

The American European Alliance for Education (AEAfE) is an alliance of experts and local, regional and national organizations in countries in the Balkans, the Eastern Mediterranean and elsewhere in Europe to promote the teaching, learning and certification of essential language, technology and management skills for the new knowledge economy. It draws upon and promotes American and European innovations in training and certification in these areas to promote economic and social development.

AEAfE's mission is to facilitate the development of a multi-lingual, technologically competent and skill-accredited workforce in these countries. In pursuing this mission, AEAfE cooperates with educational, cultural, publishing and assessment organizations to design and implement training programs that lead to internationally recognized certification development by American and European assessment bodies.

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AMERICAN EUROPEAN ALLIANCE FOR EDUCATION (AEAfE) 2ND ESSAY CONTEST ROMANIA 2014-2015

Technology in the classroom: Learning in a new age school environment

TERMS AND GUIDELINES

Rationale

The American European Alliance for Education (AEAfE) appreciates the importance that students place on using time in the English classroom to prepare for language certification examinations. At the same time we see the process for preparing for examinations as an opportunity for students to enrich their knowledge about important global issues and international concerns.

This process of enrichment in turn facilitates learning. We believe that students most effectively develop their language skills within an authentic context and there is no better context than the world in which they live — their urban and natural environment, whether local or global. Apart from preparing candidates to successfully take language tests, we want to use education to help students become responsible, engaged, global citizens.

With these educational objectives in mind, we have organized the 2nd Essay Contest, Romania. This contest is open to all students attending English Language Schools, private and public schools and universities throughout Romania.

Essay Contest Objectives

The AEAfE Essay Contest is geared to students of English who are approaching a B2 level. Through the essay contest AEAfE aims to:

- help students develop their writing skills
- help students express their ideas creatively in a learning context
- provide teachers of English with an additional teaching tool that will enhance their students' knowledge of the English language
- help candidates prepare for the University of Michigan's Examination for the Certificate of Competency in English (ECCE)
- raise awareness of cultural, social and environmental issues of national and global concern

Essay Contest Stages

There are two stages to the Essay Contest, the Preliminary stage and the Final stage

Preliminary stage

During the Preliminary stage institutions register for the contest and submit entries for their students. After the essay submission deadline, the AEAfE Rating Committee selects ten (10) finalists who go through to the Final stage.

Final stage

The Final stage of the Essay Contest is a writing event for the ten finalists selected from the Preliminary stage. The finalists are given a new topic on which they write an original essay of approximately 200-250 words in 30 minutes. The finalists are invited, with their parents and teachers, to Bucharest for the final writing event.

Eligibility

The contest is open to students enrolled in Language Schools, private and public schools and universities. To enter the contest, students from these institutions must:

- **NOT** possess an international B2 level (or above) English language certificate
- fully understand and unconditionally agree to the terms of the contest

The contest is **NOT** open to:

- AEAfE, Luxemburg, and CITE, Romania, employees and their relatives

Contest Requirements

- At the Preliminary stage essays must be between 200 and 250 words. Those contestants selected for the Final stage will be asked to write an original essay of approximately 250 words on a new topic.

- Contestants must produce an original essay without any guidance from any other party. All information borrowed from sources in any form must be appropriately documented and acknowledged. Any evidence of plagiarism will result to the immediate disqualification of the submission.
- Contestants must write on the official topic of the contest.
- Contestants must write on the official writing paper of the contest.
- Each contestant must submit only one essay in the contest.
- Essays may be word-processed, typewritten or legibly handwritten.

Contest Policies

- All entries not in compliance with any one of the contest requirements will be disqualified.
- All entries must be submitted by April 12, 2015. AEAfE is not responsible for misdirected, lost, late, illegible, or incomplete submissions.
- Decisions of the AEAfE Administration and the AEAfE Rating Committee are final and irrevocable.
- Essays will not be rescored on any account and, therefore, rescore requests will not be accepted.
- By entering the contest, contestants agree that their essay will become the property of the AEAfE and will not be returned.
- AEAfE reserves the right to print and display the essays and/or photographs of contest winners.
- In the event that extraordinary circumstances prevent AEAfE from holding the scheduled final writing event, AEAfE reserves the right to cancel the event or reschedule it at a later date.

Note: Being a finalist or winning the contest does not guarantee success in the ECCE examination.

Assessment and rating criteria

- All submitted essays will be judged by the AEAfE Essay Contest Rating Committee.
- All essays will be rated according to a rating scale based on a set of designated scoring criteria.
- Essays are **NOT** scored following the ECCE scoring criteria.
- Essays are scored by two raters. The scores from both raters are added to give the final score for each candidate.
- No essays will be rescored.

Prizes

AEAfE will award the following prizes:

1st Prize:	Tablet
2nd Prize:	E-book Reader
3rd Prizes:	MP4 Player
4th – 10th Prizes:	Books & Dictionaries

- Accepting any of the prizes constitutes permission for AEAfE to make public and use the winner's name, photograph, city of residence and submitted work for publicity purposes without further compensation.
- Contestants selected to participate in the final stage of the contest who fail to attend the final writing event, will not be entitled to another opportunity to write the final essay and win one of the 1st to 10th Prizes.

Important dates

Essay submission deadline: April 12, 2015

Final stage event: May 9, 2015

Awards event: May 16, 2015



2nd AEA/E ESSAY CONTEST ROMANIA 2014-2015

Technology in the classroom: Learning in a new age school environment

This year's Essay Contest topic is Technology in the Classroom. Working through this booklet will give you ideas and tips for writing the essay. Do the activities over the following pages with your teacher before attempting to write on the task below.

THE CITY HERALD

Local education authorities announced yesterday that they will be launching a new pilot program for schools that will feature the use of tablets in the classroom. The objective is to find out whether tablets will aid learning through the use of various available applications such as e-books, videos, note-taking, and games. Also, some experts claim that using tablets in the classroom is environment-friendly because it reduces paper usage.

National News Services

Task: Essay

Some people think that using modern technology for educational purposes helps students learn more and faster. What do you think are some of the benefits of using technology in the classroom? Give specific examples to support your view.

USEFUL LINKS

Below is a list of web links to videos, web sites, articles, and blogs related to this year's Essay Contest topic. You can use the information found on these sites as references for your actual essay or as a part of your classroom practice under the guidance of your teacher.

VIDEO

- ***The History of Technology in Education***

www.youtube.com/watch?v=UFwWWsz_X9s

Watch this short video and enjoy the attractive cartoons reminding us of the history of technology in education.

