

8 September 2017

Professor Mary Ioannidou – Koutselini, Chairperson DI.P.A.E. Council

**Subject: Second Appraisal for Reaccreditation of Diploma in Culinary Arts at InterNapa College.**

The InterNapa College Internal Quality Committee in cooperation with our Culinary Arts Diploma Program Coordinator have reviewed the DIPAE Council recommendations and updated the program accordingly (Attachment 1). The program changes will be implemented as of Fall 2017.

Our response to the DIPAE report comments (numbered 1-6 below) are as follows:

**1. Faculty hired for the program must be already hired or there must a pre-agreement between them and the College and qualifications must be consistent with the program demands.**

For the new academic year one full time and three new part time faculty have been recruited with the appropriate qualifications to offer the specialized culinary courses. The faculty hired (Attachments 2-5 for contracts) are experienced professionals with specialized knowledge as requested by the visiting committee. They will teach:

- a) Culinary courses: The full time faculty member hired is highly qualified with the following degrees and experience: HND in Culinary Arts from the Cyprus Higher Hotel Institute, BSc in Culinary Arts from the Johnson & Wales University USA, BA in Hotel Management, MBA, and a DBA from the Northcentral University, USA plus other professional qualifications. He is highly experienced having worked in the past at our college for a number of years as its program coordinator. He additionally has other academic and industrial experience.
- b) Nutrition and Special Dietary needs. The faculty member is a professionally qualified Dietician with qualifications: MS Clinical Dietician and BS Dietetics and Nutrition. She acts as a Mentor to students carrying out their internships at the European University for both undergraduate and graduate programs, is active in a national research project in nutrition and has taught at undergraduate level for the last four years at various colleges.
- c) Culinary practical courses. A professional chef with a BA from Derby University in Professional Culinary Arts and an HND from the Cyprus Higher Hotel Institute with professional qualifications/experience: in molecular gastronomy, modern design techniques and presentations in food, nutrition, ISO, HACCP and nutrition.
- d) Culinary courses: An experienced chef with a BA from Derby University in Professional Culinary Arts and an HND from the Cyprus Higher Hotel Institute with professional qualifications/experience in HACCP and two years' experience in teaching at state culinary vocational programs.

**2. Include in the program current topics (food for special dietary needs) but also more in depth knowledge on wines and drinks, etc.**

A new course requirement has been introduced in Nutrition & Special Dietary Needs. This covers proper nutrition, protecting consumers from harmful illnesses, food safety and healthy lifestyle which includes special dietary needs, food allergies, eating patterns and dietary restrictions. An additional course requirement Wine & Beverage Appreciation highlights the use of wine as a complement to food and provides a deeper appreciation of wine. Both courses are requirements of the Culinary Arts Diploma (Attachments 6-7).

**3. To forward the Internship Program Guide including all information regarding administrative and academic demands, as well as the course syllabus.**

The College Culinary Arts Internship Program Guide and Logbook and course internship syllabus (Attachments 8-9) describe all details of administrative and academic demands.

**4. To forward exam scripts of the last academic year as well as results of placement tests.**

All exam scripts of the Culinary Arts Diploma of the last academic year are enclosed for each of the Fall, Spring and Summer semesters (Attachment 10-12).

The present 43 Culinary Arts students English placements were as follows: Foundation 14%, Basic English 26%, Intermediate English 26%, College English 35%.

**5. Acquisition of software for prevention and detection of plagiarism.**

The College has acquired software for effective prevention and detection of plagiarism and is now a registered user of "PlagScan". This is a web service tool that verifies the authenticity of WORD & PDF documents uploaded in the browser based user interface of the software (Attachment 13).

The plagiarism detecting software has been effectively used by our faculty members on a trial basis for Spring 2017 and for all courses since Summer 2017. As of Fall 2017 all students will be provided with usernames and password to upload their assignments without the need for faculty intervention.

**6. Description of students' profile for the Culinary Arts Diploma and admission criteria.**

The 43 students presently enrolled in the Culinary Arts Diploma program at InterNapa College is composed of 100% international students from three different countries: Nepal 49%, India 33% and Pakistan 19%. Their age range is: 18-20 23%, 21-25 51%, 26-30 15%, 31-35 8%, 35+ 3%; of whom 86% are male and 14% female.

Applications for admission are considered on the basis of academic merit which strongly supports a non-discrimination policy, regardless of students' gender, race, colour, national/ethnic origin, religion or disability.

All candidates should possess a high school leaving certificate (twelve years of schooling, except for Russian applicants, eleven years of schooling) with an average grade of above 50%, or equivalent qualification.

Dr Nicos Anastasiou  
Academic Director  
Chairperson of Internal Quality Assurance Committee

# Attachments of Requested Documents



**InterNapa  
College**

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Student Name: .....

Registration No: .....

**DIPLOMA IN CULINARY ARTS, 67 CREDITS/120 ECTS**

English Placement: .....

Math: Placement: .....

<b>CULINARY ARTS REQUIREMENTS: 31 credits/57 ECTS</b>				
<b>Course Code</b>	<b>Course Name</b>	<b>Prerequisite</b>	<b>Credits</b>	<b>ECTS</b>
TCUA-100	Introduction to Gastronomy & Culinary Theory	None	3	6
TCUA-102	Fundamentals of Food Production	TCUA-100	3	5
TCUA-104	Introduction to Garde Manger	TCUA-100	3	5
TCUA-106	Introduction to Pastry Arts & Baking	TCUA-100	3	5
TCUA-108	Pasta, Grain and Vegetable Preparation	TCUA-100	3	5
TCUA-120	Internship I	TCUA-100	1	2
TCUA-200	Meat, Fish, Poultry & Butchery Preparation	TCUA-100	3	5
TCUA-202	Modern European & Cypriot Cuisine	TCUA-100	3	6
TCUA-204	Foods of the World – Ethnic Cuisine	TCUA-100	3	6
TCUA-206	Plate & Buffet Service	TCUA-100	3	6
TCUA-208	Contemporary Desserts & Baking	TCUA-106	3	6

<b>HOSPITALITY REQUIREMENTS: 15 credits/30 ECTS</b>				
<b>Course Code</b>	<b>Course Name</b>	<b>Prerequisite</b>	<b>Credits</b>	<b>ECTS</b>
THOM-100	Introduction to Hospitality Management	None	3	6
THOM-202	Restaurant Operations Management	TCUA-100 or THOM-102	3	6
THOM-220	Nutrition & Special Dietary Needs	TCUA-100	3	6
THOM-230	Wine & Beverage Appreciation	THOM-104	3	6
THOM-305	Food & Beverage Cost Control	THOM-202	3	6

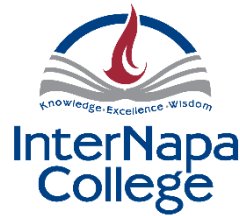
<b>FOREIGN LANGUAGE REQUIREMENTS: 6 credits/8 ECTS</b>				
<b>Course Code</b>	<b>Course Name</b>	<b>Prerequisite</b>	<b>Credits</b>	<b>ECTS</b>
TFRE-100	French Language & Culture I	None	3	4
TFRE-102	French Language & Culture II	TFRE-100	3	4

<b>BUSINESS REQUIREMENTS: 3 credits/6 ECTS</b>				
<b>Course Code</b>	<b>Course Name</b>	<b>Prerequisite</b>	<b>Credits</b>	<b>ECTS</b>
TACC-100	Introduction to Accounting I	None	3	6

<b>COMPUTER REQUIREMENTS: 3 credits/5 ECTS</b>				
<b>Course Code</b>	<b>Course Name</b>	<b>Prerequisite</b>	<b>Credits</b>	<b>ECTS</b>
TCOM-100	Computer Applications	None	3	5

<b>ENGLISH LANGUAGE REQUIREMENTS: 3 credits/5 ECTS</b>				
<b>Course Code</b>	<b>Course Name</b>	<b>Prerequisite</b>	<b>Credits</b>	<b>ECTS</b>
TENG-210	College English	Placement Test or TENG-110	3	5





## *Full Time Faculty Member Contract of Employment*

To: Michalis Anastasiou

G. Takkas Educational College Ltd. is pleased to inform you that it has been decided to offer you employment at our college as described below:

**1. Position:** Full time faculty member

**2. Rank:** Associate Professor

**3. Teaching and other responsibilities:** Teaching, research and other academic responsibilities throughout the academic year.

**4. Employment period/ Date of Commencement:** Your appointment shall commence with effect from 01/10/ 17 and will be initially for a period of one year

**5. Emoluments:** Salary (Gross);----- per month (12 monthly payments)

**6. Appointment:** Your appointment will be subject to the Terms and Conditions as described in the Faculty Handbook. These may be revised as necessary at the discretion of the College by college procedures and be made available to you.

**7. Duties:** You shall perform your duties to the highest possible standard.

**8. Probationary Period:** All new faculty will be on probation during the first academic year.

**9. Terms and Conditions:**

9.1 The contract is for an initial twelve months and is automatically renewable unless either side decides otherwise.

9.2 Your employment may be terminated according to the terms and conditions provided for under the relative Termination of Employment Law of the Republic of Cyprus and subject to the Terms and Conditions as described in the Faculty Handbook.

9.3 A notice period of one month should be given from either side for the termination of employment. It is expected faculty members will make every effort to complete their semester teaching loads before departing.

9.4 All entitlements and concessions available to you whilst employed will cease on termination of your employment.



**10. General:**

10.1 You shall not, either during the continuance of your employment here under, or thereafter, except in the proper course of your duties, divulge to any person whomsoever, and shall use your best endeavors to prevent the publication or disclosure of, any information concerning the business or finances of the College or any of its dealings, transactions or affairs which may come to your knowledge in the course of your employment or otherwise.

10.2 During the continuance of your employment you shall devote the whole of your time during the working hours of the College to your duties and shall use your best endeavors to promote the interests and welfare of the College.

10.3 Employment is offered on the assumption and on the condition that you are in good health and able to carry out your duties as required.

If the above terms and conditions are acceptable to you please sign and return to the office of the Managing Director one of the two copies of this contract.

**Managing Director Signature**



I have read and understood the above terms and conditions and I accept employment in accordance with them. All information I have provided the College both in writing and orally such as details enclosed in my CV, regarding qualifications and experience are truthful.

**Faculty Member Name**      **Michalis Anastasiou**

**Faculty Signature**

**Date**

4/9/17

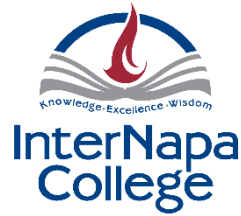
**Witnesses**

**1. Name / Signature**

**Nicos Anastasiou**

**2. Name / Signature**

**Yiota Stavrou**



## *Part Time Faculty Member Contract of Employment*

To: Maria Katsiari

G. Takkas Educational College Ltd. is pleased to inform you that it has been decided to offer you employment at our college as described below:

- 1. Position:** Part-time faculty member
- 2. Employment Period/ Date of Commencement:** Your appointment shall commence with effect from 2/07/17 until the end of the semester, 2017-2018
- 3. Teaching load:** Your teaching load will be 1-2 courses per semester.
- 4. Emoluments:** Salary (Gross): €16 per hour of lecture time.
- 5. Appointment:** Your appointment will be subject to the Terms and Conditions as described in the Faculty Handbook. These may be revised as necessary at the discretion of the College by college procedures and be made available to you.
- 6. Duties:** You shall perform your duties to the highest possible standard.
- 7. Probationary Period:** All new faculty will be on probation during the first academic year.
- 8. Terms and Conditions:**
  - 8.1 Your employment may be terminated according to the terms and conditions provided for under the relative Termination of Employment Law of the Republic of Cyprus and subject to the Terms and Conditions as described in the Faculty Handbook.
  - 8.2 A notice period of one month should be given from either side for the termination of employment. It is expected faculty members will make every effort to complete their semester teaching loads before departing.
  - 8.3 There is no 13<sup>th</sup> salary payment. Holiday pay is included in the hourly rate.
  - 8.4 All entitlements and concessions available to you whilst employed will cease on termination of your employment.

**9. General:**


9.1 You shall not, either during the continuance of your employment here under, or thereafter, except in the proper course of your duties, divulge to any person whomsoever, and shall use your best endeavors to prevent the publication or disclosure of, any information concerning the business or finances of the College or any of its dealings, transactions or affairs which may come to your knowledge in the course of your employment or otherwise.

9.2 During the continuance of your employment you shall devote the whole of your time during the working hours of the College to your duties and shall use your best endeavors to promote the interests and welfare of the College.

9.3 Employment is offered on the assumption and on the condition that you are in good health and able to carry out your duties as required.

If the above terms and conditions are acceptable to you please sign and return to the office of the Managing Director one of the two copies of this contract.

**Managing Director Signature**



I have read and understood the above terms and conditions and I accept employment in accordance with them. All information I have provided the College both in writing and orally such as details enclosed in my CV, regarding qualifications and experience are truthful.

