friend</u> who stayed with him until his death.
19.	Tomas was sitting behind his desk with a <u>worried</u> expression in his face.
20.	When the road is wet, make sure you leave plenty of <u>space</u> between your car and the one in front.

# Language Awareness (B' ΓΕΛ)



## ΘΕΜΑ 2<sup>ο</sup>. ΛΕΞΙΚΟΓΡΑΜΜΑΤΙΚΗ

Use the correct form of the following words (A-K) to complete the gaps (11-20) as in the example.

A.	<del>illegal</del>	B.	heat	C.	require	D.	exist	E.	locate	F.	relate
G.	protect	H.	invite	I.	know	J.	combine	K.	cook		

<b>EXAMPLE</b>	If you see a car that is <b>ILLEGALLY</b> parked in a no-parking zone please report it to the police.
11.	I must contact the company to find out more about the _____ for this job. I hold a degree in Economics but I'm not sure whether this is what they are looking for.
12.	She was tired of having to respond to all the _____ she had received over the week. She didn't feel like going to any social event so she decided to turn them all down by sending the same email to everyone.
13.	I was supposed to make dinner last night but the _____ suddenly stopped working, so the only thing I could make was a salad. The kids enjoyed it, though!
14.	The apartment is in a central _____, close to several shops, restaurants and a big supermarket.
15.	I always go to my hometown at Christmas. It's so nice to spend time with friends and _____ that I don't get to see very often.
16.	This jacket provides excellent _____ against the cold and it is on sale. You'd better buy it now before someone else grabs it.
17.	The _____ of UFOs is still a hot topic on various discussion forums. I can't believe how willing some people are to argue about such issues!
18.	The aim of this innovative course is to gain new _____ through your participation in a variety of projects and group activities on web design.
19.	Karen feels blessed because her new job offers her a _____ of networking opportunities and trips abroad.
20.	"The room is freezing cold so would you please bring me a _____ or, even better, give me another room" she told the receptionist angrily.

**ΘΕΜΑ 1. ΚΑΤΑΝΟΗΣΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ**

Read the text and decide if each statement (1-10) is True (A) or False (B).

**Dialogue**

Maria: Hi! Good to see you Gina! Give me a hug.  
 Gina: Hi! Where have you been? Your mobile was dead almost all summer.

Maria: Oh, there's so much to tell you.  
 George: Hi, girls! You look glamorous!  
 Girls: Hi, George. Nice to see you again.  
 Gina: Where did you get that super T-shirt?  
 Maria: What's that on your chest? Let me see.  
 George: Hands off me, Elena! I'm great!  
 Elena: You're smug!  
 Nick: Hey, hey! Save some love and kisses for me, everybody. Here I am.  
 Elena: You said you were going to attend Senior High School, Nick.  
 Nick: That was my plan. Then, I went to my uncle's farm this summer. That changed it all. I'm going to work with him on the farm. That's why I chose EPAL. I need to learn everything about farming.

Tony: Hi, guys!  
 Gina and Nick: Hi! Who are you?  
 Tony: I'm Tony. I'm new here.  
 Gina: Where are you from?  
 Tony: I'm not from here, I'm from Kastro.  
 Gina and Nick: Fine. Nice to meet you Tony. Join us then.



(words: 175)

STATEMENTS		A	B
		TRUE	FALSE
1.	This conversation probably takes place in a school playground.		
2.	Maria is one of Gina's teachers.		
3.	Maria met Gina during her summer holidays.		
4.	Maria's phone was not working during the summer.		
5.	George meets the girls for the first time.		
6.	Nick is going to attend a Senior High School.		
7.	Nick decided to change school because of his uncle's job.		
8.	All the students know each other.		
9.	Gina and Nick's attitude towards Tony is unfriendly.		
10.	The students' school is in Kastro.		

**ΘΕΜΑ 2<sup>ο</sup>. ΛΕΞΙΚΟΓΡΑΜΜΑΤΙΚΗ**

Match each underlined word in the sentences below (11-20) with a word from the box that has a similar meaning (A-J). Use each word only once.

A. plans	B. glamorous	C. changed	D. farming	E. save
F. chosen	G. almost	H. join	I. give	J. look

11.	They had eaten <u>nearly</u> everything before we arrived.
12.	When I was a kid I was playing all day but things have <u>become different</u> since then.
13.	<u>Arrangements</u> were made to move the prisoners to another prison.
14.	She did her best to <u>appear</u> more confident than she felt.
15.	Villagers suffer from chemicals used for <u>agriculture</u> .
16.	I've been <u>selected</u> for my school football team and we've got a match tomorrow.
17.	An <u>attractive</u> woman greeted us at the door.
18.	These booklets <u>provide</u> useful information about the local services.
19.	I asked my cousin to <u>accompany</u> me because she knew the way to the church.
20.	I <u>keep</u> all my old letters in case I want to read them again one day.