ARTICLES & BLOGS

- ***Project Classroom: Transforming Our Schools for the Future***

<http://www.theatlantic.com/technology/archive/2011/08/project-classroom-transforming-our-schools-for-the-future/244182/>

Visit this blog and read on what some educators are worried about today and why.

- ***What Will the School of the Future Look Like? - Trends That are Changing Education***

<http://www.ydp.eu/resources/what-will-the-school-of-the-future-look-like-trends-that-are-changing-education>

Visit this site and read an article by an expert on current trends that are changing education as we know it.

- ***Technology in Education***

<http://www.edweek.org/ew/issues/technology-in-education/>

Read this article on technology in education and find out why the rapid and constant pace in technology creates both opportunities and challenges for schools.

- ***Technology in Education: If Students aren't Worried, Why are Teachers?***

<http://www.theguardian.com/teacher-network/teacher-blog/2014/mar/10/technology-education-students-teachers-worried>

Visit this blog which recommends teachers be less negative towards digital technology.

- ***8 Ways Technology is Improving Education***

<http://mashable.com/2010/11/22/technology-in-education/>

Visit this blog and discover how technology can be a versatile learning tool that could change how teachers demonstrate concepts, assign projects and assess progress.

- ***How to use Technology in Education***

<http://www.nationalreview.com/article/366375/how-use-technology-education-frederick-m-hess-bror-saxberg>

Visit this blog and among other things, read about technology and what really transformed teaching and learning: ... the book!

- ***Technology and its Role in Increasing High School Success***

http://www.betterhighschools.org/expert/ask_tech.asp

Visit this blog and see why technology is believed to increase high school success.

- ***Grading the Digital School – in Classroom of Future, Stagnant Scores***

<http://www.nytimes.com/2011/09/04/technology/technology-in-schools-faces-questions-on-value.html?pagewanted=all>

Visit this blog and read one more opinion on whether we really need technology to learn.

- ***The Global Search for Education: Got Tech? IB Schools in a Virtual World***

http://www.huffingtonpost.com/c-m-rubin/the-global-search-for-edu_b_4093571.html

Visit this blog and read about educational leaders who discuss how technology is changing the way we think about teaching and learning.

- ***Teacher vs. Technology: Technology in the Classroom***

<http://ashleytignerblog.blogspot.gr/2013/03/teacher-vs-technology.html>

Visit this short blog to read more about what makes teachers unique and irreplaceable.

- ***Teacher vs. Computer. Where Educators Stand in the Technology Revolution***

<http://thejournal.com/articles/2002/08/01/teacher-vs-computer-where-educators-stand-in-the-technology-revolution.aspx>

Visit this blog and read about where educators stand in the technology revolution.

- **Computers can't Replace real Teachers**
<http://edition.cnn.com/2013/04/08/opinion/kopp-kids-real-teachers/>

- **Why a Computer cannot Replace a Teacher**
http://www.andybox.com/?page_id=75

Read the above CNN article and/or the above blog and see why some educators believe computers cannot replace teachers.

- **Why Technology cannot Replace Teachers**
<http://www.molteno.co.za/molteno-media/reports-press-releases/35-2013-05-20-12-34-55>

- **Why Technology can't Replace Teachers, yet**
<http://coalcrackerclassroom.wordpress.com/2011/04/03/why-technology-cant-replace-teachers/>

Find out even more on why technology - for some - cannot replace educators and read the article provided and/or the blog (accompanied by a short video).

- **The Evolution of Classroom Technology**
<http://www.edudemic.com/classroom-technology/>

Visit this blog about the evolution of educational technology and enjoy its visuals and short incorporated video about Skinner's 'teaching machine'.

The following video, articles and blogs refer to educational technology in the future but may also prove useful:

VIDEO

- **What will the School of the Future Look Like**
www.youtube.com/watch?v=m6HWI9UqOEo

Watch this short video and listen to what some primary and secondary school students think the school of the future will look like.

ARTICLES & BLOGS

- **The School of the Future**
http://www.educationworld.com/a_curr/curr046.shtml

Visit this blog and see why some experts think that schools in the future will most probably go electronic.

- **The Global Search for Education: The School of the Future**
http://www.huffingtonpost.com/c-m-rubin/the-global-search-for-edu_b_5188225.html

Visit this blog and read about a country's (Singapore's) next steps to advance the teaching profession in the 21st Century.

- **'School of the Future' Promises Next-Generation Education**
<http://abcnews.go.com/Technology/Business/story?id=1049526>

Visit this blog and read about a school collaborating with Microsoft to host 800 high school students in the 'School of the Future'.

- **Future Schools: Education Next**
<http://educationnext.org/future-schools/>

Read about 'blended learning' and why a technology driven model may be more promising and more likely to lead to better results.

- **Student Vision...Going to School in 2015: How Students Envision the Future!**
[http://www.tomorrow.org/speakup/pdfs/Student%20Vision%202015%20\(SU10\).pdf](http://www.tomorrow.org/speakup/pdfs/Student%20Vision%202015%20(SU10).pdf)

Read this report and the authentic responses of 18 students asked about how they envision schooling in the future.

- **What is the Future of Technology in Education?**
<http://www.theguardian.com/teacher-network/teacher-blog/2013/jun/19/technology-future-education-cloud-social-learning>

Visit this blog to learn more about why some experts think teaching and learning will be essentially 'social' in the future.

WHAT PLAGIARISM IS AND HOW TO AVOID IT

What is plagiarism?

1. The unauthorized or close imitation of the language and thoughts of another author and the representation of them as one's own original work.

2. Something used and represented in this manner.

<http://dictionary.reference.com/browse/plagiarism>

Why is avoiding plagiarism important?

When we write we come across other people's ideas: we read them in texts, discuss them in class, and sometimes we wish to put these ideas into our own writing. As a result, it is very important that we tell our readers where we found these ideas. Plagiarism is using other people's ideas and words without clearly informing your reader about the source of that information.

Some terms you need to know

Common knowledge: Facts that can be found in numerous places and are likely to be known by a lot of people.

Summarizing: Taking a lot of information and presenting it in fewer words using only the main points of the original text.

Paraphrasing: Using someone's ideas, but putting them in your own words. Although you use your own words to paraphrase, you must still 'acknowledge' the source of the information.

Acknowledging information sources: Providing the link you used to get the information you included in your essay.