**Faculty Member Name** MARIA KATSIARI

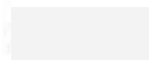
**Faculty Signature**



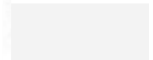
**Date** 10/4/17

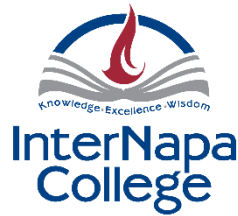
**Witnesses**

**1. Name / Signature** NICOS ANASTASIOU



**2. Name / Signature** ADAMANTINI PERATIKOU





## *Part Time Faculty Member Contract of Employment*

To: Dimitris Kasiouris

G. Takkas Educational College Ltd. is pleased to inform you that it has been decided to offer you employment at our college as described below:

- 1. Position:** Part-time faculty member
- 2. Employment Period/ Date of Commencement:** Your appointment shall commence with effect from 2/10/17 until the end of the semester, 2017-2018
- 3. Teaching load:** Your teaching load will be 1-2 courses per semester.
- 4. Emoluments:** Salary (Gross): €20 per hour of lecture time.
- 5. Appointment:** Your appointment will be subject to the Terms and Conditions as described in the Faculty Handbook. These may be revised as necessary at the discretion of the College by college procedures and be made available to you.
- 6. Duties:** You shall perform your duties to the highest possible standard.
- 7. Probationary Period:** All new faculty will be on probation during the first academic year.
- 8. Terms and Conditions:**
  - 8.1 Your employment may be terminated according to the terms and conditions provided for under the relative Termination of Employment Law of the Republic of Cyprus and subject to the Terms and Conditions as described in the Faculty Handbook.
  - 8.2 A notice period of one month should be given from either side for the termination of employment. It is expected faculty members will make every effort to complete their semester teaching loads before departing.
  - 8.3 There is no 13<sup>th</sup> salary payment. Holiday pay is included in the hourly rate.
  - 8.4 All entitlements and concessions available to you whilst employed will cease on termination of your employment.

**9. General:**

9.1 You shall not, either during the continuance of your employment here under, or thereafter, except in the proper course of your duties, divulge to any person whomsoever, and shall use your best endeavors to prevent the publication or disclosure of, any information concerning the business or finances of the College or any of its dealings, transactions or affairs which may come to your knowledge in the course of your employment or otherwise.

9.2 During the continuance of your employment you shall devote the whole of your time during the working hours of the College to your duties and shall use your best endeavors to promote the interests and welfare of the College.

9.3 Employment is offered on the assumption and on the condition that you are in good health and able to carry out your duties as required.

If the above terms and conditions are acceptable to you please sign and return to the office of the Managing Director one of the two copies of this contract.

**Managing Director Signature**

I have read and understood the above terms and conditions and I accept employment in accordance with them. All information I have provided the College both in writing and orally such as details enclosed in my CV, regarding qualifications and experience are truthful.

**Faculty Member Name**

**DIMITRIS KASIOURIS**

**Faculty Signature**

**Date**

10/4/17

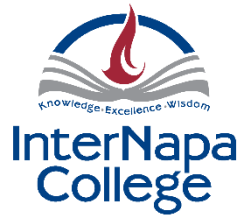
**Witnesses**

**1. Name / Signature**

**NICOS ANASTASIOU**

**2. Name / Signature**

**ADAMANTINI PERATIKOU**



## *Part Time Faculty Member Contract of Employment*

To: Fotis Andreou

G. Takkas Educational College Ltd. is pleased to inform you that it has been decided to offer you employment at our college as described below:

- 1. Position:** Part-time faculty member
- 2. Employment Period/ Date of Commencement:** Your appointment shall commence with effect from 2/10/17 until the end of the semester, 2017-2018
- 3. Teaching load:** Your teaching load will be 1-2 courses per semester.
- 4. Emoluments:** Salary (Gross): €20 per hour of lecture time.
- 5. Appointment:** Your appointment will be subject to the Terms and Conditions as described in the Faculty Handbook. These may be revised as necessary at the discretion of the College by college procedures and be made available to you.
- 6. Duties:** You shall perform your duties to the highest possible standard.
- 7. Probationary Period:** All new faculty will be on probation during the first academic year.
- 8. Terms and Conditions:**
  - 8.1 Your employment may be terminated according to the terms and conditions provided for under the relative Termination of Employment Law of the Republic of Cyprus and subject to the Terms and Conditions as described in the Faculty Handbook.
  - 8.2 A notice period of one month should be given from either side for the termination of employment. It is expected faculty members will make every effort to complete their semester teaching loads before departing.
  - 8.3 There is no 13<sup>th</sup> salary payment. Holiday pay is included in the hourly rate.
  - 8.4 All entitlements and concessions available to you whilst employed will cease on termination of your employment.

## 9. General:

9.1 You shall not, either during the continuance of your employment here under, or thereafter, except in the proper course of your duties, divulge to any person whomsoever, and shall use your best endeavors to prevent the publication or disclosure of, any information concerning the business or finances of the College or any of its dealings, transactions or affairs which may come to your knowledge in the course of your employment or otherwise.

9.2 During the continuance of your employment you shall devote the whole of your time during the working hours of the College to your duties and shall use your best endeavors to promote the interests and welfare of the College.

9.3 Employment is offered on the assumption and on the condition that you are in good health and able to carry out your duties as required.

If the above terms and conditions are acceptable to you please sign and return to the office of the Managing Director one of the two copies of this contract.

**Managing Director Signature**

**G. TAKKAS EDUCATIONAL  
COLLEGE LTD**

I have read and understood the above terms and conditions and I accept employment in accordance with them. All information I have provided the College both in writing and orally such as details enclosed in my CV, regarding qualifications and experience are truthful.

**Faculty Member Name**

**DIMITRIS KASIOURIS**

**Faculty Signature**

**Date**

**31/3/17**

**Witnesses**

**1. Name / Signature**

**NICOS ANASTASIOU**

**2. Name / Signature**

**ADAMANTINI PERATIKOU**

**Attachment 6: Nutrition & Special Dietary Needs Syllabus**

Course Title	Nutrition & Special Dietary Needs				
Course Code	THOM – 220				
Course Type	This course serves as both Elective and Requirement, according to the following table				
	Hospitality Diploma/Bachelor		Hospitality Elective		
	Culinary Diploma		Hospitality Requirement		
	All Programs		General Elective		
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	Year 2, B' Semester				
Teacher's Name	Maria Katsiari				
ECTS	6	Lectures / week	3	Laboratories / week	0
Course Purpose and Objectives	This course covers proper nutrition, protecting consumers from harmful illnesses and promoting food safety and healthy lifestyle. It includes special dietary needs for customers with food allergies, eating patterns and dietary restrictions. This course aims to provide the basic knowledge about nutrients in food and drinks which build, repair and keep people fit, active and healthy. To understand special dietary needs and how to implement proper nutrition plan.				
Learning Outcomes	Upon completion of this course students will be able to:  1. Analyze, understand and produce proper nutrition guidelines using appropriate nutritional principles. 2. Understand Human nutrition and Macronutrients: lipids, vitamins, minerals, protein and carbohydrates 3. Identify the key role of nutrition and special dietary needs in culinary and hospitality industries.  4. Plan and analyze dietary needs  5. Prepare menus for a range of situations and special needs.				
Prerequisites	TCUA – 100 Introduction to Gastronomy & Culinary Theory		Required		
Course Content	1. An overview of nutrition 2. Digestion, Absorption and Transport 3. Macronutrients: Carbohydrates, Lipids & Proteins 4. Eating patterns and dietary restrictions				



	5. Vegetarianism - Veganism 6. Energy metabolism and body composition 7. Weight and diet management 8. Life cycle nutrition for different age ranges 9. Life cycle nutrition for a variety of health situations 10. Foods & recipes according to special dietary needs								
<b>Teaching Methodology</b>	The course is delivered in a theoretical manner by using slides and visual tools followed by a set of practical tasks.								
<b>Mode of delivery</b>	Through lectures, demonstrations and discussions.								
<b>Bibliography</b>	<b>Required</b>								
	Rolfes, S., Pinna, K. and Whitney, E. (2015). <i>Understanding Normal and Clinical Nutrition</i> . Stamford, CT: Cengage Learning.								
	<b>Recommended</b>								
	Contento, I., (2007), <i>Nutrition education: Linking research, theory and practice</i> . Ontario, Jones & Bartlett publishers.								
<b>Assessment</b>	<p>The following assessment methods are employed to assess this course:</p> <table border="1"> <tbody> <tr> <td>30 – 50 %</td><td>Final Exam</td></tr> <tr> <td>20 – 40 %</td><td>Mid –Term / Tests / Quizzes</td></tr> <tr> <td>10 – 30 %</td><td>Assignments / Projects</td></tr> <tr> <td>0 – 10 %</td><td>Class Attendance &amp; Participation</td></tr> </tbody> </table>	30 – 50 %	Final Exam	20 – 40 %	Mid –Term / Tests / Quizzes	10 – 30 %	Assignments / Projects	0 – 10 %	Class Attendance & Participation
30 – 50 %	Final Exam								
20 – 40 %	Mid –Term / Tests / Quizzes								
10 – 30 %	Assignments / Projects								
0 – 10 %	Class Attendance & Participation								
<b>Language</b>	English								

**Attachment 7: Wine & Beverage Appreciation Syllabus**

Course Title	Wine & Beverage Appreciation								
Course Code	THOM – 230								
Course Type	This course serves as both Elective and Requirement, according to the program. <table><tr><td>Culinary Diploma</td><td>Hospitality Requirement</td></tr><tr><td>All Programs</td><td>General Elective</td></tr></table>					Culinary Diploma	Hospitality Requirement	All Programs	General Elective
Culinary Diploma	Hospitality Requirement								
All Programs	General Elective								
Level	Bachelor (1 <sup>st</sup> Cycle)								
Year / Semester	Year 2, B' Semester								
Teacher's Name	Dr. Soteris Kefalas								
ECTS	6	Lectures / week	3	Laboratories / week					
Course Purpose and Objectives	<p>This course involves the study of wine and alcoholic beverages and highlights its use as a complement to food. It aims at developing a deeper understanding and appreciation of wine. It deals with wine varieties such as white, red, sparkling, sweet and fortified wine, in addition matching wine with food.</p> <p>It provides students in the culinary or hospitality industry with fundamental knowledge and skills in world viticulture and wine styles.</p>								
Learning Outcomes	<p>Upon completion of this course students will be able to:</p> <ol style="list-style-type: none"><li>1. Recognize and classify the different grape and wine varieties.</li><li>2. Identify the guidelines for pairing food with wine</li><li>3. Develop a wine palate and assist customers in wine selection</li><li>4. Explore the wines of the world and the wines of Cyprus</li><li>5. Understand alcoholic beverages service procedures</li></ol>								
Prerequisites	THOM – 104 Food & Beverage Service		Required						
Course Content	<p>This course is designed to familiarize students with wine and its major role in culinary and hospitality industry.</p> <ol style="list-style-type: none"><li>1. Wine fundamentals</li><li>2. Wine styles and wine grapes</li><li>3. Sparkling &amp; fortified wine</li><li>4. The physiology of smell and taste</li></ol>								

	<ol style="list-style-type: none"> <li>5. Wine flavors - Tasting wine</li> <li>6. Exploring the wines of the world</li> <li>7. Wines of Cyprus</li> <li>8. Matching food to beverages</li> <li>9. Introduction to viticulture (art and science of making and storing wine)</li> <li>10. Alcoholic beverages</li> <li>11. Judging the quality of spirits</li> <li>12. Beverage Service and selling techniques</li> <li>13. Labelling</li> </ol>								
<b>Teaching Methodology</b>	The course is delivered through lectures, demonstrations, excursions and visiting speakers.								
<b>Mode of delivery</b>	Face to face.								
<b>Bibliography</b>	<b>Required</b>								
	<ol style="list-style-type: none"> <li>1. Zraly, K, (2017) <i>Windows on the World Complete Wine Course (2017 ed.)</i>, Sterling Epicure</li> <li>2. Kolpan, S., Smith, B., Weiss, M., (2010) <i>Exploring Wine: The Culinary Institute of America's Guide to Wines of the World</i>, (3<sup>rd</sup> ed.), N.J.: Wiley.</li> </ol>								
	<b>Recommended</b>								
	<ol style="list-style-type: none"> <li>1. Gibson, M. (2013). <i>The sommelier prep course. An Introduction to the Wines, Beers, and Spirits of the World</i>. Hoboken, N.J.: Wiley.</li> </ol>								
<b>Assessment</b>	<p>The following assessment methods are employed to assess this course:</p> <table border="1"> <tbody> <tr> <td>30 – 50 %</td><td>Final Exam</td></tr> <tr> <td>20 – 40 %</td><td>Mid –Term / Tests / Quizzes</td></tr> <tr> <td>10 – 30 %</td><td>Assignments / Projects</td></tr> <tr> <td>0 – 10 %</td><td>Class Attendance &amp; Participation</td></tr> </tbody> </table>	30 – 50 %	Final Exam	20 – 40 %	Mid –Term / Tests / Quizzes	10 – 30 %	Assignments / Projects	0 – 10 %	Class Attendance & Participation
30 – 50 %	Final Exam								
20 – 40 %	Mid –Term / Tests / Quizzes								
10 – 30 %	Assignments / Projects								
0 – 10 %	Class Attendance & Participation								
<b>Language</b>	English								



# *Culinary Arts Internship Guide & Student Logbook*

**Internships are supervised experience that gives students new educational experiences that will benefit them after graduation.**

**An internship course is designed as a career oriented learning experience that complements and enhances formal classroom training. Course credit is awarded upon successful completion of the program at an organization involved in the Hospitality & Tourism and Culinary Industries. Only Culinary Arts students may complete their internships at restaurants.**

## *Internship Procedure*

Students registered for an internship have the responsibility of finding a job in the hospitality/culinary industry. The College will also do its best to assist students in finding a job position.