**ΘΕΜΑ 2<sup>ο</sup>. ΛΕΞΙΚΟΓΡΑΜΜΑΤΙΚΗ**

Fill each gap in sentences 11-20 with the correct word from the box below (A-J). Use each word only once.

A. go on	B. learn	C. reach	D. finish	E. happen
F. attend	G. change	H. mean	I. transfer	J. offer

11.	Every day at college I <input type="text"/> new things that will help me later in life.
12.	You have to <input type="text"/> the goal of raising £100,000!
13.	Rome clubs <input type="text"/> good nightlife so after visiting the museum, we'll be able to go to the disco.
14.	If we want to catch the 7.30 train, that will <input type="text"/> leaving the house at 6.00.
15.	I know she's upset about losing her job, but life must <input type="text"/> .
16.	We can't let a mistake like this <input type="text"/> again.
17.	If you <input type="text"/> your mind about coming tonight, just give me a call.
18.	He needs to <input type="text"/> 200 million dollars from his bank account to the account of his daughter.
19.	I <input type="text"/> Northampton College, which is quite far away from my house.
20.	When you <input type="text"/> your homework, call me to have a chat.

Portakabins sharing a cooking area and a shower block. But trees provide some shade and there is plenty of room for the children to run around. Conditions are far better than in other, much larger camps on Aegean islands such as Lesbos and Chios, where refugees have been stuck since their crossing in boats from nearby Turkey. Those people, many of them women and small children, are suffering from much more “psychological stress” and despair, according to the UN.

Tilos has become known as a place that welcomes refugees.

NOT MENTIONED

TRUE

FALSE



2<sup>ο</sup> Πρότυπο  
Λύκειο  
Θεσσαλονίκης

Σύρετε τις λέξεις και αποθέστε τις στα ΚΟΥΤΑΚΙΑ

1. feeling unpleasant emotions, being very unhappy **F**
2. take care of someone or something **B**
3. all the people living in a particular area **I**
4. give someone something they need **D**
5. making little or no noise **G**
6. state or situation someone is in **H**
7. start living in a place **A**
8. take care of something **B**
9. experience physical pain **E**
10. include someone in something **C**

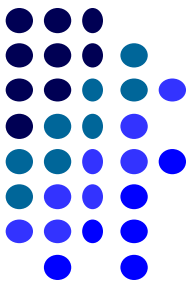
✓ Έλεγχος

Ενσωμάτωση αντικειμένου





# Θέματα από τον/την εκπαιδευτικό



## Θέμα 2β. Λεξικογραμματική

Από τον/την εκπαιδευτικό

Δίδεται μία (1) δοκιμασία που αποσκοπεί στον έλεγχο γραμματικής ικανότητας με 10 επιμέρους ερωτήματα επιλογής (σύνολο 20% της βαθμολογίας).

## Θέμα 3. Παραγωγή γραπτού λόγου

Από τον/την εκπαιδευτικό

Οι μαθητές και οι μαθήτριες καλούνται να παράγουν κείμενο γραπτού λόγου έκτασης 120-150 λέξεων, σύμφωνα με πληροφορίες, παροτρύνσεις, ή/και οδηγίες που παρέχονται στα αγγλικά και οι οποίες ορίζουν με σαφήνεια το συγκεκριμένο πλαίσιο της παραγωγής του (δηλαδή ποιος γράφει, σε ποιον και για ποιον σκοπό) (σύνολο 30%).

**ΕΝΔΕΙΚΤΙΚΑ ΘΕΜΑΤΑ 2B / Α ΛΥΚΕΙΟΥ (ΓΕΛ)**

Choose the correct option (A, B or C) for items 1-10.

1. If you mix green and yellow, you ..... orange.  
A. have got                      B. got                      C. get
2. The teacher ..... tests all last week.  
A. was marking                B. is marking                C. will be marking
3. I ..... if you hadn't come.  
A. would have been disappointed      B. was disappointed      C. will be disappointed
4. .... Mary call, give her my address.  
A. Had                      B. Should                      C. If
5. I ..... the house since 8:00 this morning.  
A. cleaned                      B. will clean                      C. have been cleaning
6. This poem ..... by a six-year-old boy.  
A. writes                      B. wrote                      C. was written
7. If you want more information, ..... this number.  
A. call                      B. will call                      C. would call
8. I wouldn't lend Jimmy my car if I ..... you.  
A. been                      B. were                      C. will be
9. I ..... to Rome many times. Last time I went there was six months ago.  
A. have gone                      B. have been                      C. went
10. I gave my paper to the teacher after I ..... it carefully.  
A. was checking                      B. have checked                      C. had checked

**ΘΕΜΑ 2β. ΛΕΞΙΚΟΓΡΑΜΜΑΤΙΚΗ (B' ΓΕΛ)**

Choose the correct option (A, B or C) for items 21-30.