How can you avoid plagiarism?

- Use your own words and original ideas in your essay.
- Collect information, if you wish, on the topic by reading various articles and other publications but **DO NOT** copy any of this information in your essay without properly summarizing or paraphrasing it.
- Acknowledge the source where you found the information by putting the link you used at the end of your essay.
- **DO NOT** present another person's essay written on the same topic as yours.
- Work closely with your teacher in the classroom on how to produce an original essay.

WRITING GUIDELINES

General Guidelines

- Contestants must write on the official topic, prompt, and task of the contest.
- Contestants must write on the official writing paper of the contest.
- Essays must be word-processed or legibly handwritten.

Writing Tips

- Read the prompt very carefully and underline key words that will help with the understanding of the topic and the context.
- Read the task very carefully, relate it to the prompt and understand its requirements.
- Brainstorm for ideas, examples, and organization. Follow a logical order of development (position/claim, reasons/points, examples).
- Do not copy or use directly language from the prompt. Paraphrase or think of synonyms of key words and expressions.
- Use a mixture of both simple and complex sentences.
- Express yourself clearly avoiding translation from your mother tongue.
- Use appropriate connectors and linking devices to ensure the smooth flow of the essay.

Suggested Development

Contestants may develop their essays using the following suggested structure:

- **Introduction** (1 paragraph)
 - Introduce the **topic** – general reference to issue
 - Refer to **specific issue** under discussion
 - Make a specific claim/position/thesis on the issue
- **Main body** (2-3 paragraphs)
 - Write 2-3 paragraphs each developing one of the **main points** included in the claim/position/thesis
 - Begin each body paragraph with a **topic sentence** referring to the particular argument under discussion
 - Link the main body paragraphs using appropriate **transitional devices**
 - Use specific **examples** to illustrate the arguments developed in each main body paragraph
- **Conclusion** (1 paragraph)
 - **Restate** claim/position/thesis
 - **Summarize** main points – the causes – developed in the main body



LISTENING SECTION

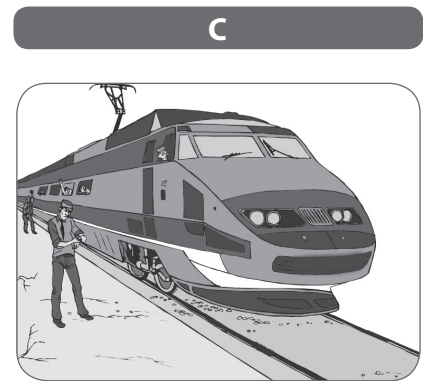
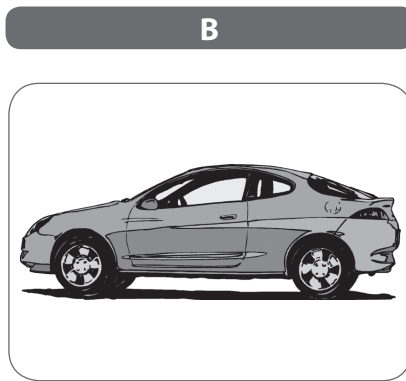
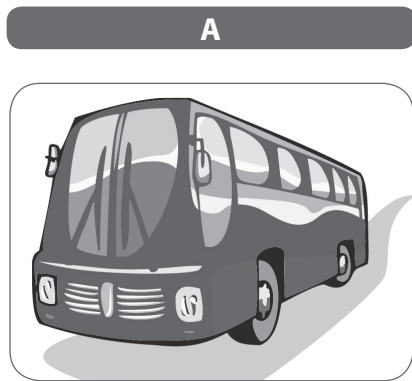
Do not begin this section until the examiner has played the recording of these instructions and example.

LISTENING TEST, PART 1

This is a test of your ability to understand spoken English. You will hear short conversations. After you hear each conversation, you will be asked a question about what you heard. The answer choices in your test booklet are shown as pictures.

Here is an example:

EXAMPLE:



The correct answer is B.

You will hear each conversation only once; the conversations will not be repeated. Please be very quiet and listen carefully. You should mark A, B, or C. There are 10 questions in Part 1.

Do you have any questions before you begin?

LISTENING SECTION, PART 1

A

B

C

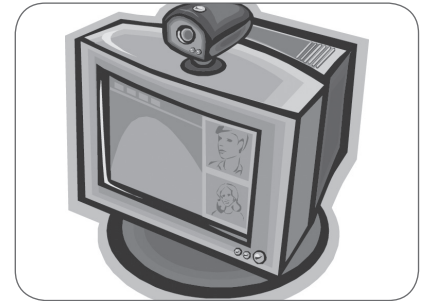
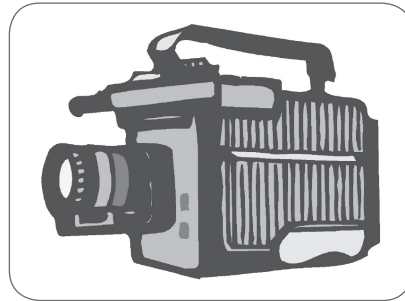
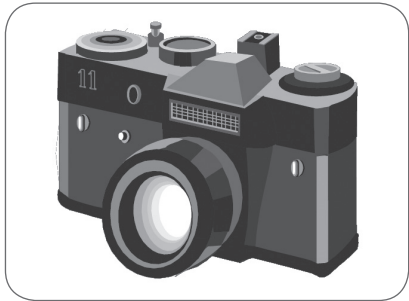
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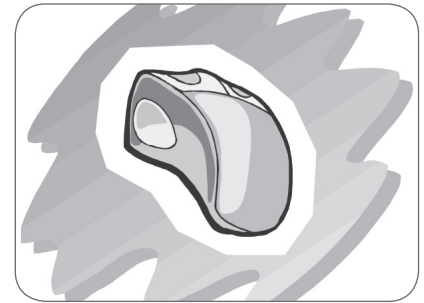
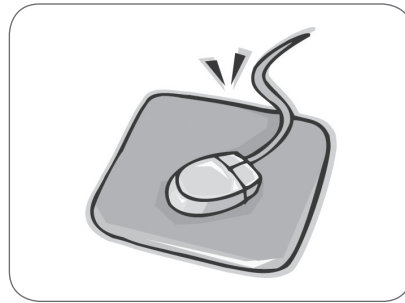
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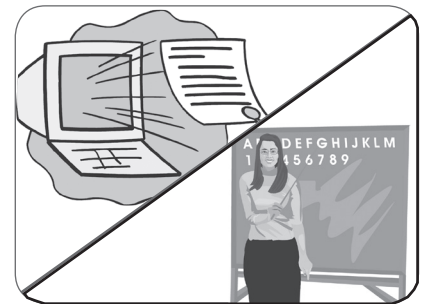
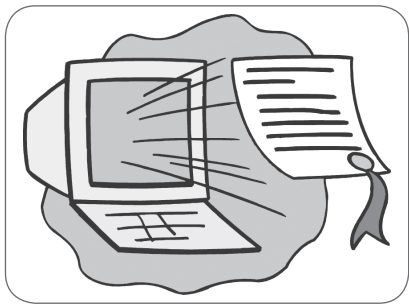
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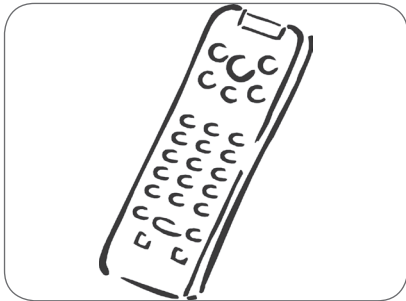
LISTENING SECTION, PART 1