If students do not find work, they should inform the registration assistant immediately to drop the class. If the class is dropped before the end of June there will be no charge for the internship. Otherwise the Internship Coordinator will administratively withdraw the student. Once students find work they must inform the registration assistant immediately.

Each student must complete within the summer semester 480 hours (12 weeks at 40 hours) of work, this must be documented and signed in the logbook. If the logbook is not returned or is incomplete a Not Pass grade will be given.

If students do not complete their internship by the end of the internship period an incomplete grade will be given when the Internship Coordinator hands in the grade report. Logbooks should be returned fully completed by 15<sup>th</sup> October.

Aims and objectives of the internship include:

- Academic Learning – applying knowledge learned in the classroom to tasks in the workplace.
- Career Development – gaining knowledge necessary to meet minimum qualifications for a position in the field of interest.
- Skill Development – an understanding of the skills and knowledge required in a specific job category within the industry.
- Personal Development – gaining decision-making skills, critical thinking skills, increased confidence and self-esteem

## *Details Regarding Internship*

The employer is required to provide an organized internship that provides meaningful duties and responsibilities which contribute to the learning goals of the intern and the goals of the employer. In addition, the employer is expected to complete the student logbook during the course of the internship.

Monthly contact/visit will be completed by the College Internship Coordinator during the course of the internship. The purpose of the visit is to ensure that the objectives of the internship are being met and all parties (student, employer, and the College) are satisfied with the internship experience. The on-site visit also provides the student and Internship Coordinator an opportunity to meet and discuss the internship.

The Internship Coordinator is chosen based on industry experience and academic qualifications. To ensure the internship meets the criteria required and whether each student achieved the learning outcomes from the internship the Internship Coordinator is chosen carefully. The Internship Coordinator should be networked within the Industry, with personal knowledge of the settings of the internship and the manager/supervisor.

The internship program is an opportunity to achieve personal and professional goals, and learn new ideas and skills appropriate to the industry. In addition, this experience is a great way to network. Students should demonstrate organizational skills, initiative, develop skills relating to the organization, time management, stress and team work.

The Internship Coordinator and Student Intern should maintain regular contact regarding student progress during the entire course of the internship. Contact may be established through e-mail, telephone or workplace visits.

## *Tips on How to Work Safely*

If you have an accident or damage your health at work you may have to live with the consequences for the rest of your life. The culinary and hospitality & tourism sectors are generally not considered high risk sectors, but there are certain things you should be aware of:

- Don't perform any task until you have been properly trained.
- If you feel that you have been getting too much information, too fast, ask your supervisor to slow down and repeat the instructions. If you are unsure of something, ask someone first. A supervisor or co-worker might help you prevent an accident from happening. Don't hesitate to ask for more training.
- Wear the proper clothes for the task as requested by your supervisor. Be sure that you know when to wear protective gear, where to find it, how to use it and how to care for it.
- Report any difficulty to your supervisor immediately. Don't ignore early signs of problems, such as headaches, aches and pains, dizziness, itchy skin or irritated eyes, nose or throat.

## *Commitment of the Three Parties*

By signing this document, the student, the College and the receiving organization confirm that they accept and respect the principles of the internship program.

### *Student*

<b>Name</b>		
<b>Reg. Number</b>		
<b>Mobile</b>		
<b>Student signature</b>		<b>Date</b>

### *InterNapa College*

<b>Name of Internship Coordinator</b>		
<b>Phone</b>	<b>23829840 / 41</b>	<b>Fax 23826831</b>
<b>E-mail</b>		
<b>Internship Coordinator signature</b>		<b>Date</b>

### *Manager/Supervisor of Internship Student*

<b>Organization</b>		
<b>Address</b>		
<b>Phone</b>		<b>Fax</b>
<b>E-mail</b>		<b>Mobile</b>
<b>Name of Manager/Supervisor</b>		
<b>Manager/Supervisor signature &amp; company stamp</b>		<b>Date</b>

## Monthly Internship Self-Assessment

### June

1. What new skills did you learn this month?
2. How did you utilize and apply your own personal skills and knowledge in your work environment? Give specific examples.
3. What challenges and problems did you experience while on the job; how did you overcome and solve them?
4. What were the most and least satisfying aspects of your week? Give examples.
5. Summarize your feelings, observations, and experiences during the week. Go into detail in describing the activities that you participated in.

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Student signature \_\_\_\_\_

Date \_\_\_\_\_

Department/Position of Student \_\_\_\_\_

Manager/Supervisor signature \_\_\_\_\_

### July

1. What new skills did you learn this month?
2. How did you utilize and apply your own personal skills and knowledge in your work environment? Give specific examples.
3. What challenges and problems did you experience while on the job; how did you overcome and solve them?

4. What were the most and least satisfying aspects of your week? Give examples.
5. Summarize your feelings, observations, and experiences during the week. Go into detail in describing the activities that you participated in.

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**Student signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Department/Position of Student** \_\_\_\_\_

**Manager/Supervisor signature** \_\_\_\_\_

## *August*

1. What new skills did you learn this month?
2. How did you utilize and apply your own personal skills and knowledge in your work environment? Give specific examples.
3. What challenges and problems did you experience while on the job; how did you overcome and solve them?
4. What were the most and least satisfying aspects of your week? Give examples.
5. Summarize your feelings, observations, and experiences during the week. Go into detail in describing the activities that you participated in.

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**Student signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Department/Position of Student** \_\_\_\_\_

**Manager/Supervisor signature** \_\_\_\_\_

## *September*

1. What new skills did you learn this month?
2. How did you utilize and apply your own personal skills and knowledge in your work environment? Give specific examples.
3. What challenges and problems did you experience while on the job; how did you overcome and solve them?
4. What were the most and least satisfying aspects of your week? Give examples.
5. Summarize your feelings, observations, and experiences during the week. Go into detail in describing the activities that you participated in.

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Student signature \_\_\_\_\_

Date \_\_\_\_\_

Department/Position of Student \_\_\_\_\_

Manager/Supervisor signature \_\_\_\_\_

## *Internship Evaluation*

*(to be completed by Manager/Supervisor)*

The student must acquire skills in all three areas below over the Internship period of time to demonstrate acquisition and retention of understandings and competencies.

### **Cognitive Skills** – please tick successful student accomplishments in this category

Showing understanding of industry customs and practices	
Acquiring and evaluating information	
Applying knowledge to the task	
Understanding and complying with employer's regulations	
Working in a cross-cultural environment	
Ability to think independently	
Using computers/technology to process information	

### **Professional Skills** – please tick successful student accomplishments in this category

Exercising leadership	
Dressing appropriately	
Addressing colleagues and superiors appropriately	
Behaving in an ethical manner	
Adapting effectively to changing conditions	
Punctuality	
Displaying zeal for profession	
Developing individual responsibility	
Working independently with minimal supervision	
Monitoring and correcting performance	
Working cooperatively and supporting others	
Working under pressure	

### **Communication Skills** – please tick successful student accomplishments in this category

Ability to express ideas clearly and persuasively with guests	
Ability to communicate ideas with supervisors and colleagues	
Comprehending and following instructions	
Listening effectively	

Using industry-specific terminology appropriately	
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***Overall Performance Assessment (please circle)***

Overall performance of Intern	Excellent 5	Above average 4	Average/ adequate 3	Needs improvement 2	Not satisfactory 1
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In which areas would you recommend improvement?

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**Manager/Supervisor signature & company stamp \_\_\_\_\_ Date \_\_\_\_\_**

## *Internship Evaluation* (to be completed by Student)

The purpose of the Student Assessment of Internship is to provide feedback regarding your perception of the overall quality and value of the internship experience.

Please circle your answers using the following guidelines:

- 5 – Strongly Agree
- 4 – Agree
- 3 – Undecided
- 2 – Disagree
- 1 – Strongly Disagree

The organization was respectful and fair.	5	4	3	2	1
The organization provided adequate training.	5	4	3	2	1
The internship work responsibilities were fairly represented.	5	4	3	2	1
My workload was fair and balanced.	5	4	3	2	1
The internship site supported and valued diversity.	5	4	3	2	1
The organization provided adequate workplace safety precautions.	5	4	3	2	1
The internship site had sound ethical standards and practices.	5	4	3	2	1
I accomplished the majority of my learning goals.	5	4	3	2	1
I received adequate supervision and feedback from my supervisor.	5	4	3	2	1
I received adequate direction/feedback from my Internship Coordinator.	5	4	3	2	1
I would recommend this internship placement to future students.	5	4	3	2	1

**I have reviewed my evaluation as completed by my Manager/Supervisor**

**Student signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## *Internship Evaluation*

*(To be completed by Internship Coordinator)*

Student Intern Name \_\_\_\_\_ Student Reg. No \_\_\_\_\_

Visitation Date(s) \_\_\_\_\_ Place of Internship \_\_\_\_\_

Summary of discussion and/or observations

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## *Overall Assessment*

Skills/Personal Development	Excellent	Above Average	Average	Poor	Unable to observe
Ability to relate to others					
Judgement					
Learning ability					
Attitude:					
toward work					
toward supervisors					
toward colleagues					
toward company					
Quality of work					
Accepts criticism					
Introduces ideas/procedures					
Patience and tolerance					
Willing to overcome obstacles					

<b>Learning Outcomes Checklist</b>	<b>Yes</b>	<b>No</b>
Demonstrate their knowledge and understanding of the specific needs in a professional environment		
Apply the knowledge and skills acquired in the classroom to a professional context.		
Develop practical skills in the discipline of culinary and food preparation arts		
Explore ways to work with other employees in a diverse environment		
Demonstrate an understanding of the time commitments and responsibilities of the works' community.		
Develop an understanding of the organizational structure and academic practices in the industry.		
Successfully negotiate time conflicts, responsibilities and duties.		

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<b>FOR OFFICIAL USE ONLY</b>	
<b>Student has met requirements of internship program</b>	<b>Grade</b> Pass <input type="checkbox"/> Not Pass <input type="checkbox"/>
<b>Signature of Internship Coordinator</b> _____	<b>Date</b> _____

**Attachment 9: Internship Syllabus**

Course Title	Internship I								
Course Code	TCUA-120								
Course Type	This course serves as both Elective and Requirement, according to the program. <div><table><tr><td>Culinary Diploma/Higher Diploma</td><td>Requirement</td></tr><tr><td>All Programs</td><td>General Elective</td></tr></table></div>					Culinary Diploma/Higher Diploma	Requirement	All Programs	General Elective
Culinary Diploma/Higher Diploma	Requirement								
All Programs	General Elective								
Level	Diploma								
Year / Semester	Year 1, C' Semester								
Teacher's Name	Dimitris Kouklos								
ECTS	2	Lectures / week		Laboratories / week					
Course Purpose and Objectives	Focuses in enabling students to acquire practical experience from industry operations. It aims to give students an opportunity to apply classroom theories to practical issues in a business setting.								
Learning Outcomes	Upon completion of this course students will be able to: <div><div><div>1. Demonstrate their knowledge and understanding of the specific needs in a professional environment.</div><div>2. Apply the knowledge and skills acquired in the classroom to a professional context.</div><div>3. Develop practical skills in the discipline of culinary and food preparation arts.</div><div>4. Demonstrate an understanding of the time commitments and responsibilities of the works' community.</div><div>5. Develop an understanding of the organizational structure and academic practices in the industry.</div><div>6. Successfully negotiate time conflicts, responsibilities and duties.</div></div></div>								
Prerequisites	TCUA – 100 Introduction to Gastronomy & Culinary Theory			Required	N/A				



<b>Course Content</b>	<p>Students could be employed in the following fields:</p> <ol style="list-style-type: none"> <li>1. Hotels</li> <li>2. Restaurants</li> <li>3. Institutional feeding organizations</li> <li>4. Food and Beverage caterers</li> <li>5. Any food service organizations</li> </ol> <p>By working in the field students should establish contacts and relationships with important figures in the industry but also understand the nature, opportunities and demands of the profession.</p>
<b>Teaching Methodology</b>	N/A
<b>Mode of delivery</b>	Practical - employment in the private sector.
<b>Bibliography</b>	<b>Required</b>
	N/A
	<b>Recommended</b>
	N/A
<b>Assessment</b>	The students will be assessed through their performance in their employment and completion of a logbook.
<b>Language</b>	English



## *Final Examination* *Semester: Fall 2016*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	TCUA-100-1
<b>Course Title</b>	INTRODUCTION TO GASTRONOMY & CULINARY THEORY
<b>Section</b>	
<b>Date of Exam</b>	23/01/2017
<b>Duration of Exam</b>	2 HOURS
<b>Instructor</b>	DIMITRIS KOUKLOU
<b>Grade ( % )</b>	

### Instructions to Students

1. Have your passport or student identity card on your desk.
2. Smoking and food or drinks are not permissible in the exam room besides a bottle of water.
3. Mobile phones must be switched off and put away.
4. Notes, dictionaries, books or other aids are not permissible in the exam room, unless otherwise mentioned.
5. Use blue or black pen. Do not use pencils. Do not use white-out or other correcting material.
6. Ensure that your handwriting is legible.
7. Students will not be allowed to enter the exam room 30 minutes after the exam has begun.
8. Students will only be allowed to leave the exam room after 30 minutes have passed.
9. Read exam instructions carefully.