21. The refugee mentioned in the interview that when he ..... the shore, he thought that a new world was awaiting him and he felt relief. Despite that, he knew that there were still lots of difficulties to be overcome.  
A. reached                      B. reaches                      C. would reach
22. The teacher told the students that they ..... concentrate and do the exercises, which were quite demanding and needed clear-thinking.  
A. have to                      B. must                      C. had to
23. "The Birth of Venus" ..... by Sandro Botticelli, one of the most famous Renaissance artists. He was inspired by the ancient Greek mythology and revisited its themes in his own way.  
A. is painted                      B. was painted                      C. has been painted
24. Mary couldn't believe what had happened and she exclaimed that she ..... goodbye to her friend. She continued wondering how it could be possible that he was hit by a car soon after they had separated.  
A. had just said                      B. had said just                      C. just said
25. The mental health consultant highlighted the fact that when people become addicted to drugs at a young age, in the long run they ..... their reason.  
A. will lose                      B. would lose                      C. lose
26. The smuggler assured the immigrants that if things went as planned, they would arrive at their destination ..... Nevertheless, they were all quite upset because of the bad weather conditions.  
A. next week                      B. the following week                      C. following week
27. Leonardo Da Vinci apprenticed ..... Andrea del Verrocchio, who was a Florentine sculptor, goldsmith and painter of the early Italian Renaissance.  
A. to                      B. at                      C. with
28. By the end of 2023, the new painter ..... his first exhibition in the Town Hall. We are all looking forward to it because he is very talented, but he is still reluctant and wants to take his time for this venture.  
A. will organise                      B. will be organising                      C. will have organised
29. Yesterday was a hectic day. I had to bring my children to school, go to work, return from work, fetch my children from school, take them to their evening activities and hardly ..... home at 8 p.m. when the telephone rang and it was a nurse from the hospital. My husband had had a car accident.  
A. I had returned                      B. had I returned                      C. did I return
30. The use of birds in literature is common as they usually symbolise freedom and independence. Nonetheless, the Beatles, when analysing the meaning of their song "Blackbird", mentioned that ..... song referred to the coloured women of the segregated States in the 1960s' USA.  
A. that                      B. this                      C. the

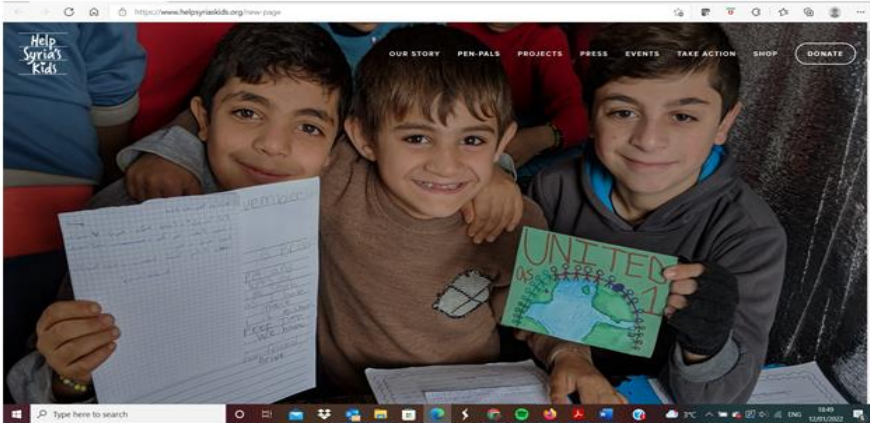
## Writing

You have found this blog on the internet. Write an **e-mail** (120-150 words) to the headmaster of your school presenting the idea of starting this club, suggesting how it could be done and who could take part in it, and explaining the benefits for both your school students and the Syrian children.

OR

Imagine you are a member of the **Help Syria's Kids Pen-Pal Club**. Write an **e-mail** (120-150 words) to your Syrian friend Nabil. Give him some information about yourself, ask him about his culture, his new life and his dreams for the future, and explain how you can help him improve his English.

### Start a Help Syria's Kids Pen-Pal Club in your school.



Can you bring together a group of students who want to make a difference in the lives of refugee children? If so, then join other students around the world and set up a **Help Syria's Kids Pen-Pal Club**.

By becoming Pen-Pals you will connect with Syrian refugee children to let them know that you care, while providing tools for them to develop English reading and writing skills. Students who participate will gain cultural understanding by learning about children living in a refugee camp, the dreams they have for their futures, and share hope through the development of friendship.

Adapted from: <https://www.helpsyriaskids.org/new-page>

## UNIT 4-Writing

Imagine your school is going to organise an Arts Day. You have been asked to prepare a **report** (120-150 words) with ideas for activities for this day. Start your report explaining the importance of art in peoples' life and use your notes to suggest what can be done on Arts Day.

