

ΔΙΑΓΩΝΙΣΜΟΣ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΕΤΟΥΣ 2006
ΚΕΝΤΡΙΚΗ ΕΠΙΤΡΟΠΗ ΔΙΑΓΩΝΙΣΜΟΥ

Κλάδος: **ΠΕ 06 ΑΓΓΛΙΚΩΝ**

ΕΞΕΤΑΣΗ ΣΤΗΝ **ΠΡΩΤΗ** ΘΕΜΑΤΙΚΗ ΕΝΟΤΗΤΑ
(**Γνωστικό αντικείμενο**)
Σάββατο 27-1-2007

Να απαντήσετε στα επόμενα τρία (3) **ΕΡΩΤΗΜΑΤΑ**.

ΕΡΩΤΗΜΑ 1^ο:

- Το ερώτημα αποτελείται από είκοσι τέσσερις ισοδύναμες ερωτήσεις (1-24). Αφού διαβάσετε το παρακάτω κείμενο, να απαντήσετε με τη μέθοδο των πολλαπλών επιλογών στις ερωτήσεις του **ΕΡΩΤΗΜΑΤΟΛΟΓΙΟΥ** που ακολουθεί. Για τις απαντήσεις σας να χρησιμοποιήσετε το ειδικό **ΑΠΑΝΤΗΤΙΚΟ ΦΥΛΛΟ**.
- Κάθε ερώτηση συμμετέχει κατά **1,25 %** στη διαμόρφωση της βαθμολογίας της πρώτης θεματικής ενότητας.

ΚΕΙΜΕΝΟ

1. This past summer was the summer of Wikipedia. In August, I was reading *The New Yorker*, and I came across a lengthy article about Wikipedia with the clever title, “Know It All” (subtitled, “Can Wikipedia conquer expertise?”). Within days, the September issue of *The Atlantic Monthly* contained a featured article on Wikipedia, which was entitled “The Hive” (and subtitled, “Can thousands of Wikipedians be wrong?”). While all this was going on, a small storm was brewing on Wikipedia itself over a segment on the U.S. cable TV show, “The Colbert Report”. Host Stephen Colbert introduced the world to a new word: ‘wikiality’, which means reality as defined by a consensus (it’s a blend of Wikipedia and reality). He told his viewers to “apply [Wikipedia] principles to all information. All we need to do is convince a majority of people that some factoid is true”. He then urged everyone to modify Wikipedia’s entry on elephants to include the decidedly untrue assertion that the population of African elephants had tripled in the past six months.
2. Colbert has some expertise in coining new words and getting them to stick in the culture. On 17 October 2005, Colbert reinvented the long-lost word – ‘truthiness’ – maintaining something as fact without regard to evidence or logic – and by January 2006, the American Dialect Society had crowned ‘truthiness’ as its Word of the Year. ‘Wikiality’ may not ascend to such lexical heights, but it may have a longer shelf life than many people think. Its cause was helped by the members of the International Astronomical Union, who on 24 August 2006 took a vote on a new definition of planet, which to many observers seemed to be a wikiality-like truth-by-consensus decision.
3. The wiki- prefix comes from the Hawaiian word *wiki*, which means quick or fast. Programmer Ward Cunningham first used the term in a software context back in

the mid-'90s, when he created a collaborative site called *WikiWikiWeb*. Since then, we use the word wiki to refer either to a collaborative Web site that allows users to add to, edit, and delete from the site's content or to the software that enables such collaboration.