### Academic Honesty

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<b>Student Signature</b>		<b>Date</b>	23/01/2017
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

**PART A: Describe the following:**

**TOTAL 15 MARKS**

**Each answer is worth 3 Marks/Answer all the questions**

a. Fine-dining restaurant:

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b. Sous Chef:

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c. Roux:

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d. Stock:

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e. Executive Chef:

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**PART B: SHORT ANSWER QUESTIONS**

**TOTAL 40 MARKS**

**Each answer is worth 5 Marks/Answer 8 out of 10 questions**

1. Discuss the meaning of 'mise en place' in the kitchen:

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2. Identify which of the following food items can become contaminated by disease-causing organisms (circle the correct item):

## Choux

## Staffed Chicken rolls

## Potato and coriander salad

## Salmon cocktail

## Roast beef

## After-dinner mints

Lettuce

## Saltine crackers

## Chicken sandwich

## Rice pilaf

3. True or false: The danger zone for bacterial growth is '45 Celsius degrees'. Discuss your answer.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

4. Identify the different chopping board colors. Discuss the differences

[illegible]

5. Discuss the purpose of the kitchen organization:

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6. Discuss the differences between cleaning and sanitizing and the purpose of each one:

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7. Discuss the uses of a stock and write a recipe for 1 ltr. of chicken stock.

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8. You are sautéing beef tenderloin strips for stroganoff, and you suddenly find that the meat is simmering in a liquid rather than sautéing. Discuss what you did wrong:

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9. Discuss the importance of cleaning and sanitizing equipment and cutting boards immediately after working with raw poultry.

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10. Identify safety hazards in the food service workplace.

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**PART C: ANSWER ALL QUESTIONS**

**TOTAL 30 MARKS**

**Each answer is worth 10 Marks**

1. Discuss the effects of heat on different main ingredients. Also, give one example, which has a combination of three-heat transfer.

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2. Discuss the differences between primary flavor and supporting flavor. Select a favorite recipe and explain the function of each ingredient, indicating which are the primary flavors and which are the secondary flavors.

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This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

3. Discuss the meaning of gastronomy, and analyze the four main areas in the kitchen.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.



## PART D: ESSAY QUESTION

**TOTAL 15 MARKS**

1. Discuss the following cooking methods: braising, roasting, deep-frying, sautéing, poaching, steaming, broiling, pressure frying, and grilling. (15 MARKS)

[illegible]



## *Final Examination*

### *Semester: Fall 2016*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TCUA-104</b>
<b>Course Title</b>	<b>INTRODUCTION TO GARDE MANGER</b>
<b>Section</b>	
<b>Date of Exam</b>	
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>DIMITRIS KOUKLOU</b>
<b>Grade ( % )</b>	

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<b>Student Signature</b>		<b>Date</b>	
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

### **PART A-TERMINOLOGIES-20 points**

Briefly explain the following terms. Each term is worth 4 points.

1. CRUDITE
2. COCKTAIL
3. DIPS
4. DRESSING
5. GUACAMOLE

### **PART B- QUESTIONS- 60 POINTS**

Briefly answer 6 of the following questions. Each question is worth 10 points.

1. Describe what is an appetizer.
2. Describe the characteristics of a good appetizer.
3. Describe the sandwich categories. Write the names of 5 sandwiches.
4. Describe what a canapé is. Why is hygiene important when preparing canapé?
5. Describe the 4 components of a canapé.
6. Describe the salad categories.
7. Describe the 4 components of a salad and briefly explain them.
8. Describe 5 salads and briefly explain 1 of them.

### **PART C-ESSAY QUESTION -20 POINTS**

1. Describe a theme buffet cold section including
  - a) 1 Platter
  - b) 2 Dips
  - c) 5 Salads
  - d) 2 Dressing
  - e) 1 Center piece
2. Describe 5 menu listings in an a la carte restaurant for the following categories
  - a) Cold sandwiches
  - b) Salads
  - c) Appetizers



## *Final Examination*

### *Semester: Fall 2016*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TCUA-108</b>
<b>Course Title</b>	<b>PASTA, GRAIN AND VEGETABLE PREPARATIONS</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>26/01/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>DIMITRIS KOUKLOU</b>
<b>Grade ( % )</b>	

#### **Instructions to Students**

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<b>Student Signature</b>		<b>Date</b>	26/01/2017
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

**Section A: Please answer All the following question [20MARKS]**

Each answer is worth 2 marks

1. Briefly explain the following.

a. Mirepoix.

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b. Julien.

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c. Beurre Manié.

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d. Consommé.

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e. Al dente.

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f. Au gratin.

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g. Alio- Olio.

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h. Mother sauce.

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i. Fruit de mer.

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j. Fettuccini.

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**Section B: Please answer All the following question [60 MARKS]**

Each answer is worth marks 6 marks.

1. Explain the method of blanching and describe why it is important to be used in the kitchen.

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2. Discuss the main points when cooking pasta.

- a. 

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- b. 

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- c. 

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- d. 

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- e. 

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- f. 

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3. Describe the 6 stages of cooking vegetables.

- a. 

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- b. 

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- c. 

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- d. 

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- e. 

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- f. 

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4. Discuss the two categories of pasta.

- a. 

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- b. 

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5. Describe how can be a fresh pasta be colored?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

6. Describe how vegetables should be stored, prepared, and cooked to retain their vitamins.

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_  
\_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

7. Discuss the stages of cooking potatoes.

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8. Analyze three leafy and three shoot vegetables.

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9. Describe the recipe and method of preparation of vegetarian lasagna.

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10. Describe the recipe and method of preparation of pasta bolognaise.

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**PART C: ESSAY QUESTION/ANSWER ALL QUESTIONS**

**Each answer is worth marks 10 marks. (TOTAL 20 MARKS)**

You are an executive chef at a Mediterranean restaurant and you are responsible to cook for a group of special guests.

1. Discuss a three course Mediterranean MENU with two choices of each course.

Starter

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Main Course.

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Desserts.

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2. Discuss how a pasta grain and vegetables can be included in a daily set menu.

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## *Final Examination*

### *Semester: Fall 2016*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TCUA-204-I</b>
<b>Course Title</b>	<b>FOODS OF THE WORLD - ETHNIC CUISINE</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>23/01/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>DIMITRIS KOUKLOU</b>
<b>Grade ( % )</b>	

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<b>Student Signature</b>		<b>Date</b>	23/01/2017
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

## **PART A- QUESTIONS-70 POINTS**

**Briefly answer 7 of the following questions. Each question is worth 10 points.**

1. Describe 5 commonly used recipes in the Middle Eastern region.
2. Describe the names of 5 European recipes and indicate the country of origin.
3. Describe ONE Mediterranean recipe and preparation method for main course. Include accompaniments and sauce.
4. Describe the names of 5 Mexican recipes and BRIEFLY explain each.
5. Describe the names of 5 Cypriot recipes and briefly explain each.
6. Describe which ethnic cuisine is the base for training professional chefs in Europe.
7. Mediterranean diet is considered to be healthy. Do you agree or disagree with this statement? Support your answer.
8. Describe 5 factors that influence the traditional cuisine of each country.
9. Describe 5 key ingredients for the following countries  
A) Cyprus B) China C) Italy D) Mexico E) India

## **PART B- 20 POINTS**

**Answer the following question.**

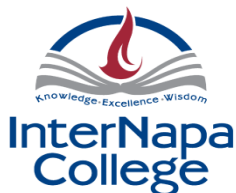
Describe an international theme buffet that includes the following stations:

1. Salads/cold appetizers
2. Live station
3. Hot foods
4. Soup
5. Bread station
6. Desserts

## **PART C -10 POINTS**

**Match the Recipe with the Country Of Origin**

1. Chicken Cordon Bleu	A Mexico
2. Fajitas	B France
3. Sweet And Sour	C China
4. Chicken Curry	D Cyprus
5. Octopus Stifado	E India



## *Final Examination*

### *Semester: FALL 2016*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TCUA-208-I</b>
<b>Course Title</b>	<b>CONTEMPORARY DESSERTS &amp; BAKING</b>
<b>Section</b>	
<b>Date of Exam</b>	
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>DIMITRIS KOUKLOU</b>
<b>Grade ( % )</b>	

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<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

**PART A: TRUE (T)/FALSE (F) (1 MARK EACH) TOTAL: 10 MARKS**

*(Please circle the correct answer)*

1. T      F      Meringue can be made in 2-3 minutes.
2. T      F      There are two basic ways to prepare sponge cakes.
3. T      F      The fermentation time for doughnuts is about 20 minutes at 25°C.
4. T      F      When preparing a crepe, it is better to use whole eggs instead of egg yolks.
5. T      F      In pate crepe it is better to use vegetable oil.
6. T      F      When preparing a black forest, it is better to use apricot jam.
7. T      F      In every 1000ml of liquid we use 20 gr of gelatin to prepare a 'mousse'.
8. T      F      Sponge cake is made from three ingredients.
9. T      F      Milk chocolate does not contain any cocoa solids.
10. T      F      When preparing a chocolate cake it is better to use melt chocolate.

**PART B: SHORT ANSWER QUESTION (2 MARK EACH)/ANSWER ALL**

**QUESTIONS    TOTAL: 20 MARKS**

1. Which type of flour is used when making pate a choux?

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2. At what temperature is the sugar cooked when preparing an Italian meringue?

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3. Describe the definition of an Italian meringue.

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4. Describe 2 food items made out of puff pastry and their fillings.

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5. Write the ingredients of a classic pastry cream.

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6. Discuss what is frangipane and when was initially used.

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7. Explain the 'maillard' reaction.

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8. Explain your understanding of ‘nougat’.

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9. Explain your understanding of ‘Ganache’.

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10 Describe your understanding of chocolate tempering.

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### **PART C: ANSWER ALL QUESTIONS**

**TOTAL 50 MARKS**

**Each answer is worth 5 Marks**

1. Discuss the sponge cake recipe and its method of preparation.

[illegible]



2. Discuss the black forest recipe and its method of preparation.

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3. Describe the recipe of chocolate 'Ganache'.

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4. Briefly explain the Cyprus desserts, baklavas and kadaify.

[illegible]

5. Discuss the recipe and method of preparation of bread.

[illegible]

6. Describe the recipe and method of preparation of a crepe.

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7. Discuss the common faults that might happen in preparation of a close and a heavy texture sponge cake.

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- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Analyse the common faults that might happen in preparation of a cracked top sponge cake.

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- \_\_\_\_\_  
\_\_\_\_\_  
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9. Discuss the recipe and the preparation method of a chocolate mousse.

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10. Describe the ingredients of a chocolate sponge cake.

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**PART D: ESSAY QUESTION** **TOTAL 20 MARKS**

**PART D: ESSAY QUESTION** **TOTAL 20 MARKS**

1. Describe the recipes of four different sweets which can be included in a la carte menu. Also describe the method of preparation one of them in detail.

[illegible]

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## *Final Examination* *Semester: Fall 2016*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>THOM-100-1</b>
<b>Course Title</b>	<b>INTRODUCTION TO HOSPITALITY MANAGEMENT</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>26/01/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>SOTERIS KEFALAS</b>
<b>Grade ( % )</b>	

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**Student Signature**

**Date**

26/01/2017

**Faculty Signature**

**Invigilator Signature**



**Section A: Please answer ONLY FOUR of the following questions. [TOTAL MARKS 60]**

*Each question is worth 15 marks*

1. Analyze the Disney Service Model and why it is so important in the hospitality industry.  
(15 marks)
2. Analyze the five sectors of the hospitality and tourist industry.  
(15 marks)
3. Explain the purpose of suggestive selling. What characteristics make up a good server?  
(15 marks)
4. Describe the Food Cost Control Process.  
(15 marks)
5. Describe the advantages and disadvantages of a franchise.  
(15 marks)
6. Discuss the functions performed by the hotel general manager.  
(15 marks)

**Section B: Answer all the questions. [TOTAL MARKS 40]**

*Each question is worth 5 marks.*

1. How are restaurants classified?
2. What are some characteristics of casual dining?
3. Describe the services offered by a tour operator.
4. Why is the concierge an essential part of the personality of a hotel's operation?
5. What is considered the front of the house? Define curbside appeal.
6. Who runs the back of the house and which areas does back of the house refer to?
7. What is par stock?
8. What are standardized recipes and why are they important?



## *Final Examination*

### *Semester: Fall 2016*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TACC-100-1</b>
<b>Course Title</b>	<b>INTRODUCTION TO ACCOUNTING I</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>27/01/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>YIOTA STAVROU</b>
<b>Grade ( % )</b>	

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**Student Signature**

**Date** 27/01/2017

**Faculty Signature**

**Invigilator Signature**

## SECTION A

Answer **ALL** questions (30 Marks)

### 1. Multiple choice questions: (2 Marks Each)

Find the correct formula:

- a)  $\text{Assets} = \text{Capital} - \text{Liabilities}$
- b)  $\text{Liabilities} = \text{Capital} + \text{Assets}$
- c)  $\text{Assets} = \text{Capital} + \text{Liabilities}$
- d)  $\text{Capital} = \text{liabilities} + \text{Assets}$

Which of the following is not Current Asset?