- ✓ *organise a painting competition - exhibition on Arts Day*
- ✓ *invite an artist to give a speech*
- ✓ *concert - school band*
- ✓ *school play*

## Unit 3-Writing

A friend of yours is interested in becoming a firefighter. Write an **e-mail** (120-150 words) to him/her giving some information about the job, also telling him/her how difficult it is. Explain why you think he/she should do it or not. Use your notes below.

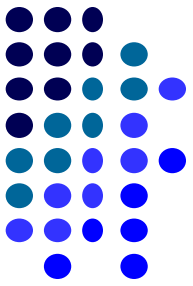
### Firefighters' duties:

- *trained to control and put out fires*
- *work quickly and as a team*
- *rescue people who are trapped*
- *train throughout the year*
- *clean and maintain their equipment*

Info taken from:

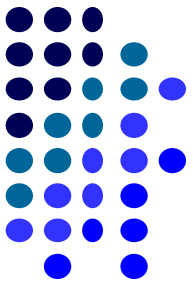
<https://kids.britannica.com/kids/article/firefighter/624512#:~:text=Firefighters%20are%20trained%20to%20control,are%20trapped%20inside%20burning%20buildings.>

# Passage Checklist



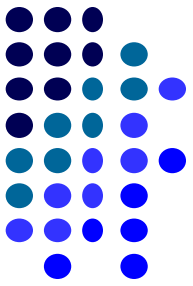
1. Is the passage at the appropriate level of difficulty to elicit level-appropriate items, as determined by the CEFR?
2. Is the context authentic?
3. Does the focus of the passage avoid common knowledge topics?
4. Is the passage free of cultural bias?
5. Does the passage avoid sensitive issues which may promote negative responses?

# Item Checklist



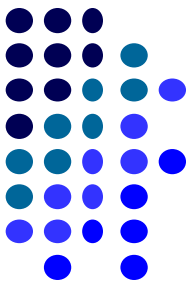
1. Is each item able to stand alone?
2. Does the item test a skill corresponding to the determined CEFR level?
3. Do the options grammatically respond to the stem?
4. Does the task reflect a real-world task?
5. Are the options parallel in structure?
6. Are the options mutually exclusive?
7. Are the options equally appealing?
8. Is there a single key?
9. Does the information required to correctly respond to the prompt come solely from the passage? (Cannot be answered with previous knowledge or world knowledge.)
10. Are the distractors wrong due to their content, rather than spelling or minor grammatical variations?

# In a nutshell...



- **Items:** Testing overall reading knowledge and specific reading comprehension skills
- **Passages:** Authentic
- **Stems:** Target real-life tasks
- **Options:** Equally appealing and mutually exclusive
- **Key:** One
- **Distractors:** Completely wrong

# To sum up...



Η Τράπεζα Θεμάτων Διαβαθμισμένης Δυσκολίας αποτελεί μέσο **υποστήριξης** της μάθησης και της διδασκαλίας. Ως παιδαγωγικό εργαλείο, υπηρετεί τη διαδικασία αξιολόγησης και έχει στόχο να διευκολύνει, να προσανατολίσει και **όχι να δεσμεύσει** την εκπαιδευτική και αξιολογική διαδικασία.

Ως ψηφιακή βάση θεμάτων θα αποβεί **αποτελεσματική**, αν τα επιλεγόμενα θέματα προς αξιολόγηση των μαθητών/-τριών συμβάλλουν στην εξασφάλιση των αρχών: της **εγκυρότητας**, της **αξιοπιστίας** και της **αντικειμενικότητας**.

Με αυτή την έννοια, τα θέματα πρέπει:

- να είναι **αποτελεσματικά** σε σχέση με τους επιδιωκόμενους στόχους που ορίζεται να επιτευχθούν
- να διαθέτουν την **αρετή της διακριτότητας**, δηλαδή να επιτρέπουν να διαπιστωθεί η ύπαρξη μαθητών με διαφορετικό επίπεδο ικανότητας-ανταπόκρισης.

Σημαντικός δείκτης επιτυχίας της Τράπεζας Θεμάτων στην αποστολή της είναι να περιορίσει την έμφαση που δίνεται στην ανάκληση δεδομένων πληροφοριακού υλικού. Αντίθετα, στόχος είναι να προσφέρει δείγματα θεμάτων που αξιολογούν την κατανόηση της διδασκόμενης ύλης, την πρόσληψη του περιεχομένου εννοιών, την ικανότητα επέκτασης, τη δυνατότητα γενικεύσεων και τη συνδυαστική αξιοποίηση γνώσεων.



THE  
PENCILMAN  
MAY 1984



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