A

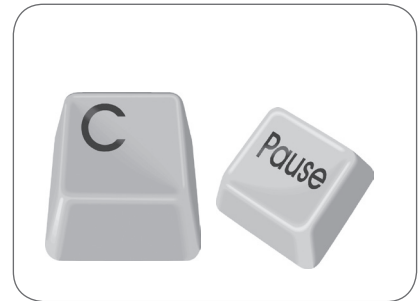
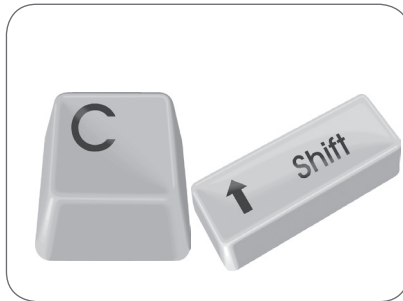
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C

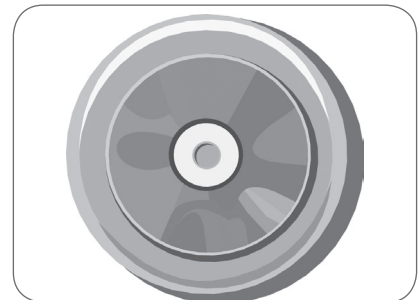
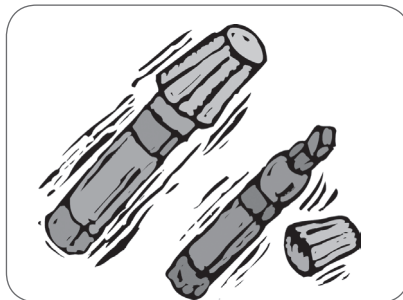
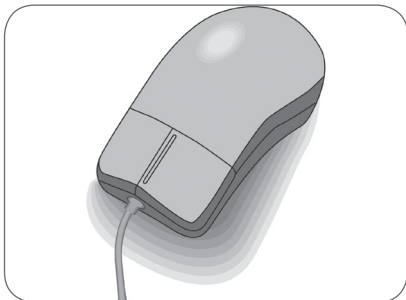
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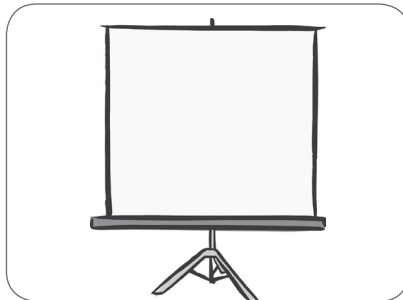
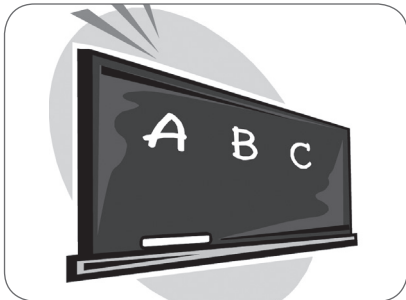
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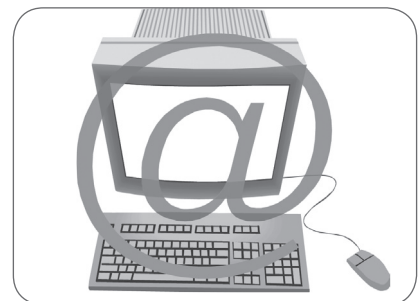
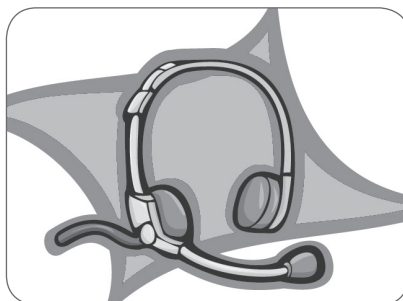
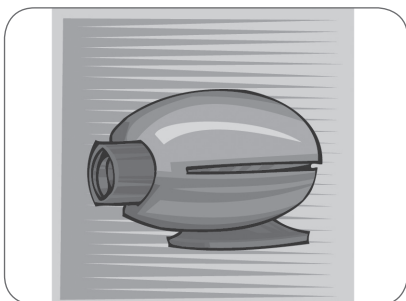
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10



LISTENING SECTION, PART 2

In this part of the test, you will hear two short talks. After each talk, you will hear some questions about it. Before each talk begins, you will have time to preview the questions that are printed in the booklet.

- Read the questions silently.
- Then listen to the talk. You can take notes in the booklet.
- Then listen to each question and choose the best answer from the answer choices.
- You should mark A, B, C, or D.

There are a total of 10 questions about the two short talks.

Questions 1-5

Look at the questions. Listen to a speaker talking about 'Education in the future'.