- a) bank overdraft
- b) loan interest
- c) accounts receivable
- d) cash in hand

Which of the following are included in the debit side of the trial balance?

- a) bank overdraft, debtors, buildings and rent payable
- b) purchases, debtors, rent receivable and discounts receivable
- c) capital, bad debts, salaries, and creditors
- d) drawings, discounts allowed, depreciation and stationery

Mr. George, owner of a retail company, withdrew some goods for private use.

What is the double entry?

- a) Debit purchases accounts, credit drawings account
- b) Debit drawings account, credit purchases account
- c) Credit capital account, debit purchases account
- d) Credit cash account, debit drawings account

Which of the following is not a depreciation method?

- a) Some of the years digits
- b) Reducing balance
- c) Straight-line
- d) Directly

### 2. Explain what Income Statement is and why we prepare it. (10 Marks)

3. Give one example for EACH of the following: (10 Marks)

-Current Assets

-Fixed Assets

-Expenses

-Current Liabilities

-Income

## **SECTION B**

Answer **ALL** questions (70 Marks)

### **Question 1** (30 Marks)

From the following information draw up the trading account section of the income statement of J Bell for the year ending 31 December 2015, which was his first year in business:

	\$
Carriage inwards	980
Returns outwards	840
Returns inwards	1,290
Sales	162,918
Purchases	121,437
Closing Inventory	11,320

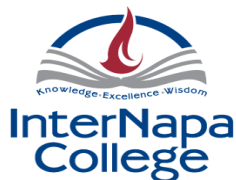
## **Question 2 (40 Marks)**

The transactions of A Baker Company for May 2009 were as follows:

- May 1. Started in business with \$1,500 in the bank and \$500 cash.
- May 2. Purchased goods to the value of \$1,750 from C Dunn.
- May 3. Bought fixtures and fittings for the bakery for \$150 paying by cheque.
- May 6. Bought goods on credit from E Farnham for \$11.
- May 10. Paid rent of \$300 by cash.
- May 12. Bought stationery for \$175 paying by cash.
- May 14. Sold goods on credit, value \$125 to G Harlem.
- May 20. Bought a van for \$2,000 on credit from I Jumpstart.
- May 30. Paid wages of \$450 by cheque.
- May 31. Summarized cash sales of the month and found them to be \$2,500. Took \$500 for private use and banked \$2,000.
- May 31. Closing inventory was \$500.

Required:

- a) Enter the transactions in the ledger of A Baker (open T-Accounts).
- b) Extract a Trial Balance as at 31 May 2009.
- c) Prepare the Income Statement for the year.
- d) Show the balance sheet as at 31 May 2009.



## *Final Examination*

### *Semester: Fall 2016*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TFRE-100-1</b>
<b>Course Title</b>	<b>FRENCH LANGUAGE AND CULTURE I</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>25/01/17</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>KATERINA HADJANTONI</b>
<b>Grade ( % )</b>	

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<b>Student Signature</b>		<b>Date</b>	25/01/2017
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

**A. COMPRÉHENSION DES ÉCRITS****(20 POINTS)****Texte 1 – Lis cette lettre et réponds par OUI ou NON****(1 point each : 5 points)**

Read the letter and answer with yes or no.

Dieppe le 17 janvier

Salut !

Je m'appelle Arnaud Darien. J'ai quinze ans et mon anniversaire, c'est le trois septembre. J'ai un demi-frère : Il s'appelle Alexandre et il a dix-sept ans. J'ai une sœur : elle s'appelle Sophie et elle a neuf ans. J'ai un chien (Il s'appelle Jacques) et une perruche (elle s'appelle Cloé). Et toi ? Tu as des frères et sœurs ? Tu as un animal ? Au revoir !

Arnaud

- a. Arnaud a treize ans. ....
- b. Son anniversaire, c'est le trois septembre. ....
- c. Il a un demi-frère et une sœur. ....
- d. Il a un chat. ....
- e. Il a une perruche. ....

**Texte 2 – Lis le texte puis réponds aux questions.****(3 points each : 15 points)**

Read the text and answer the questions.

Salut,

Je m'appelle Nadia et je suis française.  
Mon anniversaire c'est le vingt juin.  
Je suis assez grande et très mince.  
J'ai les cheveux longs et raides. Je suis blonde.  
J'ai les yeux bleus. Je suis patiente et calme.

- a. Elle s'appelle comment ?  
\_\_\_\_\_
- b. Elle a quel âge ?  
\_\_\_\_\_
- c. Elle est comment ?  
\_\_\_\_\_
- d. Elle a les cheveux comment ?  
\_\_\_\_\_
- e. Elle a les yeux comment ?  
\_\_\_\_\_

**B. USAGE DE LA LANGUE**

**(50 POINTS)**

**Exercice 1 - Quelle heure est-il ?**  
What time is it ?

**(2 points each: 10 points)**

- a. 12 :15 .....
- b. 16 :05 .....
- c. 22 :45 .....
- d. 09 :55 .....
- e. 14 :30 .....

**Exercice 2 - Mets les nationalités au féminin.**  
Put the nationalities into the feminine.

**(1 point each : 5 points)**

- a. Paul est brésilien.      Pauline est \_\_\_\_\_.
- b. Julien est russe.      Julie est \_\_\_\_\_.
- c. Mario est finlandais.      Marie est \_\_\_\_\_.
- d. Nicolas est américain.      Nicole est \_\_\_\_\_.
- e. Christian est népalais.      Christine est \_\_\_\_\_.

**Exercice 3 - Trouve la forme correcte du verbe.**  
Find the correct form of the verbs in brackets.

**(2 points each : 10points)**

- a. Je \_\_\_\_\_ (être) étudiant à InterNapa Collège.
- b. Jean \_\_\_\_\_ (avoir) une sœur et un frère.
- c. Nadia et Elodie \_\_\_\_\_ (être) françaises.
- d. Nous \_\_\_\_\_ (avoir) un chien.
- e. Tu \_\_\_\_\_ (être) facteur ?



**Exercice 4 - Complète avec mon, ma, mes.**

Complete with mon, ma, mes.

**(1 point each : 10 points)**

- a. C'est ..... père et ..... mère.
- b. C'est ..... cousine et ce sont ..... grands-parents.
- c. C'est ..... frère et voici ..... cousins.
- d. Voilà ..... fils et ..... fille.
- e. Voici ..... parents et ..... sœur.

**Exercice 5 - Mets à la forme négative.**

Put the sentences into the negative form.

**(1 point each : 5 points)**

- a. Paul a une sœur.

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- b. Nous aimons les animaux.

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- c. J'ai une règle.

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- d. Elle habite à Paris.

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- e. Je suis anglais

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**Exercice 6 - Complète avec un, une, des.**

Complete with un, une, des.

**(1 point each : 5 points)**

Marie porte :

\_\_\_\_\_ T-shirt,  
\_\_\_\_\_ manteau,  
\_\_\_\_\_ jupe,  
\_\_\_\_\_ chaussures,  
\_\_\_\_\_ sac.

**Exercice 7 – Relie une question à une réponse.**

**(1 point each : 5 points)**

Match a question with an answer.

- a. Comment tu t'appelles ?
- b. Quel jour sommes-nous ?
- c. Elle a quel âge ?
- d. Tu es comment ?
- e. Tu es népalais ?

- 1. Elle a treize ans.
- 2. Je suis blond.
- 3. On est mardi.
- 4. Moi, c'est Nadia.
- 5. Je suis chinois

a

b

c

d

e

**C. PRODUCTION ÉCRITE :**

**(30 POINTS)**

**Exercice 1 - Ecris ce que tu fais le week-end. (30-40 mots)**

**(15 points)**

Describe what you do at the weekend (30-40 words)

.....

.....

.....

.....

.....

.....

**Exercice 2 – Décris ta maison ou ton appartement. (30-40 mots)**

**(15points)**

Describe your house or your flat (30-40 words)

.....

.....

.....

.....

.....

.....



## *Final Examination* *Semester: Fall 2016*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TFRE-102</b>
<b>Course Title</b>	<b>FRENCH LANGUAGE AND CULTURE II</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>27/01/17</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>KATERINA HADJANTONI</b>
<b>Grade ( % )</b>	

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<b>Student Signature</b>		<b>Date</b>	27/01/2017
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

**A. COMPRÉHENSION DES ÉCRITS****(20 POINTS)****Texte 1 – Lis cette lettre et réponds.****(1 point each : 10 points)**

Read the letter and answer.

Cher Paul,

Aujourd'hui je vais te parler de ma maison. Comme tu sais nous habitons dans un village près de Larnaka. Ma maison est assez grande et confortable. Au rez-de-chaussée il y a une grande cuisine pratique, un petit salon très moderne où il y a la télé, une salle à manger agréable et un garage. Au premier étage il y a deux chambres pour mes parents et moi. De plus il y a deux toilettes et une salle de bains. Au sous-sol il y a une petite cave. Les couleurs de ma maison sont le blanc et le beige. J'adore ma maison parce que c'est calme et je peux aller en ville facilement en bus ou en voiture.

Voilà ! C'est tout !

À bientôt !

Pierre

**A. Vrai ou Faux ? Coche la bonne case.**

	Vrai	Faux
a. Pierre habite en ville.		
b. Au rez-de-chaussée il y a une cave.		
c. Au premier étage il a deux chambres.		
d. Au sous-sol il y a un garage.		
e. Les couleurs de la maison sont le blanc et le beige.		

**B. Coche la bonne case.**

	Rez-de-chaussée	Premier étage
Cuisine		
Salon		
Toilettes		
Chambres		
Salle à manger		

**Texte 2 – Lis le texte puis réponds aux questions****(2 points each : 10 points)**

Read the text and answer the questions.

Salut,  
Je m'appelle Mathieu et je suis élève. J'aime mon collègue.  
C'est génial. Le lundi à huit heures et demie j'ai biologie. Je n'aime pas la biologie. C'est difficile. À neuf heures dix, j'ai musique. C'est amusant mais je déteste le prof. Le lundi j'ai aussi EPS. J'adore le sport. De plus le mardi j'ai français et anglais. Moi, je préfère le français. C'est facile.

1. Mathieu aime la biologie ?

---

2. Il a anglais et français le mercredi ?

---

3. Il adore le prof de musique ?

---

4. Le français c'est difficile ?

---

5. Il préfère le français ou l'anglais ?

---

**\*ou = or****B. USAGE DE LA LANGUE****(50 POINTS)****Exercice 1 – Mets les verbes à la forme correcte au présent.****(2 points each :10 points)**

Put the verbs in brackets into the correct form in the present.

a. Nous \_\_\_\_\_ (manger) de la salade.

b. Je \_\_\_\_\_ (prendre) des tartines.

c. Elles \_\_\_\_\_ (boire) de l'eau.

d. Tu \_\_\_\_\_ (manger) un chocolat.

e. Vous \_\_\_\_\_ (prendre) des céréales.

**Exercice 2 – Mets le verbe être à la forme correcte au présent. (1 point each :5 points)**

Put the verb to be into the correct form in the present.

- a. Je \_\_\_\_\_ calme.
- b. Nous \_\_\_\_\_ étudiants.
- c. Il \_\_\_\_\_ drôle.
- d. Vous \_\_\_\_\_ intelligents.
- e. Tu \_\_\_\_\_ professeur.

**Exercice 3 – Complète les phrases avec la correcte forme de l'adjectif. (1 point each: 5 points)**

Complete the sentences using the correct form of the adjective.

- a. L'appartement est **moderne**. La maison est \_\_\_\_\_.
- b. Le salon est **neuf**. La chambre est \_\_\_\_\_.
- c. Le toit est **vieux**. La salle de bains est \_\_\_\_\_.
- d. Le bureau est **lumineux**. La salle à manger est \_\_\_\_\_.
- e. Le balcon est **bruyant**. La cuisine est \_\_\_\_\_.

**Exercice 4 - Quelle heure est-il ?**

**(2 points each : 10 points)**

What time is it ?

- f. 12 :15 .....
- g. 16 :05 .....
- h. 22 :45 .....
- i. 09 :55 .....
- j. 14 :30 .....

**Exercice 5 - Complète les phrases avec du/ de la/ de l'.**

**(1 point each : 5 points)**

Complete the sentences using du/ de la/ de l'.

- a. Nous faisons \_\_\_\_\_ natation.
- b. Je fais \_\_\_\_\_ équitation.
- c. Elle fait \_\_\_\_\_ tennis.
- d. Il fait \_\_\_\_\_ cyclisme.
- e. On fait \_\_\_\_\_ escalade.

**6. Complète avec une préposition au / à la/ a l'.**

**(1 point each : 5 points)**

- a. Aydrey va ..... cinéma.
- b. Elle va ..... boulangerie.
- c. Nous allons ..... église.
- d. Je vais ..... banque.
- e. Vous allez ..... école.

**7. Mets à la forme négative.**

**(2 points each : 10 points)**

- a. Je joue du piano.  
\_\_\_\_\_
- b. Je fais du tennis.  
\_\_\_\_\_
- c. Je mange du chocolat.  
\_\_\_\_\_
- d. Je bois de l'eau.  
\_\_\_\_\_
- e. Je prends du coca.  
\_\_\_\_\_

**C. PRODUCTION ÉCRITE :**

**(30 POINTS)**

**Exercice 1 : Écris ce que tu fais le week-end.**

**(15 points)**

Describe what you do at the weekend.

