ΔΙΑΓΩΝΙΣΜΟΣ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΕΤΟΥΣ 2008
(ΠΡΟΚΗΡΥΞΗ 3Π/2008)
ΚΕΝΤΡΙΚΗ ΕΠΙΤΡΟΠΗ ΔΙΑΓΩΝΙΣΜΟΥ

Κλάδος: **ΠΕ 06 ΑΓΓΛΙΚΗΣ ΓΛΩΣΣΑΣ**

ΕΞΕΤΑΣΗ ΣΤΗ **ΔΕΥΤΕΡΗ** ΘΕΜΑΤΙΚΗ ΕΝΟΤΗΤΑ
Κυριακή 1-2-2009

ΕΙΔΙΚΗ ΔΙΔΑΚΤΙΚΗ
(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 στην ελληνική γλώσσα, να χρησιμοποιήσετε το ειδικό **ΤΕΤΡΑΔΙΟ**.*

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What follows is an idea for a lesson a colleague of yours found on the internet. It draws on an interesting text that you feel you could exploit with a class of yours. Study the text and the lesson plan below and answer the questions that follow:

The text

> **Internet helps families stay more in touch**
>
> *Much has been said about how anti-social the Internet and mobile phones are. The truth is however, according to new research, communication technology is bringing people closer together. A study by the Pew Internet and American Life Project found family members were keeping in regular contact today more than ever before. And this is all down to e-mail, chat, our cellphones and SMS messaging. It makes sense. Years ago, it took a long time to write a letter, then find an envelope and go to the post office to buy a stamp and post it. Today we write mails while we wait for our change in the convenience store and they're sent in an instant. Having free Internet telephone calls also helps us to stay in touch more often and for longer. Everyone's at it, from five-year-olds to tech-savvy grandparents.*
>
> *According to the Pew survey, technology has a very positive effect on communication within families. Researchers asked 2,252 adults whether new technologies had increased the quality of communication with their family. Fifty-three percent said it increased communication with family members they did not live with, two per cent said technology decreased this. Numbers were similar for those living in the same house as their family. The project director Lee Rainey said: "There's a new kind of connectedness being built inside of families with these technologies". Survey co-author Barry Wellman agreed: "It used to be [that] husbands went off to work, wives went off to a different job or else stayed home…and the kids went off to school…and not until 5:30, 6 o'clock did they ever connect," he said.*

The lesson plan

1. **FAMILY:** *Walk around the class and talk to other students about family. Change partners often. After you finish, sit with your partner(s) and share your findings.*

2. **CHAT:** *In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.*

   anti-social / communication technology / keeping in contact / SMS / envelopes / positive effects / family communication / connectedness / wives staying at home

   Have a chat about the topics you liked. Change topics and partners frequently.

3. **CONNECTED?:** *Are you connected? Are you in regular contact with people? Complete the table below. Share what you wrote with your partner(s).*

Who?	*How often?*	*How?*	*Why?*
Best friend			
Parents			
Siblings			
Partner			
Teacher			
Anyone else ____			

4. **TRUE / FALSE:** *Look at the article's headline and guess whether these sentences are true (T) or false (F):*

a.	*Communication technology is reuniting people separated at birth.*	*T / F*
b.	*Family members are in more regular contact today than ever before.*	*T / F*
c.	*You often needed a stamp to keep in contact years ago.*	*T / F*
d.	*Many of our parents' parents now keep up with technology.*	*T / F*
e.	*Technology has had a very negative effect on family communication.*	*T / F*
f.	*2% of a survey said technology worsened family communication.*	*T / F*
g.	*Families are building network connections inside their homes.*	*T / F*
h.	*A researcher said families only used to communicate in the evenings.*	*T / F*

5. **SYNONYM MATCH:** *Match the following synonyms from the article:*

1.	*much*	a.	*quickly*
2.	*according to*	b.	*writer*
3.	*down to*	c.	*inside*
4.	*in an instant*	d.	*almost identical*
5.	*savvy*	e.	*as stated by*
6.	*within*	f.	*linking*
7.	*decreased*	g.	*a lot*
8.	*similar*	h.	*know-how*
9.	*connectedness*	i.	*lowered*
10.	*author*	j.	*because of*

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

1.	technology is bringing people	a.	sense
2.	keeping in	b.	being built
3.	It makes	c.	instant
4.	sent in an	d.	the Pew survey
5.	Everyone's at	e.	families
6.	According to	f.	closer together
7.	communication within	g.	they ever connect
8.	family members they	h.	it
9.	There's a new kind of connectedness	i.	regular contact
10.	not until 5:30, 6 o'clock did	j.	did not live with

7. **WORD SEARCH:** *Look in your dictionaries / computer to find collocates, other meanings, information, synonyms … for the words 'anti' and 'social'.*

anti	social

- *Share your findings with your partners.*
- *Make questions using the words you found.*

8. *Write about* **family contact** *for 10 minutes. Correct your partner's paper.*

ΕΡΩΤΗΜΑ 1ᵒ:

A) *Use your knowledge/experience of lesson planning and teaching to provide a critique of this lesson plan in terms of its explicitness, coherence, organisation and layout and the range and variety of activities included.*

B) *Identify the aims of this lesson, and the objectives and potential timing of each activity.*

ΕΡΩΤΗΜΑ 2ᵒ:

A) *You have decided to use this text for your next lesson but to adapt/change the activities to better suit the needs of your learners and the aims of your syllabus. After identifying the age and language level of the learners you would use this text for and the aims of your lesson, i) discuss which activities you would reject and ii) which activities you would use with adaptations. Justify all your decisions.*

B) *You have decided to include the development of writing skills in your lesson but you consider the writing activity (activity 8) already provided to be somewhat ineffective.*

   i) *Design a new activity and provide clear instructions on the topic for writing, the intended audience of the text the learners will produce and the genre the learners will write in.*

   ii) *Discuss how you would prepare learners for this activity as well as the ways you would guide them through it.*