1. What does the speaker say about the future?
 - a. Schools will find ways to enrich some of the more difficult subjects.
 - b. Technology will completely replace traditional methods of teaching.
 - c. All courses will be taken online.
 - d. Technology will impact students' education.
2. How are weaker students supported?
 - a. They have access to tailor-made on line programs.
 - b. They are given extra lessons.
 - c. They have different coursebooks.
 - d. They are placed in separate classes.
3. Why does the speaker mention traditional whiteboards?
 - a. to explain how they are used
 - b. to point out that students don't like using them
 - c. to compare them with interactive boards
 - d. to give her opinion on them
4. According to the speaker, what is the main contribution of technology to education?
 - a. Students learn more.
 - b. Weaker students learn faster.
 - c. Lessons are more interesting.
 - d. Students are more active and autonomous.
5. What is the purpose of this talk?
 - a. to encourage even more teachers to use technology
 - b. to inform the audience about positive changes in education
 - c. to persuade students to wisely use electronic media in school
 - d. to highlight how education has evolved over the last century

Notes

LISTENING SECTION, PART 2

Questions 6-10


Look at the questions. Listen to an expert talking about a special kind of blog.

6. What does an edublog focus on?
 - a. information about school events
 - b. a number of issues at the same time
 - c. social discussions between teachers and students
 - d. information about a specific educational topic

7. What does the speaker say about edublogs' popularity?
 - a. It is surprising.
 - b. There are many reasons for it.
 - c. It will be temporary.
 - d. It is only popular with students.

8. According to the speaker, what can edublogs help students with?
 - a. listening and writing skills
 - b. reading and speaking skills
 - c. thinking and collaboration skills
 - d. typing and texting skills

9. What does the speaker suggest about edublogs in the end?
 - a. He recommends that everyone try to start their own edublog.
 - b. He thinks some initial training is required.
 - c. He thinks it takes some time to get used to edublogging.
 - d. He doesn't think they are very helpful.

10. What does the speaker mean when he says: 
 - a. Content can be updated at any time.
 - b. Edublogs contain many mistakes.
 - c. Information is not always accurate.
 - d. Edublogs contain a lot of information.

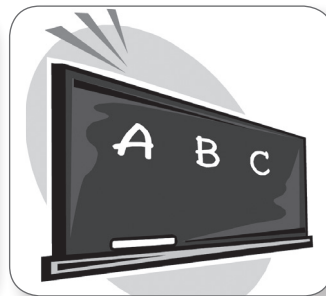
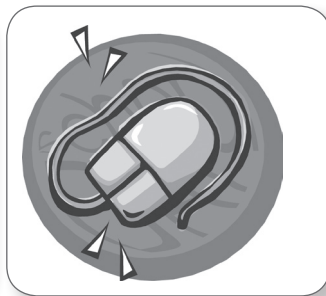
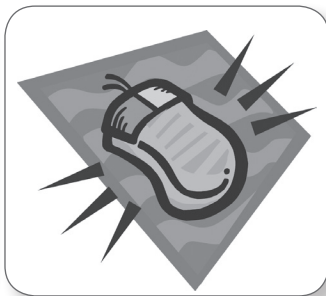
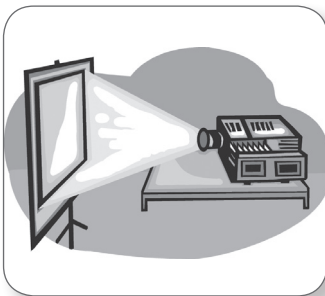
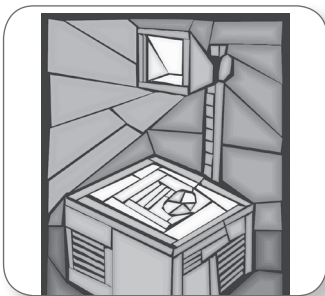
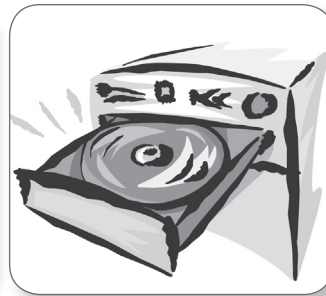
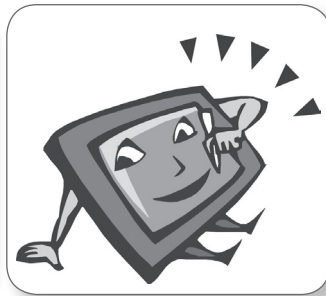
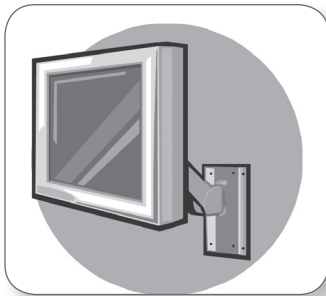
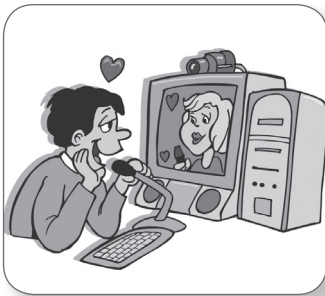
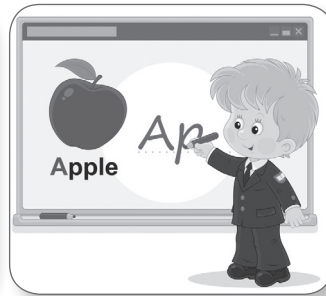
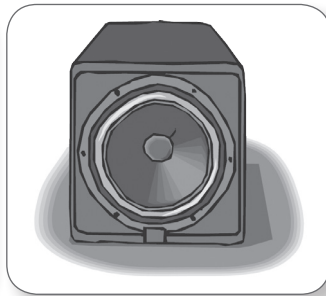
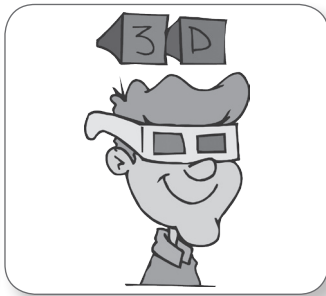
Notes

VOCABULARY ACTIVITIES

Activity 1: Technology and Means of Communication

Unscramble the words and use them to label the pictures below. Discuss which ones are outdated and how they have been replaced.

- afce to cfae cmtmouoannici • riwed uosme • fatl rcesen TV • nitearctvie hwietobrd
- tpea ecrrored • tada rpojctro • wrseisle omsue • tbalte • cd lpaery • mboeil/cllel hpneo
- keseapr • olinen cmomuniactino • oprbteal rpoertcjo • balckbarod • cdorde openh • D3 slaegss



VOCABULARY ACTIVITIES

Activity 2: Cloze passage

Fill in the gaps using the most suitable word from the list on the right.