4. Wikipedia is by far the most famous wiki. *LyricWiki* is a wiki for song lyrics; *Chainki* is a wiki of Web site links; and *CookBookWiki* is a recipe wiki. There's even a site called *WikiIndex* that's a wiki that tracks wikis. In big wikis, this socially produced knowledge works well, but smaller attempts at collaboration often go awry. *The Los Angeles Times* launched the Wikitorial reader-generated edits to the day's editorials on 19 June 2005 but shut it down just three days later because the site was flooded with profane language, so creating great unnecessary offence.
5. Wikis are a subset of a larger phenomenon called crowdsourcing, a play on outsourcing. Crowdsourcing means obtaining labor, products, or content from people outside the company, particularly from a large group of customers or amateurs who work for little or no pay. With *YouTube* and its user-made videos, *MySpace* and its user-built pages, and *iStockPhoto* with its user-shot photos, we're seeing the beginnings of what some are calling the age of the crowd. This crowd comes from all walks of life, but for some, crowdsourcing is a way of life. And by some, I'm speaking, of course, of teenagers. In November 2005, *the Pew Internet & American Life Project* released a report saying that 57 percent of online teenagers – some 12 million in all – create something on the Web. The reports called them teen content creators. On a more serious level, some companies crowdsource research and development tasks – usually small jobs called microtasks – to amateur hobbyists, who are called solvers.

(612 wds)

An adaptation of an article by Paul McFedries from:
IEEE Spectrum, December 2006

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ

1. **Read the article quickly and decide which of the titles below captures the essence of the article.**
 - α) The Control of the Crowd
 - β) Everybody's part of Wikipedia
 - γ) It's a Wiki, Wiki World
 - δ) Crowdsourcing for the Truth

2. **The information provided in the article indicates that Wikipedia is**
 - α) an electronic dictionary.
 - β) an electronic encyclopedia.
 - γ) a dictionary of new words.
 - δ) a new word for reality.

3. **Stephen Colbert,**
 - α) coins new words with great ease.
 - β) contributes new words to Wikipedia.
 - γ) presents a TV show which introduces new words in English.
 - δ) presents a TV show which satirizes latest events.

4. **Why has there been so much debate about Wikipedia? Because it**
 - α) is popular amongst teenagers.
 - β) presents and defines new words in English.
 - γ) uses information from internet users' contributions.
 - δ) is continuously expanding.

5. In the first paragraph, by encouraging viewers to apply Wikipedia principles to all information, Stephen Colbert is
- α) being sarcastic about Wikipedia.
 - β) being ironic about Wikipedia.
 - γ) being humorous about Wikipedia.
 - δ) stating that this is what viewers should actually do.
-
6. The main titles of the two articles referred to in paragraph 1, suggest that Wikipedians
- α) have a high opinion of themselves.
 - β) work very hard and systematically.
 - γ) keep contributing knowledge to Wikipedia.
 - δ) communicate with each other in strange codes.
-
7. Why did Stephen Colbert urge everyone to modify Wikipedia's entry on elephants?
- α) This is what will probably happen in the near future.
 - β) He wanted to indicate how unreliable Wikipedia is.
 - γ) Wikipedia's entry on African elephants was decidedly untrue.
 - δ) The numbers of African elephants had indeed tripled.
-
8. In paragraph 2, the word *truthiness* was
- α) first used by Stephen Colbert.
 - β) used by Colbert as a synonym to "wikiality".
 - γ) was coined by the American Dialect Society.
 - δ) the cause of a new definition for the meaning of planet.
-
9. Why is the latest activity of the International Astronomical Union (IAU) mentioned at the end of paragraph 2?
- α) The IAU discovered a new planet.
 - β) The definition of planet was included in Wikipedia.
 - γ) The decision to change the definition of planet was the result of a vote.
 - δ) The definition of planet was decided upon by a consensus.
-
10. The Hawaiian word *wiki*, and its use in Web language are
- α) exactly the same in their meanings.
 - β) different and yet related in some way.
 - γ) synonyms of the words 'quick/fast'.
 - δ) both related to how people communicate.
-
11. The concept for the creation of "wikis",
- α) originates from a phenomenon called "crowdsourcing".
 - β) originates from a phenomenon called "outsourcing".
 - γ) comes from a computer programmer called Ward Cunningham.
 - δ) comes from Hawaiian culture.
-
12. The main participants of crowdsourcing are
- α) on-line teenagers.
 - β) internet users regardless of age, occupation etc.
 - γ) computer/software companies.
 - δ) amateur hobbyists.
-
13. When "socially produced knowledge works well" (paragraph 4), it is because
- α) the adage 'safety in numbers' is applicable.
 - β) the knowledge people have is better than that in books.
 - γ) democratically produced information is always preferable to that from one source.
 - δ) whatever a society agrees on is what it accepts as being correct.
-
14. The sentences, "The secret to crowdsourcing is the size of the crowd. Wikipedia works because it has tens of thousands of Wikipedians." could best go after the sentence in paragraph 5 that begins with
- α) Crowdsourcing means...
 - β) With *YouTube*...
 - γ) And by some...
 - δ) On a more serious level...
-
15. Who are the main beneficiaries of crowdsourcing?
- α) Teen content creators
 - β) People from all walks of life
 - γ) Amateur hobbyists
 - δ) Companies
-