.....

.....

.....

.....

.....

.....

.....

.....

.....

**Exercice 2: Décris ce que tu manges aux différents repas.**

**(15 points)**

Describe what you eat at different mealtimes.

.....

.....

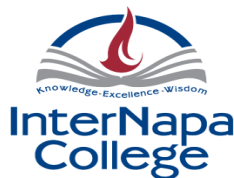
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## *Final Examination*

### *Semester: Fall 2016*

Student Name	
Registration No	

Course Code	TCOM-100-1
Course Title	COMPUTER APPLICATIONS
Section	
Date of Exam	23/01/2017
Duration of Exam	2 HOURS
Instructor	ADAMANTINI PERATIKOU
Grade ( % )	

#### Instructions to Students

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3. Mobile phones must be switched off and put away.
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Student Signature		Date	23/01/2017
Faculty Signature		Invigilator Signature	

## Computer Applications Final Exam

The exam consists of FOUR sections.

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**At the end of the examination hard copy of your Exam Word Document will be printed out for you. You must check carefully that this is the work you want to submit for assessment.**

### **Section A: MULTI-CHOICE TEST (2 marks each: 20 marks)**

*This section of the exam will test your general knowledge about computers and their impact on society.*

Insert a table into your Exam Word Document. The table should have two columns and ten rows. Number the rows of the first column from 1 to 10. In the second column give each of your answers for the twenty questions below as a capital letter A, B, C or D.

**1. Why are binary numbers used in computing?**

- A. Programs work much faster with binary.
- B. It is an industrial standard which nobody wants to change.
- C. Different voltage levels can represent binary numbers..
- D. Two digits, 1 and 0, are easier for programmers to understand

**2. What is 11111 as a decimal number?**

- A. 27
- B. 31
- C. 29
- D. 25

**3. Source code is:**

- A. Binary numbers.
- B. The first ideas written down in ordinary language.
- C. The initial code written by the programmer.
- D. Machine code instructions

**4. Logic circuits are principally needed to:**

- A. Organise spreadsheets
- B. Perform binary arithmetic in the ALU
- C. Operate application programs
- D. Scan the keyboard

**5. Which of the following is not an input device?**

- A. Mouse
- B. Monitor
- C. Keyboard
- D. Microphone

**6. What is 16 as a binary number? :**

- A. 10110
- B. 10000
- C. 10011
- D. 11101

**7. Smaller computers were initially developed for:**

- A. Manned space exploration.
- B. Hospitals
- C. Shops and offices
- D. Games

**8. A potential disadvantage of presentation graphics is:**

- A. A lecture can be made available for further viewing on the Internet.
- B. The audience can be misled by poor design of slides.
- C. Digital projectors are expensive and can go wrong.
- D. Lecturers can use the same material again

**9. What is system software?**

- A. A managerial information system.
- B. A set of low level essential programs a computer requires.
- C. An advanced database
- D. The organisation of software for a small business.

**10. Access is an example of:**

- A. Application software.
- B. An operating system.
- C. The home entertainment industry.
- D. A communications device.

## Section B: ACCESS (35 marks)

*This section of the exam will test your ability in using Access. Your answers will be based upon this Access table:*

COMIC	FORMAT	PRICE	PAGES
HULK	COLOUR	10	10
SONIC	COLOUR	13	12
SUPERMAN	BLACK/WHITE	12	14
VICTOR	COLOUR	12	16
WOLVERINE	COLOUR	12	18
TRIGAN EMPIRE	BLACK/WHITE	10	20
BATMAN	BLACK/WHITE	11	22
WARRIOR	COLOUR	14	24
NINJA TURTLES	BLACK/WHITE	9	26
TESLA	BLACK/WHITE	15	28

### **Question B1** (10 marks)

Recreate the Access table shown. Insert into your Exam Word Document a screen shot showing the table in design view and making evident your choice of primary key.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

### **Question B2** (10 marks)

Create a query on this Access table which displays only the COMIC and FORMAT of all records for which the PRICE is greater than 12. Insert into your Exam Word Document a screen shot showing this query in design view.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

### **Question B3** (5 marks)

Insert into your Exam Word Document a further screen shot showing this query after it has been run.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

### **Question B4** (10 marks)

Create a report showing COMIC, FORMAT and PAGES. The values for PAGES should be in descending order. Insert into your Exam Word Document a further screen shot showing this report.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

### Section C: EXCEL (35 marks)

*This section of the exam will test your ability in using Excel. Your answers will be based upon this Excel spread sheet:*

	A	B	C	D	E
1	Judge	Maria	George	Abigail	Alex
2	Mr Johnson	14	19	15	19
3	Ms West	16	20	14	19
4	Mr Powel	15	16	15	19
5	Ms Dean	12	18	11	18
6	Mr Papas	15	12	15	17
7	Ms Smith	15	18	15	18
8	Mr Miller	9	18	6	16
9	Ms Williams	19	20	18	19
10	Mr Davis	12	15	11	19
11	Ms Jones	17	17	16	17

#### **Question C1** (10 marks)

Recreate this spread sheet identically in Excel. Add cell content to calculate the median of the marks given to George. Insert into your Exam Word Document TWO screen shots, one showing the result of this calculation and one showing the formula that you have used.

*Make sure your screen shots show the relevant part of the display and are easy to read.*

#### **Question C2** (10 marks)

Add cell content to calculate the mode of the marks given to Alex. Insert into your Exam Word Document TWO screen shots, one showing the result of this calculation and one showing the formula that you have used.

*Make sure your screen shots show the relevant part of the display and are easy to read.*

#### **Question C3** (10 marks)

Add cell content to calculate correlation between the marks given to Alex and the marks given to Maria. Insert into your Exam Word Document TWO screen shots, one showing the result of this calculation and one showing the formula that you have used.

*Make sure your screen shots show the relevant part of the display and are easy to read.*

**Question C4** (5 marks)

Add a pie chart which compares the marks Mr Miller gives to Maria and to Alex. Insert into your Exam Word Document a screen shot showing this pie chart.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

**Section D: WORD (10 marks)**

**Question D1** (5 marks)

In your exam word document insert a footer with your name and Surname.

**Question D2** (5 marks)

In your exam word document insert a title with correct styling such as:

**TCOM-100-1 Final Exam**



## *Final Examination*

### *Semester: Fall 2016*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TCOM-100-2</b>
<b>Course Title</b>	<b>COMPUTER APPLICATIONS</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>25/01/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>ADAMANTINI PERATIKOU</b>
<b>Grade ( % )</b>	

#### **Instructions to Students**

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<b>Student Signature</b>		<b>Date</b>	25/01/2017
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

## Computer Applications Final Exam

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**At the end of the examination hard copy of your Exam Word Document will be printed out for you. You must check carefully that this is the work you want to submit for assessment.**

### **Section A: MULTI-CHOICE TEST (2 marks each: 20 marks)**

*This section of the exam will test your general knowledge about computers and their impact on society.*

Insert a table into your Exam Word Document. The table should have two columns and ten rows. Number the rows of the first column from 1 to 10. In the second column give each of your answers for the twenty questions below as a capital letter A, B, C or D.

**1. Which statement is true?**

- A. The first computer was invented by Alan Turing.
- B. The first computer was invented by Konrad Zuse.
- C. The first computer was invented by John Atanasoff.
- D. Many different people were responsible for the invention of the computer.

**2. What is 10111 as a decimal number?**

- A. 27
- B. 23
- C. 29
- D. 25

**3. Why were small computers developed?**

- A. Nursing homes
- B. Project Apollo.
- C. Shops and offices
- D. Games

**4. Which of the following is not an input device?**

- A. Speakers
- B. Keyboard
- C. CD-Drive
- D. Microphone



**5. Which of the following is not an output device?**

- A. Speakers
- B. Monitor
- C. Keyboard
- D. Headphones

**6. What is 17 as a binary number? :**

- A. 10110
- B. 10001
- C. 10011
- D. 11101

**7. Which of the following is NOT an example of application software?**

- A. A spreadsheet.
- B. A computer game.
- C. Presentation graphics.
- D. An assembler.

**8. Object code is.**

- A. Code in a Command Button object.
- B. Instructions closely matching the physical hardware of the computer.
- C. The purpose, or object, of a program.
- D. None of the above.

**9. What is system software?**

- A. A managerial information system.
- B. A set of low level essential programs a computer requires.
- C. An advanced database
- D. The organisation of software for a small business.

**10. Word is an example of:**

- A. Application software.
- B. An operating system.
- C. The home entertainment industry.
- D. A communications device.

## Section B: ACCESS (35 marks)

*This section of the exam will test your ability in using Access. Your answers will be based upon this Access table:*

COMIC	FORMAT	PRICE	PAGES
SPONGEBOB	COLOUR	10	10
XMEN	COLOUR	13	12
DAREDEVIL	BLACK/WHITE	12	14
VICTOR	COLOUR	12	16
AVENGERS	COLOUR	12	18
TRIGAN EMPIRE	BLACK/WHITE	10	20
BATMAN	BLACK/WHITE	11	22
FANTASTIC FOUR	COLOUR	14	24
SPIDERMAN	BLACK/WHITE	9	26
POKEMON	BLACK/WHITE	15	28

### **Question B1** (10 marks)

Recreate the Access table shown. Insert into your Exam Word Document a screen shot showing the table in design view and making evident your choice of primary key.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

### **Question B2** (10 marks)

Create a query on this Access table which displays only the COMIC and FORMAT of all records for which the PRICE is greater than 12. Insert into your Exam Word Document a screen shot showing this query in design view.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

### **Question B3** (5 marks)

Insert into your Exam Word Document a further screen shot showing this query after it has been run.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

### **Question B4** (10 marks)

Create a report showing COMIC, FORMAT and PAGES. The values for PAGES should be in descending order. Insert into your Exam Word Document a further screen shot showing this report.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

### Section C: EXCEL (35 marks)

*This section of the exam will test your ability in using Excel. Your answers will be based upon this Excel spread sheet:*

	A	B	C	D	E
1	Judge	Adam	David	Judith	Alice
2	Mr Johnson	15	20	14	20
3	Ms West	16	19	15	19
4	Mr Powel	15	16	14	20
5	Ms Dean	12	18	11	18
6	Mr Papas	15	12	14	17
7	Ms Smith	15	18	14	18
8	Mr Miller	7	18	6	16
9	Ms Williams	19	20	18	20
10	Mr Davis	12	15	11	20
11	Ms Jones	17	17	16	17

#### **Question C1** (10 marks)

Recreate this spread sheet identically in Excel. Add cell content to calculate the median of the marks given to David. Insert into your Exam Word Document TWO screen shots, one showing the result of this calculation and one showing the formula that you have used.

*Make sure your screen shots show the relevant part of the display and are easy to read.*

#### **Question C2** (10 marks)

Add cell content to calculate the mode of the marks given to Alice. Insert into your Exam Word Document TWO screen shots, one showing the result of this calculation and one showing the formula that you have used.

*Make sure your screen shots show the relevant part of the display and are easy to read.*

#### **Question C3** (10 marks)

Add cell content to calculate correlation between the marks given to Adam and the marks given to Judith. Insert into your Exam Word Document TWO screen shots, one showing the result of this calculation and one showing the formula that you have used.

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#### **Question C4** (5 marks)

Add a pie chart which compares the marks Mr Papas gives to David and to Alice. Insert into your Exam Word Document a screen shot showing this pie chart.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

### **Section D: WORD (10 marks)**

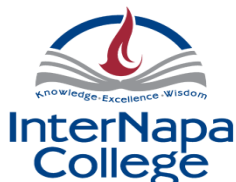
#### **Question D1** (5 marks)

In your exam word document insert a footer with your name and Surname.

#### **Question D2** (5 marks)

In your exam word document insert a title with correct styling such as:

**TCOM-100-2 Final Exam**



## *Final Examination*

### *Semester: Fall 2016*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TCOM-100-3</b>
<b>Course Title</b>	<b>COMPUTER APPLICATIONS</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>26/01/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>ADAMANTINI PERATIKOU</b>
<b>Grade ( % )</b>	

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<b>Student Signature</b>		<b>Date</b>	26/01/2017
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

## Computer Applications Final Exam

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### **Section A: MULTI-CHOICE TEST (2 marks each: 20 marks)**

*This section of the exam will test your general knowledge about computers and their impact on society.*

Insert a table into your Exam Word Document. The table should have two columns and ten rows. Number the rows of the first column from 1 to 10. In the second column give each of your answers for the twenty questions below as a capital letter A, B, C or D.

**1. Which of the following inventions helped computers become smaller in the 1950s?**

- A. Lasers
- B. Electronic tubes
- C. Transistors
- D. Magnetic tape

**2. What is 10011 as a decimal number?**

- A. 17
- B. 19
- C. 15
- D. 18

**3. Which of the following is not a network type:**

- A. WAN
- B. LAN
- C. IAN
- D. JAN

**4. Which of the following is not an input device?**

- A. DVD-Drive
- B. USB
- C. Monitor
- D. Microphone

**5. Which of the following is not an output device?**

- A. Screen
- B. Speakers
- C. Mouse
- D. Printer

**6. What is 20 as a binary number? :**

- A. 10100
- B. 10001
- C. 10011
- D. 11101

**7. Computers use binary arithmetic because:**

- A. The two digits 1 and 0 can be represented easily.
- B. The early computer scientists were brilliant at maths.
- C. A Senate Enquiry in the USA made the decision.
- D. Binary arithmetic is easy and fun to do.