Dear school principal,

I'm writing to express my opinion about banning cell phones in our school. (1) matter what policy each school has on cell phones, the reality in most schools is that (2) students have phones in their pockets, purses, or hoodies. Why not get these tools out in plain (3) and use them for good and not evil?

Cell phones are different from a computer lab (4) with computers or a cart of netbooks because the cell phone is personal technology. Most students have (5) a great deal of time learning about the features of the cell phone, how to (6) the menu and what the limitations of the phone are. The other reason to really rethink the cell phone (7) is because learning on the cell phone can extend beyond the walls of the school.

Some people may want to (8) cell phones from classrooms, but I disagree. They didn't ban pens in the (9) because students could pass notes during class, did they? Pencils have also survived even though you could (10) someone in the eye. And the amount of paper that is generated in most schools is (11) criminal. This is a new era in education, so we need to rethink possibilities. These mini (12) are coming through the doors each day; let's put them to work!

I hope the school (13) will reconsider the (14) to ban cell phones at our school.

Regards,
Sojo

1. a. Not
c. No
2. a. for
c. as
3. a. outlook
c. sight
4. a. full
c. filled
5. a. invented
c. invested
6. a. direct
c. move
7. a. feature
c. disadvantage
8. a. ban
c. prevent
9. a. history
c. way
10. a. touch
c. poke
11. a. like a
c. maybe
12. a. games
c. boards
13. a. teachers
c. students
14. a. opinion
c. advice
- b. What
d. So
- b. most
d. any
- b. view
d. eye
- b. complete
d. surrounded
- b. innovated
d. invigilated
- b. characterize
d. navigate
- b. debate
d. benefit
- b. abandon
d. refuse
- b. while
d. past
- b. squeeze
d. nudge
- b. not a
d. almost
- b. toys
d. computers
- b. parents
d. board
- b. decision
d. purpose

ECCE VOCABULARY SECTION

Choose the correct answer a, b, c or d.

- Before you an assignment, make sure you have done your internet research first and I'm sure you'll pass with flying colors!
 - give
 - submit
 - sit
 - make
- I watched a video that explains step by step how to a CD.
 - burn
 - complete
 - fulfill
 - cope
- I'm sending you an in my email message containing all our graduation photos!
 - archive
 - amendment
 - attachment
 - assortment
- The president of our student council some photos from our school trip onto the school website.
 - browsed
 - recorded
 - downloaded
 - uploaded
- Our graduation will be a great experience for all students who studied extremely hard this year.
 - celebration
 - performance
 - organization
 - ceremony
- Our French teacher recommended we download an electronic dictionary on our smartphones.
 - implication
 - application
 - installation
 - registration
- Maria has saved all her students' progress tests electronically so that she can their school performance throughout the school year.
 - keep track of
 - back up
 - log off
 - plug in
- Our Discovery Week video on the school website has had 759 so far.
 - hits
 - beats
 - pokes
 - views
- Every time I use my English e-book I the introduction.
 - pass
 - look
 - jump
 - skip
- Studies have shown that playing with hand-held such as cell phones and tablets, could be bad for children's health.
 - folders
 - devices
 - displays
 - remotes

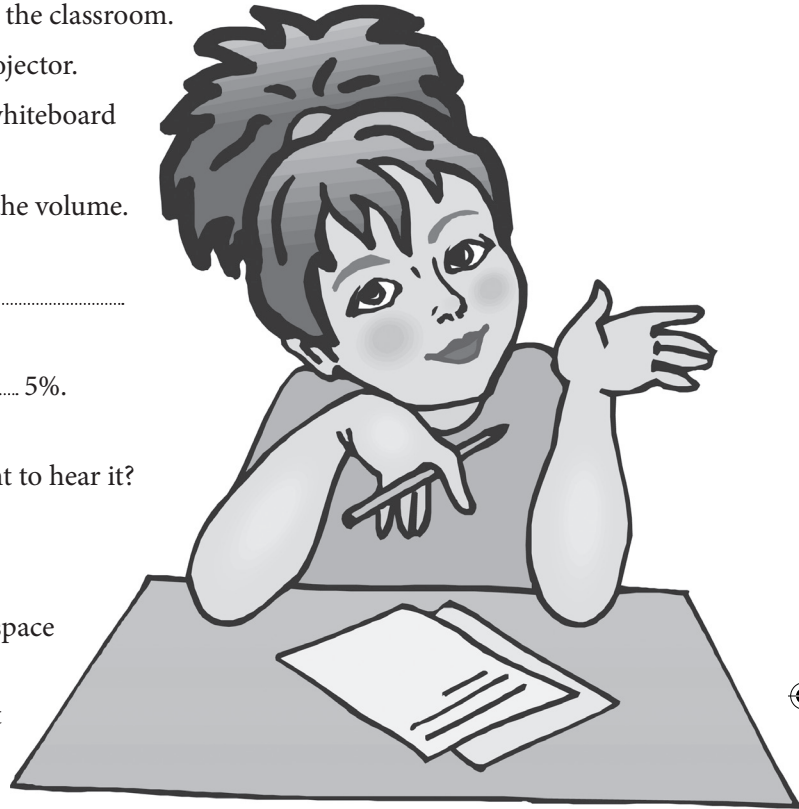
GRAMMAR ACTIVITIES

Activity 2: Prepositions

Fill in the blanks with the correct prepositions. Some prepositions can be used more than once.

• of (x3) • in (x2) • for • by • up (x3) • down (x2) • into • on (x2)

1. My classmates are really fond technology in the classroom.
2. The technician apologized not fixing the projector.
3. Tom was accused breaking the interactive whiteboard wand.
4. Where's the remote control? I need to turn the volume. It's too loud.
5. Why are you always late Marion? Can't you ever arrive time?
6. The use of technology in our school has risen 5%. It's now 89%.
7. I've come with a great new idea; do you want to hear it?
8. the way to school, he texted his best friend.
9. There are photos our class on the website.
10. In my dream, my classroom turned a huge space shuttle!
11. If you don't understand the word 'mischievous,' why don't you look it in the online dictionary?
12. The projector broke today; so we couldn't watch the video.
13. Students seem to take greater interest their lessons when technology is used.
14. Is there an electric outlet here where I can plug my laptop?



ECCE GRAMMAR SECTION

Choose the correct answer a, b, c or d.