16. The sentences, "A large crowd means lots of eyeballs. In the age of the crowd, eyeballs are plentiful." could best go after the sentence in paragraph 5 that ends in
- α) no pay.
 - β) age of the crowd.
 - γ) of teenagers.
 - δ) called solvers.
-
17. In paragraph 1, *brewing* could be replaced by
- α) developing.
 - β) stewing.
 - γ) boiling.
 - δ) starting.
-
18. In paragraph 1, *factoid* is near the meaning of
- α) a newly discovered fact.
 - β) a certainty.
 - γ) a made-up truth.
 - δ) an assertion.
-
19. The *lexical heights* in paragraph 2 indicate the
- α) usefulness of a word.
 - β) size of a word.
 - γ) number of words associated with a word.
 - δ) acceptance of a word.
-
20. In paragraph 2, a *longer shelf life* means something
- α) that will last for life.
 - β) that will last for a good period of time.
 - γ) that is true to life expectations.
 - δ) that will be forgotten, left on the shelf.
-
21. In paragraph 4, *tracks* could be replaced by
- α) monitors.
 - β) records.
 - γ) finds.
 - δ) follows.
-
22. In paragraph 4, *go awry* is near the meaning of
- α) stop.
 - β) continue.
 - γ) succeed.
 - δ) divert.
-
23. In paragraph 4, *an editorial* is an article on current affairs written by
- α) the newspaper editor.
 - β) journalists and corrected by the editor.
 - γ) a newspaper reader and corrected by the editor.
 - δ) journalists and prepared for publication by the editor.
-
24. In paragraph 4, *profane* could be replaced by
- α) foul.
 - β) blasphemous.
 - γ) profound.
 - δ) disrespectful.

ΕΡΩΤΗΜΑ 2^ο:

- Να αναπτύξετε την απάντησή σας στο ειδικό **TETΡΑΔΙΟ**.
- Το ερώτημα συμμετέχει κατά **40 %** στη διαμόρφωση της βαθμολογίας της πρώτης θεματικής ενότητας.

The article on Wikipedia that you have just read was published in the December 2006 issue of an online journal called *IEEE Spectrum*. Write an article with the title below as a continuation of the discussion/debate on Wikipedia and the phenomenon of crowdsourcing for the February 2007 issue:

The Wiki concept: A new age of "free for all" information or opening the doors to misinformation?

ΕΡΩΤΗΜΑ 3^ο:

- Το ερώτημα αποτελείται από είκοσι τέσσερις ισοδύναμες ερωτήσεις (25-48). Αφού διαβάσετε το παρακάτω κείμενο, να απαντήσετε με τη μέθοδο των πολλαπλών επιλογών στις ερωτήσεις του **ΕΡΩΤΗΜΑΤΟΛΟΓΙΟΥ** που ακολουθεί. Για τις απαντήσεις σας να χρησιμοποιήσετε το ειδικό **ΑΠΑΝΤΗΤΙΚΟ ΦΥΛΛΟ**.
- Κάθε ερώτηση συμμετέχει κατά **1,25 %** στη διαμόρφωση της βαθμολογίας της πρώτης θεματικής ενότητας.