**8. For which of the following would a low-level language be most appropriate?**

- A. Organising a pay roll.
- B. Storing data about shop sales.
- C. Writing a device driver for a new computer.
- D. Writing a game with colour graphics

**8. Application software is best thought of as:**

- A. Something only computer programmers understand.
- B. Something the average person can master quickly.
- C. An essential part of an operating system.
- D. None of the above answers. They are all wrong.

**10. Excel is an example of:**

- A. Application software.
- B. An operating system.
- C. The home entertainment industry.
- D. A communications device.

## Section B: ACCESS (35 marks)

*This section of the exam will test your ability in using Access. Your answers will be based upon this Access table:*

COMIC	FORMAT	PRICE	PAGES
FLASH	COLOUR	10	10
DRAGONBALL	COLOUR	13	12
RAIDERS	BLACK/WHITE	12	14
S.H.I.E.L.D	COLOUR	12	16
GARFIELD	COLOUR	12	18
THOR	BLACK/WHITE	10	20
ROBIN	BLACK/WHITE	11	22
WARRIOR	COLOUR	14	24
NINJA TURTLES	BLACK/WHITE	9	26
IRON MAN	BLACK/WHITE	15	28

### **Question B1** (10 marks)

Recreate the Access table shown. Insert into your Exam Word Document a screen shot showing the table in design view and making evident your choice of primary key.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

### **Question B2** (10 marks)

Create a query on this Access table which displays only the COMIC and FORMAT of all records for which the PRICE is greater than 12. Insert into your Exam Word Document a screen shot showing this query in design view.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

### **Question B3** (5 marks)

Insert into your Exam Word Document a further screen shot showing this query after it has been run.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

### **Question B4** (10 marks)

Create a report showing COMIC, FORMAT and PAGES. The values for PAGES should be in descending order. Insert into your Exam Word Document a further screen shot showing this report.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*



## Section C: EXCEL (35 marks)

*This section of the exam will test your ability in using Excel. Your answers will be based upon this Excel spread sheet:*

	A	B	C	D	E
1	Judge	Alina	Clive	Brian	Craig
2	Mr Johnson	15	20	20	14
3	Ms West	16	19	15	15
4	Mr Powel	15	16	14	14
5	Ms Dean	12	18	20	11
6	Mr Papas	15	12	18	14
7	Ms Smith	15	18	15	14
8	Mr Miller	7	18	19	6
9	Ms Williams	19	20	18	18
10	Mr Davis	12	15	17	11
11	Ms Jones	17	17	16	16

### **Question C1** (10 marks)

Recreate this spread sheet identically in Excel. Add cell content to calculate the median of the marks given to David. Insert into your Exam Word Document TWO screen shots, one showing the result of this calculation and one showing the formula that you have used.

*Make sure your screen shots show the relevant part of the display and are easy to read.*

### **Question C2** (10 marks)

Add cell content to calculate the mode of the marks given to Alina. Insert into your Exam Word Document TWO screen shots, one showing the result of this calculation and one showing the formula that you have used.

*Make sure your screen shots show the relevant part of the display and are easy to read.*

### **Question C3** (10 marks)

Add cell content to calculate correlation between the marks given to Clive and the marks given to Craig. Insert into your Exam Word Document TWO screen shots, one showing the result of this calculation and one showing the formula that you have used.

*Make sure your screen shots show the relevant part of the display and are easy to read.*

### **Question C4** (5 marks)

Add a pie chart which compares the marks Mr Miller gives to Brian and to Clive. Insert into your Exam Word Document a screen shot showing this pie chart.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

## **Section D: WORD (10 marks)**

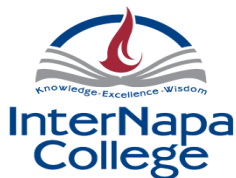
### **Question D1** (5 marks)

In your exam word document insert a footer with your name and Surname.

### **Question D2** (5 marks)

In your exam word document insert a title with correct styling such as:

# **TCOM-100-3 Final Exam**



## *Final Examination*

### *Semester: Fall 2016*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TENG-100-1</b>
<b>Course Title</b>	<b>BASIC ENGLISH</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>24/01/17</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>DESPO GEORGIU</b>
<b>Grade ( % )</b>	

#### **Instructions to Students**

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<b>Student Signature</b>		<b>Date</b>	24/01/2017
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<b>Faculty Signature</b>		<b>Invigilator Signature</b>	
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## **Part I: Reading Comprehension (Total: 30 marks)**

**Read the text carefully and complete the exercises that follow.**

### **The Train**

On a warm spring afternoon, Nicole and her brother went outside to play. Nicole was eight, and her brother, Robert, was ten. "Let's go to the bridge," Nicole said. "If we stand on the bridge, we can see fish in the river." "I don't know...." Robert said. "Mom told us not to go on the bridge, it's dangerous." "Oh, come on," Nicole said. "I'm not afraid. Are you?"

Nicole and Robert walked onto the bridge and began looking for fish in the river. The bridge was a train bridge. Three times a day, trains went over the bridge. But Nicole and Robert weren't thinking about trains. They were thinking about fish.

The children were standing in the middle of the bridge when they heard a loud noise. "A train's coming!" Robert yelled. "Run!" Robert ran to the end of the bridge. He was safe.

Nicole ran, too, but she fell. She got up and continued running. "Hurry! Hurry!" Robert yelled from the end of the bridge. "The train's coming!" Nicole looked behind her and saw the train. It was coming fast! Nicole ran toward her brother. Then she fell a second time. She fell right on the track. She looked back again at the train. The train was very close now! There was no time to get up and run, so Nicole didn't move. She stayed where she was- lying between the rails of the train track. She put her head down and waited for the train to go over her. Robert stood at the end of the bridge and screamed.

A few seconds later, all twelve cars of the train went over Nicole. Sometimes the bottom of the train touched Nicole's back, but she was not hurt.

After the train went over her, Nicole stood up and yelled to Robert, "Don't tell Mom! Don't tell Mom!"

Of course, Nicole's mother found out about Nicole and the train. Nicole's mother was angry and happy at the same time. She was angry that Nicole went on the bridge, but she was happy that Nicole was alive.

And Nicole? How is she? Nicole's mother says, "Nicole is fine, but sometimes she goes to sleep and then wakes up crying. And she doesn't like the sound of trains."

**Exercise 1: One word in each sentence is not correct. Find the word and cross it out. Write the correct word. (2 marks each: 20 marks)**

1. On a warm winter afternoon, Nicole and her brother went outside to play.
2. Nicole was four years old, and her brother, Robert, was ten.
3. Nicole and Robert walked onto the bridge and began looking for rocks in the river.
4. Suddenly the children heard a quiet noise.
5. A truck was coming!
6. Robert walked to the end of the bridge; he was safe.
7. When Nicole fell the second time, there was not time to run, so she stayed where she was- sitting on the train track.
8. A few hours later, all twelve cars of the train went over Nicole.
9. Sometimes the top of the train touched Nicole's back, but she was not hurt.

10. After the train went over her, Nicole stood up and yelled to Robert, "Don't tell Dad"

**Exercise 2: Find the best way to complete each sentence from the list below.  
Write the letter of your answer on the line.**

**(2 marks each: 10 marks)**

1. Nicole and Robert went to the train bridge \_\_\_\_\_
  2. The bridge was dangerous \_\_\_\_\_
  3. When she fell the second time, Nicole didn't get up and run \_\_\_\_\_
  4. Nicole told Robert, "Don't tell Mom" \_\_\_\_\_
  5. Nicole's mother was happy \_\_\_\_\_
- 
- a. because trains went over it three times a day.
  - b. because she thought, "Mom will be angry."
  - c. because they wanted to look for fish in the river.
  - d. because there was no time.
  - e. because Nicole was alive.

## Part II: Grammar (40 marks)

**Exercises 1: Choose the right verb, make the simple past, and fill the spaces in the following sentences:**

**cry / play / stay / work / climb /not study**

**(1 mark each: 5 marks)**

- 1) The boys \_\_\_\_\_ a very high mountain last winter.
- 2) I read a very sad story yesterday and I \_\_\_\_\_ a lot.
- 3) Your brother failed his exam because he \_\_\_\_\_ enough.
- 4) My father was in Oxford yesterday and \_\_\_\_\_ in a hotel.
- 5) The school team \_\_\_\_\_ a football match on Monday.

**Exercise 2: Complete the text with either the past simple or past continuous form of the verb. (1 mark each: 15 marks)**

I \_\_\_\_\_ (buy) a new alarm clock one day in Twinkle's, when I \_\_\_\_\_ (see) somebody shoplifting. When I \_\_\_\_\_ (turn) round, an elderly woman \_\_\_\_\_ (slowly put) a silver ashtray into a bag that she \_\_\_\_\_ (carry). Then she \_\_\_\_\_ (walk) over to another part of the shop and \_\_\_\_\_ (pick up) an expensive-looking bracelet. When she \_\_\_\_\_ (think) that nobody \_\_\_\_\_ (look), she \_\_\_\_\_ (drop) it into the bag. Before I \_\_\_\_\_ (have) a chance to tell the staff in the shop, she \_\_\_\_\_ (notice) that I \_\_\_\_\_ (watch) her and \_\_\_\_\_ (hurry) out. Unfortunately for her, two policemen \_\_\_\_\_ (walk) past at that moment and she ran straight into them.

**Exercise 2: Put the verbs in brackets in the correct tense**

**(Past Simple/Past Continuous)**

**(2 marks each: 20 marks)**

1. David \_\_\_\_\_ (shave) when his wife \_\_\_\_\_ (come) home yesterday.
2. The Claytons \_\_\_\_\_ (celebrate) a birthday party when I \_\_\_\_\_ (phone) last Friday.
3. When the earthquake \_\_\_\_\_ (destroy) their house, the Claytons \_\_\_\_\_ (shop) in town.
4. While Tom and Sally \_\_\_\_\_ (go) to school, their little sister \_\_\_\_\_ (sleep) peacefully in her bed. She was with the flu.
5. While they \_\_\_\_\_ (play) cards, somebody \_\_\_\_\_ (break) into the house.
6. We \_\_\_\_\_ (play) monopoly when the lights \_\_\_\_\_ (go off).
7. The chef \_\_\_\_\_ (cook) a delicious meal when the guests \_\_\_\_\_ (start) to arrive.
8. The man \_\_\_\_\_ (talk) on the phone when he \_\_\_\_\_ (crash) against the other car.
9. While he \_\_\_\_\_ (talk) on the phone, his baby \_\_\_\_\_ (sleep).
10. Diana \_\_\_\_\_ (kiss) her boyfriend when her parents \_\_\_\_\_ (come back) home from the theatre.

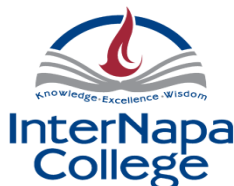


### Part III: Writing (30 marks)

Topic: Write a story about something exciting that happened to you while being in Cyprus. Use the past simple or the past continuous.

(100-150 words)

[illegible]



## *Final Examination*

### *Semester: Fall 2016*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TENG-110</b>
<b>Course Title</b>	<b>INTERMEDIATE ENGLISH</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>26/01/17</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>DESPO GEORGIOU</b>
<b>Grade ( % )</b>	

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<b>Student Signature</b>		<b>Date</b>	26/01/2017
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

## Part I: Reading Comprehension (20 marks)

Read the text and answer the questions.

### INDIANS: THE NATIVE AMERICANS

Long before the early settlers came to America, the land was inhabited by tribes and nations of people known to us today as Indians. When Columbus came to the Americas, he thought he had landed in India. For this reason the natives were called Indians although they knew themselves by a variety of other names.

Sweeping across the continent these natives set up nations and confederations as diverse in language and culture as the countries which made up Europe.

Their facial structure looked Asian indicating perhaps that centuries before the dawn of history they had come into the Americas from Asia across an ancient land bridge connecting Siberia and Alaska.

Some were friendly, others were fearsome. Some belonged to the mountains, others lived across the Great Plains and still others inhabited the woodlands of the eastern forests. The Cherokee, for example, had an advanced agricultural culture and in 1827 they established themselves as the Cherokee Nation with a constitution providing for an elected government. Their leader, Sequoyah, created a written Cherokee script for writing. He taught thousands of his people how to read and write. When gold was discovered on their land, they were forced to move West and many died on the "trail of tears."

The Zuni are noted for basketry and were master craftsmen in pottery, weaving and turquoise jewelry. They were also admired for their ceremonial dances which are still practiced today. In the Southwest the Anasazi lived as cliff dwellers and on the open prairie of the Midwest the Sioux lived in teepees made of buffalo hide. The Apache were famed as fierce fighters and the Navaho established the first Indian operated community college. They are also famed for their metalwork and silver jewelry craftsmanship.

The oral traditions of these great people gave birth to fantastic legends about the origins of the earth and the Gods which defended and protected them.

When the early European settlers came to America, there was at first an exchange of culture. The Indians gave the colonists and pioneers corn and potatoes in exchange for guns and horses. The Indians taught the settlers about traditional

medicines made from herbs and plants. Unfortunately, the exchange was not fair. The western settlers brought with them smallpox and other diseases formerly unknown to the New World.