- Has your teacher given you to help you with your project?
 - enough internet links
 - enough of internet links
 - internet links are enough
 - of enough internet links
- Your cell phone applications are quite mine.
 - similarly as
 - similar as
 - similar to
 - as similar as
- Some teachers avoid using technology in the classroom simply because they are
 - either trained or computer literate
 - neither trained or computer literate
 - trained or computer literate either
 - neither trained nor computer literate
- Our student council decided that a new projector is buy.
 - so expensive to
 - too expensive to
 - too expensive that we can't
 - so expensive for us to
- The few computers we have in our classroom make to use one in every lesson.
 - for students impossible
 - all students are impossible
 - it impossible for all students
 - for students it is impossible
- private tutor doesn't allow them to use e-books.
 - Their
 - There
 - Theirs
 - They're
- When Tim to school tomorrow morning, I'll show him my new tablet.
 - will come
 - is going to come
 - comes
 - is coming
- Our school principal decided we'd go on a trip to the new technological center the bad weather.
 - even though
 - in spite
 - even if
 - despite
- My classmate, broke down during class, asked me if we could share mine.
 - the computer of whom
 - which his computer
 - whose computer
 - his computer which
- Do you know how much? I need to download it as soon as possible!
 - does this application cost
 - this application costs
 - does it cost this application
 - costs this application

ECCE READING SECTION, PART 1



ECCE READING SECTION, PART 1

This passage is about homeschooling.

Homeschooling is spreading around the world and, in the USA alone, there are about two million children whose parents have chosen to educate them at home instead of sending them to a traditional school.

Why do some parents resort to homeschooling? According to recent surveys, the vast majority do not find the existing curricula challenging enough and a great number of them believe schools are too crowded and sometimes too 'violent'. A few more either live in isolated locations that do not have schools nearby, or have to regularly relocate for work. Lastly, some parents resort to homeschooling due to their child's poor health.

A variety of methods are used in homeschooling, all provided by a school or subject specialists. These methods usually rely on natural learning and hands-on experience and aim to make children autonomous and responsible for their own learning. Tests are regularly given to assess progress, and detailed reports and portfolios are a pre-requisite, especially for those students who want to enter Higher Education.


But what role does technology play in homeschooling? Initially, homeschooling was supported by mail correspondence, radio and television programs, but now it has also incorporated the use of computers, CD-ROMs, the Internet, emails, etc. Interestingly enough, a few current homeschooling programs can be automatically customized to any child's age, level, interests, abilities and learning style. However, homeschoolers today are expected to have their own up-to-date technology at home (powerful computer, reliable Internet connection, etc).

So, will homeschooling further develop in the future? Most probably, it will. It is certainly an alternative educational option and ever-developing technology is there to back it up.

1. What is the main purpose of the text?
 - a. to inform the reader about homeschooling
 - b. to entertain the reader with unusual facts about homeschooling
 - c. to warn the reader about hazards related to homeschooling
 - d. to advertise homeschooling programs in general
2. What is inferred by the last sentence of paragraph 3?
 - a. Higher Education readily accepts homeschoolers.
 - b. Higher Education sometimes accepts poor homeschoolers' performance.
 - c. Higher Education wants evidence of homeschoolers' progress.
 - d. Access to Higher Education is not as difficult as people think.
3. What does the word **incorporated** in the second sentence of paragraph 4 mean?
 - a. preferred
 - b. united
 - c. included
 - d. unified
4. What is true about some current homeschooling programs?
 - a. They make all students' learning experience more pleasant.
 - b. They shape their content according to the student's profile.
 - c. They take the student's plans for the future into consideration.
 - d. They more easily process records for entry to Higher Education.
5. What does the last line of the text suggest?
 - a. There will soon be an alternative to homeschooling.
 - b. Homeschooling and technology will doubtlessly continue to grow.
 - c. Homeschooling will grow provided technology does.
 - d. Homeschooling will grow provided parents support it.

ECCE READING SECTION, PART 2

A



ClassAssist:
A management tool for teachers

ClassAssist was designed for teachers who wish to have access to better course management tools and who want to enrich their students' learning experience at the same time. It not only equips teachers with a set of mobile apps to record crucial information about their students' work (grades awarded, extra notes made, marking of attendance, etc.) but it also allows them to create a virtual class and communicate with individual students. **ClassAssist** also allows teachers to host their own website, share their digital portfolios and collaborate with each other.


For more information, see:
<http://www.ClassAssist.org.uk/managementtools>

B

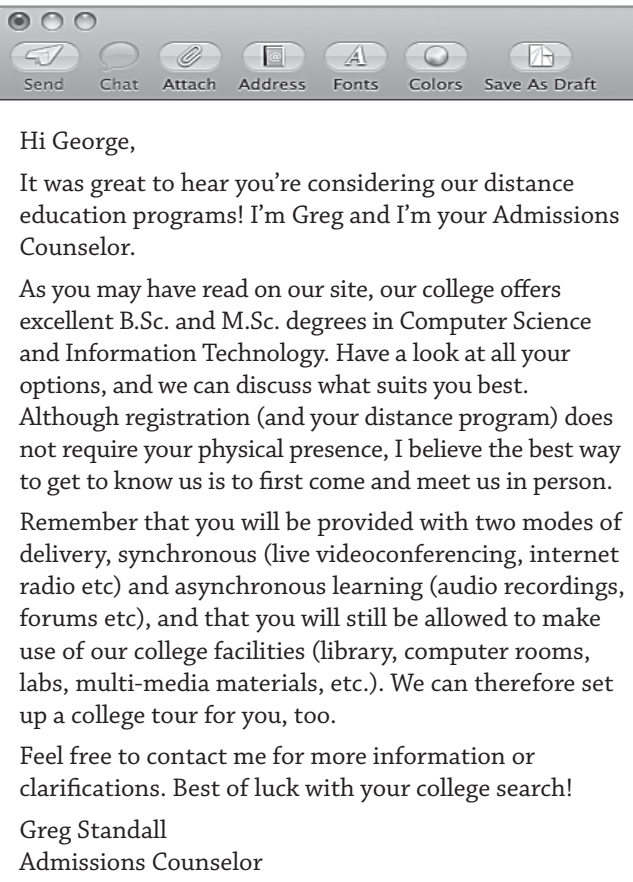
Tablets expected to help students perform at their best!

Tablets - what some people also call 'tablet computers' - are likely to impact schools very soon. They may look very similar to usual laptops with their own on-screen keyboard, camera, microphone, battery etc., but they have been found to encourage students to read much more than before, something that will certainly affect their education. What is even better news is that international statistics show that tablets can greatly improve the performance of students with poor reading skills.