ΚΕΙΜΕΝΟ

1. RAUL YZAGUIRRE, president of the National Council of La Raza, minces no words: "U.S. English is to Hispanics as the Ku Klux Klan is to blacks". However harsh that analysis may seem, it is the consensus among Latino leaders. 'English Only' has united them like nothing else in recent memory. They perceive it to be a campaign of intolerance, aimed in particular at Spanish and its speakers. To their ears "the legal protection of English" sounds a lot like "equal rights for whites": a backlash against Hispanic advances in civil rights, education, and political empowerment; to put it succinctly, 'racism'.
2. Listening to the anti-Hispanic ravings of some 'English Only' proponents, the word seems apt. Yet it remains a blunt instrument – imprecise, confusing, and of course, crushing when it scores a direct hit. U.S. English was concerned enough about the allegation that by 1985 it was holding internal workshops on "Answering the Charge". On the other hand, the word can have a boomerang effect against those who hurl it too freely. To casual observers of the Official English debate – that is, to most monolingual Americans – the label appears irresponsible. What does race have to do with language, after all? Is it racist to suggest that immigrants need to learn English to prosper in this country? What's wrong with encouraging them to enter the mainstream rather than remain apart?
3. In 1987 U.S. English hired Linda Chávez, a former high-ranking official in the Reagan administration, as president of the organization. She was an ideal choice for the job. A seasoned Washington operative, well-connected on Capitol Hill and among "movement" conservatives, Chávez was an experienced television performer, attractive and articulate, with a knack for arguing extreme positions without sounding shrill. And naturally, her ethnicity was no handicap in rebutting charges of racism. "Hispanics who learn English will be able to avail themselves of opportunities", she liked to say. "Those who do not, will be relegated to second-class citizenship. I don't want to see that happen to my people". Official English implied no animus toward immigrants, she insisted.
4. Emotional attacks on Official English have had the opposite effect. Debating the issue on a 1986 edition of the Donahue show, Arnold Torents berated an opponent: "You don't agree with what we are saying because you're a bigot". This type of name-calling aided leaders of U.S. English in portraying themselves as victims of unprincipled, ad hominem attacks. It also reinforced their claim that "professional Hispanics, as distinguished from Hispanic professionals", oppose the English Language Amendment not on its merits, but because it threatens their status as ethnic brokers.
5. S. I. Hayakawa looked at the issue in another way, suggesting there was something racist about bilingual services: "All of us who are naturalized immigrants

are deeply offended when government assumes we don't understand English". As a 'minority' himself, the former senator could get away with ethnic generalizations that whites could not. "Why is it", he once asked that no Filipinos, no Koreans object to making English the official language? No Japanese have done so, and certainly not the Vietnamese, who are so damn happy to be here. They're learning English as fast as they can and winning spelling bees all across the country. But the Hispanics alone have maintained there is a problem. There has been considerable movement to make Spanish the second official language. The Hispanic lobby said we're going to teach the kids in Spanish and we'll call that bilingual education.

(575 wds)

**Adapted from an excerpt of CHAPTER SIX, 'Hispanophobia',
in *Hold Your Tongue: Bilingualism and the Politics of English Only*,
by James Crawford, Addison-Wesley, 1992.**

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ

25. **The most suitable sub-title for this particular extract is:**
- α) Two sides of a language debate.
 - β) The paranoia of Spanish speakers.
 - γ) Language defines nationality.
 - δ) Learn the host language and prosper.
-
26. **In paragraph 1, the sentence, "US English is to Hispanics as the Ku Klux Klan is to blacks" is included in the text to produce the idea that**
- α) Hispanics suffer because of frightening and intimidating actions carried out by US English.
 - β) Hispanics feel that the US English group will put them in a disadvantaged position in society.
 - γ) US English group members express a sense of superiority that is a form of abuse.
 - δ) US English will encourage discrimination in the society and workplace.
-
27. **In paragraph 1, the writer**
- α) fully supports the consensus among Latino leaders.
 - β) feels the Hispanics are over-reacting.
 - γ) thinks the Hispanics are being inflexible.
 - δ) indicates the Hispanics have some cause for concern.
-
28. **In paragraph 2, the writer includes the word *ravings* to convey the idea that some 'English only' proponents**
- α) use an illogical way of thinking.
 - β) don't think about the effects of what they are saying.
 - γ) are mentally-challenged people.
 - δ) express whatever thoughts on the issue come to their minds.
-
29. **In paragraph 2, it seems that some observers feel that**
- α) making everyone use only US English has nothing to do with where people come from.
 - β) it is racist not to help immigrants to integrate into mainstream society.
 - γ) immigrants using their language is a form of racism.
 - δ) immigrants who insist on keeping and using their own language should not be allowed to prosper.
-
30. **In paragraph 2, the result of "hurling it [the word] too freely" may cause a boomerang effect because**
- α) the word itself can be used ambiguously and therefore confuse.
 - β) people who encounter the word experience feelings of dislike towards it.
 - γ) doing so allows people to view the charge it carries as being unjustified.
 - δ) such use of it means its meaning is lost.
-
31. **In paragraph 2, the text implies that *monolingual Americans***
- α) don't care about race and/or language issues.
 - β) haven't thought seriously about the race – language connections.
 - γ) feel strongly that language concerns should not be dealt with reference to race.
 - δ) want to encourage immigrants to remain apart.
-

32. In paragraph 3, *rebutting* could be replaced in the text by which one of the following without altering the meaning of the sentence?
- α) answering
 - β) returning
 - γ) striking
 - δ) checking
-
33. In paragraph 3, *seasoned* tells readers that Chávez
- α) has work in Washington depending on the seasons of the year.
 - β) being in the capital, wears very expensive clothes of the latest fashion.
 - γ) has aged a lot because of the effects of where she works.
 - δ) knows how to get done what she wants to do in the city of Washington.
-
34. In paragraph 3, the phrase, *in the Reagan administration*, is in the text to
- α) tell readers about the time the woman worked for a president.
 - β) help readers suspect the stance the woman is likely to take on issues.
 - γ) indicate the degree of success the woman is likely to have enjoyed.
 - δ) allow readers to be able to work out her likely age.
-
35. The implication carried by the writer supplying the information about *Capitol Hill* is that the woman, Linda Chávez
- α) got the job she holds simply because she had friends in high places.
 - β) could use her connections to help the organization she was head of to achieve its purpose.
 - γ) moved from job-to-job in influential circles.
 - δ) made good use of all methods of making and maintaining contacts.
-
36. In paragraph 3, Linda Chávez's voice not "sounding shrill" means she
- α) never indicated loss of control when she spoke.
 - β) could reach high notes without sounding distorted.
 - γ) didn't really take a stand on extreme positions.
 - δ) had a pleasant voice for others to listen to.
-
37. In paragraph 3, Linda's people are
- α) those in her conservative movement.
 - β) her family members and relations.
 - γ) all kinds of immigrant minorities.
 - δ) Spanish speakers.
-
38. In paragraph 3, that which Chávez doesn't want to see happen to her people is their
- α) being forced to sit on the fringes of US society.
 - β) not being able to respond to chances that US life may offer them.
 - γ) suffering from feelings of being undesirables.
 - δ) not being able to become part of the 'movement'.
-
39. In paragraph 4, given what his comments are and the responses they elicit, Torrents is most likely to
- α) support Latin American citizens living in the US.
 - β) want Hispanics to know Spanish only.
 - γ) take the position that having to use only English is unacceptable.
 - δ) want to convey the view that US English supporters are unprincipled people.
-
40. In paragraph 4, *professional Hispanics* differ from *Hispanic professionals* as one group
- α) opposes the implementation of the amendment, the other doesn't.
 - β) opposes the content of the amendment for professional reasons.
 - γ) makes a job of supporting Hispanics, the other refers to Hispanics with jobs that carry status.
 - δ) resorts to using 'bad' language in discussions on the issue, while the other group is polite.
-
41. In paragraph 4, *ethnic brokers* it seems, are people who
- α) translate between two languages as a main job.
 - β) support Hispanics in legal proceedings.
 - γ) break ethnic people down so that they become weak.
 - δ) help ethnic people, usually for a fee, to understand what is required of them.
-
42. In paragraph 5, there is an implication carried in what Hayakawa says that in the process for an immigrant to become naturalized, (s)he
- α) is likely to have learnt his/her host country's language.
 - β) feels offended by attitudes towards his/her language.
 - γ) can gain the status without knowing a language other than his/her own.
 - δ) dislikes the fact that (s)he has to know English to an appropriate level.
-