School tablets promise to be successful thanks to their unique features: they can be equipped with dictionaries, e-books, banks of videos, interactive quizzes, tests and also allow students to record their homework on them for as long as they like. Experts are therefore optimistic and now have concrete reasons to believe that tablets will help students perform at their best!



C



Hi George,

It was great to hear you're considering our distance education programs! I'm Greg and I'm your Admissions Counselor.

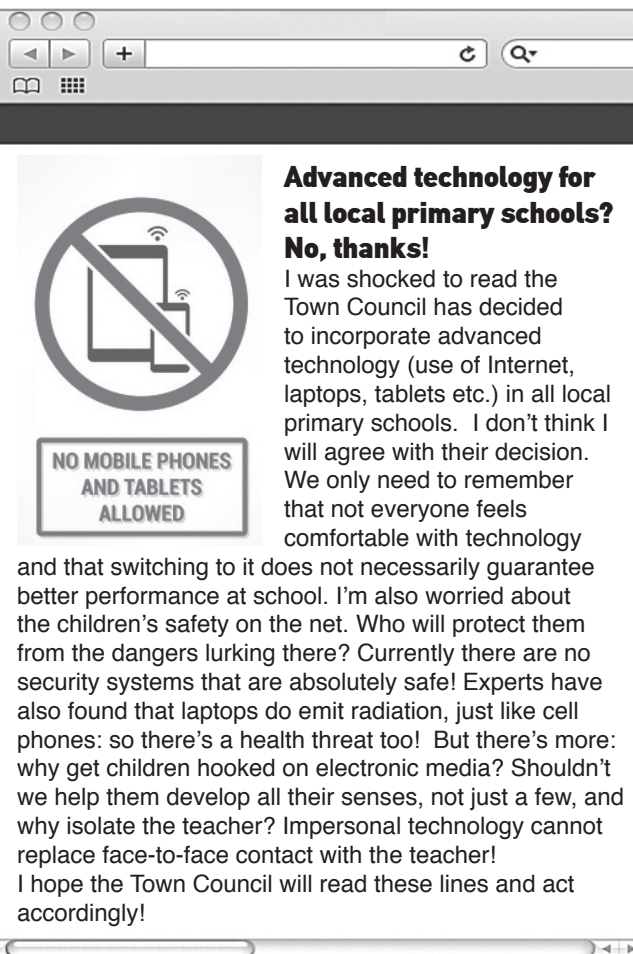
As you may have read on our site, our college offers excellent B.Sc. and M.Sc. degrees in Computer Science and Information Technology. Have a look at all your options, and we can discuss what suits you best. Although registration (and your distance program) does not require your physical presence, I believe the best way to get to know us is to first come and meet us in person.

Remember that you will be provided with two modes of delivery, synchronous (live videoconferencing, internet radio etc) and asynchronous learning (audio recordings, forums etc), and that you will still be allowed to make use of our college facilities (library, computer rooms, labs, multi-media materials, etc.). We can therefore set up a college tour for you, too.

Feel free to contact me for more information or clarifications. Best of luck with your college search!

Greg Standall
Admissions Counselor

D



Advanced technology for all local primary schools? No, thanks!

I was shocked to read the Town Council has decided to incorporate advanced technology (use of Internet, laptops, tablets etc.) in all local primary schools. I don't think I will agree with their decision. We only need to remember that not everyone feels comfortable with technology and that switching to it does not necessarily guarantee better performance at school. I'm also worried about the children's safety on the net. Who will protect them from the dangers lurking there? Currently there are no security systems that are absolutely safe! Experts have also found that laptops do emit radiation, just like cell phones: so there's a health threat too! But there's more: why get children hooked on electronic media? Shouldn't we help them develop all their senses, not just a few, and why isolate the teacher? Impersonal technology cannot replace face-to-face contact with the teacher! I hope the Town Council will read these lines and act accordingly!

ECCE READING SECTION, PART 2

Question 6 refers to section A on page 26.

6. What is the main purpose of this text?
- to inform readers about ClassAssist's new services
 - to advertise a revolutionary product for educators
 - to warn readers about a doubtful product
 - to convince readers to communicate with ClassAssist

Questions 7-8 refer to section B on page 26.

7. What is NOT true about tablets?
- Tablets will affect students' education.
 - Tablets motivate students to read more.
 - Tablets can support learners with poor reading skills.
 - Experts are skeptical as to the positive impact of tablets.
8. According to the writer, why might tablets be successful in education?
- All students enjoy using the Internet.
 - They are versatile and can be used in various ways.
 - They are easier to carry than books.
 - All work can be saved in one place.

Questions 9-10 refer to section C on page 26.

9. What can be inferred about George?
- He has attended the college before.
 - He already has another degree.
 - He hasn't decided on a college yet.
 - He lives close to the college.
10. What is true about the college and the courses it offers?
- Students have to attend several lectures in person.
 - Students do not have to take any written examinations.
 - The courses utilize a mix of teaching methods.
 - Fees are lower than in traditional universities.

Questions 11-13 refer to section D on page 26.

11. In the third sentence, what does the word **performance** mean?
- lessons
 - attendance
 - presentation
 - results
12. According to the writer, what should the Town Council do?
- reconsider their recent decision
 - use laptops with low radiation emissions
 - educate students on the dangers of the Internet
 - incorporate advanced technology only in some schools
13. Which of the following reflects how the author of the blog probably feels?
- hopeless
 - saddened
 - frustrated
 - disillusioned

Questions 14-15 refer to sections A, B, C, or D.

14. Which sections refer to the advantages of technology in education?
- Sections A, B, and D
 - Sections A, B, C
 - Sections B, C and D
 - All sections
15. Which sections are aimed at selling a service or product?
- Sections A and D
 - Sections B and D
 - Sections A and C
 - Sections C and D



ECCE SPEAKING SECTION

EXAMINEE INFORMATION

Situation

I am the principal of the local high school and I have a problem. Find out what my problem is and offer me some good advice.

First

You should look at the pictures below and ask:

- What is the problem?
- What are the possible solutions?
- What are the advantages of each option?
- What are the disadvantages of each option?

Then

When you have all the information you need, explain which solution you think is best and why. Be ready to explain why you didn't choose the other solution. Remember to use information you learn from asking questions to explain your final choice.

Finally

After you have shared your advice, you will be asked more questions about the topic.

Option 1



Option 2







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