43. In paragraph 5, Hayawaka answers his own question, “Why is it ...?” to
- α) supply readers with new information he feels they don't know.
 - β) show that different nationalities react differently to learning English.
 - γ) inform readers of how bilingual education works.
 - δ) illuminate the adoption by some of what he sees to be an unjustifiable position.
-
44. In paragraph 5, the speaker
- α) supports the Hispanic lobby's position on the kind of education their kids get.
 - β) puts the Hispanics' problem down to the fact that they don't want other minority languages to be official.
 - γ) blames the Filipinos and others for the creation of the attitudes against the Hispanics.
 - δ) wants to indicate to the readers the fact that the problem lies with the Hispanics alone.
-
45. In paragraph 5, “winning spelling bees all across the country” tells readers
- α) part of the communication bees use involves a kind of spelling system.
 - β) some pupils show their language abilities through participating in competitions.
 - γ) language learners travel from place-to-place to learn spelling.
 - δ) each of the stages of a competition takes place in a different city.
-
46. Which paragraph could have the following at its beginning? “That may seem unfair given what surrounds the issue, but ...”
- α) Paragraph 2
 - β) Paragraph 3
 - γ) Paragraph 4
 - δ) Paragraph 5
-
47. Based on the views presented in the extract, who is most likely to say, “I want them to avoid bringing problems on themselves”?
- α) Torents
 - β) Yzaguirre
 - γ) Chávez
 - δ) Hayakawa
-
48. To whom would the following be directed? “You don't have a real argument and so resort to such tactics to bring people on your side.”
- α) Torents
 - β) Yzaguirre
 - γ) Chávez
 - δ) Hayakawa

Proslepsis.gr
ΑΝΩΤΑΤΟ ΣΥΜΒΟΥΛΙΟ ΕΠΙΛΟΓΗΣ ΠΡΟΣΩΠΙΚΟΥ

ΔΙΑΓΩΝΙΣΜΟΣ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΕΤΟΥΣ 2006
ΚΕΝΤΡΙΚΗ ΕΠΙΤΡΟΠΗ ΔΙΑΓΩΝΙΣΜΟΥ

Κλάδος: **ΠΕ 06 ΑΓΓΛΙΚΩΝ**

ΕΞΕΤΑΣΗ ΣΤΗ **ΔΕΥΤΕΡΗ** ΘΕΜΑΤΙΚΗ ΕΝΟΤΗΤΑ
Κυριακή 28-1-2007

Ε Ι Δ Ι Κ Η Δ Ι Δ Α Κ Τ Ι Κ Η
(συντελεστής βαρύτητας 60%)

Να διαβάσετε το κείμενο και το σχέδιο μαθήματος που ακολουθούν και να απαντήσετε στα επόμενα δύο (2) ισοδύναμα **ΕΡΩΤΗΜΑΤΑ**. Για τις απαντήσεις σας, τις οποίες μπορείτε να αναπτύξετε κατά βούληση στην αγγλική ή την ελληνική γλώσσα, να χρησιμοποιήσετε το ειδικό **ΤΕΤΡΑΔΙΟ**.

A secondary school teacher used the following text to design a lesson.

Television Shoes

An amazing new invention by a British student will help children who are overweight. It will also reduce the number of hours of television they watch every day. The technology is nicknamed "Square-Eyes". It is a tiny, computerized sensor that fits into children's shoes. It measures the number of steps the child takes during the day and sends this information to the family computer. Software then tells the child how many hours of TV he or she can watch that evening. One hundred steps equal one minute of TV. If children use up all of their viewing time, they must do more walking.

The designer Gillian Swan says this "will help children to include exercise in their daily routines from an early age." She said that ten years ago children were healthier because they played outside with their friends. She said today's children spend too much time in front of the TV and don't exercise. This means children have weight problems and become fat. "Square-eyes" is a nickname often given to children who watch too much television. It may now have a new meaning. The new technology is the beginning of computers becoming a part of our clothes. What we wear will soon monitor our health.

This is the lesson plan that was prepared.

Lesson Plan

Lesson Objectives

- *To develop students' abilities to comprehend information explicitly stated in a text and to identify its main points*
- *To develop students' abilities to scan a text to locate desired information in order to fulfill a task*
- *To develop students' abilities to infer the meaning of unfamiliar lexical items through contextual cues and develop their awareness of inter-lexical relations*
- *To develop students' awareness of elements of sentence structure and their understanding of relations within a sentence*

Activity 1: Student- student; 5 minutes

In pairs / groups, talk about your TV viewing habits. What are your favourite programmes? Are you glued to the TV set all day? Are things different for children today?

Activity 2: Individual; 15 minutes

Read the article and decide whether these sentences are true (T) or false (F):

a.	<i>New shoes have been invented that have TV screens.</i>	<i>T / F</i>
b.	<i>The new shoes may reduce how much TV kids watch.</i>	<i>T / F</i>
c.	<i>Walking 10,000 steps means children can watch an hour of TV.</i>	<i>T / F</i>
d.	<i>Children must walk more if they want to watch more TV.</i>	<i>T / F</i>
e.	<i>The technology will mean healthier lifestyles for children.</i>	<i>T / F</i>
f.	<i>“Square –eyes” is a nickname for televisions.</i>	<i>T / F</i>
g.	<i>The new technology will change what we wear.</i>	<i>T / F</i>
h.	<i>What we wear will soon monitor our health.</i>	<i>T / F</i>

Activity 3: Individual; 5 minutes

SYNONYM MATCH: Match the following synonyms from the article:

a.	<i>amazing</i>	<i>calculates</i>
b.	<i>overweight</i>	<i>watching</i>
c.	<i>measures</i>	<i>Have</i>
d.	<i>during</i>	<i>inventor</i>
e.	<i>viewing</i>	<i>unbelievable</i>
f.	<i>designer</i>	<i>gadget</i>
g.	<i>device</i>	<i>introduce</i>
h.	<i>include</i>	<i>Obese</i>
i.	<i>take on</i>	<i>Check</i>
j.	<i>monitor</i>	<i>throughout</i>

Activity 4: Individual; 5 minutes

PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

a.	<i>An amazing new</i>	<i>of hours</i>
b.	<i>reduce the number</i>	<i>in front of the TV</i>
c.	<i>The technology is nicknamed</i>	<i>soon monitor our health</i>
d.	<i>It measures</i>	<i>equals one minute of TV</i>
e.	<i>One hundred steps</i>	<i>the number of steps</i>
f.	<i>Daily</i>	<i>a new meaning</i>
g.	<i>Played</i>	<i>invention</i>
h.	<i>children spend too much time</i>	<i>outside with their friends</i>
i.	<i>take on</i>	<i>routines</i>
j.	<i>What we wear will</i>	<i>“Square-Eyes”</i>

Activity 5: Individual; 20 minutes

Write a letter to the children’s newspaper to tell people what you think of this new invention

ΕΡΩΤΗΜΑ 1°:

Study the lesson plan and answer the following questions:

- a) Discuss whether and to what extent the stated objectives are achieved on the basis of the planned activities.*
- b) Using your knowledge/experience of lesson planning provide a critique of this lesson plan in terms of its explicitness, variety, organisation, layout and coherence.*

ΕΡΩΤΗΜΑ 2°:

Study the text and answer the following questions:

- a) On the basis of the text, design a task focusing on reading for gist. The aim of the task should be to help students to learn to read purposefully. Include the instructions for the task and explain how it achieves the above aim.*
- b) Design a plan for a cross-curricular project for second grade gymnasium learners using the text above as a stimulus. Decide i) on the theme and outcome of the project (i.e. what students are expected to produce), ii) its timescale, iii) its stages and how you would prepare students for each stage, iv) the school subjects you would connect it with and v) how you would assess students.*