Later, with colonial expansion, culture gave way to conflict and the Indians found themselves fighting for the land which they had always believed would be their own.

Today, the Indians live protected by law on reservations which are only dim shadows of their former glory. They may possess the land on which they live, but the boundaries of the reservations have confined them to live as tenants rather than landlords.

Of all the minorities who exist in America, they are in many ways among the poorest and most neglected and their pain is probably the deepest to bear. The land which is now their home has been irrevocably transformed beyond what was envisioned by their forefathers ages ago.

**(2 marks each)**

1. Where did Columbus think he had landed when he reached the New World?

- A New World
- B America
- C Far East
- D India

2. Where were the native Americans found in the new world?

- A On the west coast
- B On the east coast
- C Across the continent.
- D In the south-east portion of America.

3. How did the native-Americans most probably enter North America?

- A By a land bridge from Siberia.
- B By small boats from Asia
- C From the south seas.
- D From what is now Alaska.

4. What can be generally said about the native-Americans?

- A They were quite diverse from one another and were made up of many tribes.
- B They had a common language.
- C They established a nation.
- D They had a primitive alphabet.

5. Which group of Native-Americans established a nation with an elected government?

- A Anasazi
- B The Cherokees
- C The Sequoiahs
- D The Zuni.

6. For what were the Zuni noted?

- A They were famed for pottery, weaving and jewelry.
- B They were famous for the establishment of a Community college
- C They were famous for the cultivation of horses and guns
- D They were noted as fierce fighters.

7. Which group was known as being "Cliff dwellers"?

- A The Sioux
- B The Zuni
- C The Navaho
- D The Anasazi

8. Which group was known for being fierce fighters?

- A The Anasazi
- B The Apaches
- C The Sioux
- D The Navaho

9. Which "gifts" did the native-Americans give to the European settlers which they did not have back home?

- A Guns and horses
- B corn and potatoes
- C woodcarvings and leather goods
- D beads and jewelry

10. What are the protected government lands called which were given to the native-Americans?

- A settlements
- B territories
- C reservations
- D boundaries

**Part II: Grammar (40 marks)**

**A. Transform the following into *Passive sentences*.**

**(2 marks each: 20 marks)**

1. The whole state elects the governor.

---

2. Children from all countries love that game.

---

3. They make shoes in that factory.

---

4. People must not leave bicycles in the driveway.

---

5. They built that skyscraper in 1934.

---

6. The students will finish the course by July.

---

7. They are repairing the streets this month.

---

8. They make these tools of plastic.

---

9. They have finished the new product design.

---

10. They were cooking dinner when I arrived.

---

**B. Rewrite these sentences to put them in the active voice.**

(2 marks each: 10 marks)

a. The sugar water was relished by the hummingbirds.

---

b. Jogging is done by many people for exercise.

---

c. A standing ovation was given to the guitar player.

---

d. The syllabus was handed out by the professor.

---

e. Last summer our house was painted by me.

---

**C. Complete each sentence below by giving the correct form of the verb in parentheses. Use the First, Second and Third Conditional**

(1 mark each: 10 marks)

1. If I \_\_\_\_\_ you, I would apologize to her right away. (be)

2. If you \_\_\_\_\_ that again, I will call the police. (do)

3. If she hadn't told me to stay, I \_\_\_\_\_. (go)

4. She \_\_\_\_\_ to come to the party if she had known that her

5. Our cat \_\_\_\_\_ you if you rub her belly. (bite)

6. If I were a good cook, I \_\_\_\_\_ (invite) them to lunch.

7. If she hadn't been afraid of flying, she \_\_\_\_\_ (travel) by boat.

8. If we sneak out quietly, nobody \_\_\_\_\_ (notice)

9. If I didn't have a mobile phone, my life \_\_\_\_\_ (not / be)  
complete.

10. If I \_\_\_\_\_ for Jane, I'll be late for school.



### Part III: Writing (40 marks)

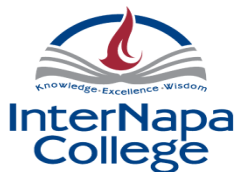
Choose only **ONE** of the following topics:

- 1) Write an article describing a friend, fellow student or family member.
- 2) Write a story about the most memorable trip of your life.

(150-200 words)

[illegible]

[illegible]



## *Final Examination*

### *Semester: Fall 2016*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TENG-210</b>
<b>Course Title</b>	<b>COLLEGE ENGLISH</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>25/01/17</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>DESPO GEORGIOU</b>
<b>Grade ( % )</b>	

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<b>Student Signature</b>		<b>Date</b>	25/01/2017
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

### **Part I: Note-Taking (20 marks)**

Read the article about the growing popularity of modern Indian dance (Bollywood dance). Then write short notes under each of the headings given.

(1 mark each: 10 marks)

#### **Bolly Girls**

It is the highlight of the week for Vishali Sharma, nine, and her sister Roshni, 16. They 've changed out of their school uniforms into colourful shalwar kameez costumes for their regular class in modern Indian dance, just as the Bollywood film stars in India do it. I asked them why they enjoyed their classes so much, 'It's easy to learn, the songs are great and it's got cool, funky movements', replies Vishali enthusiastically. 'It's more graceful than jazz or street dance.'

Their teacher is dancer and choreographer Honey Kalaria, who leads the teaching of the genre in Britain. Honey launched her dance academy in 1997 from her father's garage in Essex with just four students. Since then, the academy has mushroomed, with more than 800 students taught by 12 teachers in classes and workshops. But the indefatigable Ms Kalaria has not stopped there. She is searching for teachers from India with the aim of extending the academy worldwide.

'Dance has huge potential for educating children,' she says. 'The Asian kids love it because it's something they know; and it has so much energy that the non-Asian kids get interested.' She believes that within half an hour, children 'have learned much, and in a way they will remember.' Her immediate plans involve putting modern Indian dance on a secure educational footing with a national syllabus and public exams. 'Even salsa has its own syllabus and exams,' she says. At present she uses a system of assessment she has devised herself, videotaping her pupils and marking their performance in terms of confidence, style, grace and interpretation.

Modern Indian dance is performed to upbeat, vibrant music, usually hits from Indian movies produced in Mumbai (formerly Bombay). The films which feature extravagant song and dance numbers, have a huge following around Asia, and wherever Indian culture has taken root.

‘Bollywood’ dance contains elements of Indian classical dance, exuberant bhangra (the Punjabi harvest dance, widely performed at weddings), more sedate Indian folk dance, disco, jazz and even Latin. It is energetic yet graceful, with every part of the body in motion. ‘Bollywood dancers are incredibly versatile. If they are taught well, they should be able to dance to any kind of music,’ says Honey, who is starring in a soon-to-be-released Bollywood blockbuster film.

Honey came to Britain with her parents from East Africa, aged four. She started dancing with her mother, imitating Bollywood styles, and won her first dancing prize at the age of 11. In her teens she went to India every summer, taking classes in classical and folk dance. By 13, she had her first paid dancing role, and by 15 she was dancing professionally. ‘During the week I was at school, and at weekends I’d be off to Spain, the United States or Scandinavia for performances.’

Her degree in accountancy and public relations has given her sound business sense. ‘Five years ago, when I set up the academy, no-one knew what Bollywood was. Now, modern Indian dance is mushrooming. In the next few years it will be everywhere. Everyone is attracted to it,’ she says.

Students’ opinion of modern Indian dance

- \_\_\_\_\_
- \_\_\_\_\_

Honey’s aims for developing modern Indian dance

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Characteristics of modern Indian dance

- \_\_\_\_\_



## **Part II: Summary (30 marks)**

Read the following article by a cookery teacher in Dubai.

Write a summary of the advantages for young people if they learn how to cook. Your summary should be about 100 words long (and no more than 120 words long). You should use your own words as far as possible.

### **COOKING IS FUN FOR YOUNG PEOPLE**

“I grew up in a family where cooking was an important part of life. I have always been really choosy about my food. I never liked to see vegetables on my plate and if they did appear, I used to find naughty ways of making them disappear. I was lucky, however, that I always had plenty of fish and seafood in my diet. Vegetables eventually became an important part of each meal when I went to college and spent more time cooking for myself.

You might be interested to know that the human body has two periods of accelerated growth during our lives, and both happen when we are young. The first one is when we are born and during the first few months of our life. The second period is adolescence when we need to develop the muscles and bones for adulthood. A regular intake of calcium and iron is essential during this period.

With this in mind, encouraging our children to eat food with high calcium and iron content is the responsibility of the parents. It is during this period that we should encourage children to start cooking, to try different recipes and make nutritious food part of their daily routine. It is easier for children to eat something that has been prepared with their own hands, and discover how a simple vegetable changes when it becomes part of a delicious soup, stew or salad. This is what we have experienced at our cookery school. We have taught children who didn't like certain foods, and then gradually after some classes they began cooking for themselves and enjoyed dishes that they would not previously have eaten.

Teaching children at the school has been a great experience for me. I find it amazing to watch children being able to produce flavour some meals using vegetables, eggs and fish, then setting the table and serving the food.

It is also lovely to see the friendships that are established between the children, enjoying their culinary masterpieces with one another in a fun and friendly environment.

In the kitchen, children who cook learn different skills that they will keep forever. They all have different backgrounds and habits. However, in a kitchen, everybody is important, and it doesn't matter if you are tall or short, male or female, athletic or academic; cooking is for all ages and levels. They develop team skills and learn to appreciate that each individual's contribution is vital for the group.

If children cook, there is no doubt that they have a better diet, which will benefit their health for the rest of their lives. My primary goal as a teacher is to encourage my students to develop these good habits from an early age. Maybe some of my students will take this further and decide to follow a career related to cooking. This is an industry which is growing all over the world and we need well-trained cooks everywhere.

If children enjoy cooking, it is really easy to encourage them. Why not take them for dinner or even buy them their own cooking utensils? Preparing breakfast together at the weekend is a good time to get them started and it's a great way to spend quality time as a family."

**Summary:**

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### Part III: Writing (50 marks)

[illegible]

[illegible]

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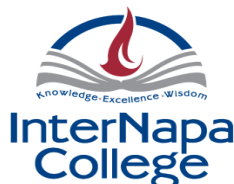
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## *Final Examination*

### *Semester: Fall 2016*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TGRE-100</b>
<b>Course Title</b>	<b>GREEK LANGUAGE AND CULTURE I</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>26/01/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>DR ANDREAS KARYOS</b>
<b>Grade ( % )</b>	<b>/100</b>

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<b>Student Signature</b>		<b>Date</b>	26/01/2017
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

**1. Put the adjectives in the appropriate form: (1 mark each-Total: 5 marks)**

- a) Η καρέκλα είναι \_\_\_\_\_. (ωραίος)
- b) Ο κήπος είναι \_\_\_\_\_. (μεγάλος)
- c) Το τραπέζι είναι \_\_\_\_\_. (ακριβός)
- d) Η πόρτα είναι \_\_\_\_\_. (μικρός)
- e) Το πορτοφόλι είναι \_\_\_\_\_. (παλιός)

**2. Translate each sentence into Greek: (1 mark each-Total: 5 marks)**

- a) How are you?  
\_\_\_\_\_
- b) Do you speak Greek?  
\_\_\_\_\_
- c) What's your name?  
\_\_\_\_\_
- d) Do you like this house?  
\_\_\_\_\_
- e) Where are you from?  
\_\_\_\_\_

**3. State the correct name of each letter: (1 mark each-Total: 10 marks)**

- a) Β:
- b) Ε:
- c) Λ:
- d) Ν:
- e) Π:
- f) Ζ:
- g) Ξ:
- h) Τ:
- i) Υ:
- j) Θ:

**4. Translate the following Greek words into English: (1 mark each-Total: 5 marks)**

- a) καλημέρα:
- b) βιβλίο:
- c) παππούς:
- d) αντίο:
- e) κόρη:

**5. State the numbers: (2 marks each-Total: 20 marks)**

- a) τέσσερα:
- b) δώδεκα:
- c) εξήντα πέντε:
- d) εβδομήντα δύο:
- e) ογδόντα:
- f) διακόσια πενήντα:
- g) τρεις χιλιάδες τετρακόσια τριάντα οχτώ:
- h) τέσσερις χιλιάδες:
- i) εξακόσιες χιλιάδες:
- j) εννιακόσιες χιλιάδες τετρακόσια σαράντα εννιά:

**6. Fill in the blanks using the correct type of the verb “παίζω” from the brackets (παίζω, παίζεις, παίζει, παίζει, παίζουν, παίζουμε, παίζετε, παίζουν, παίζουν, παίζουν): (1 mark each-Total: 10 marks)**

- a) αυτά \_\_\_\_\_
- b) αυτές \_\_\_\_\_
- c) εγώ \_\_\_\_\_
- d) αυτοί \_\_\_\_\_
- e) εμείς \_\_\_\_\_
- f) εσύ \_\_\_\_\_
- g) η Μαρία \_\_\_\_\_
- h) εσείς \_\_\_\_\_
- i) αυτό \_\_\_\_\_
- j) ο Κώστας \_\_\_\_\_

**7. Fill in the blanks with the appropriate type of the verb “μένω”: (1 mark each-Total: 5 marks)**

- a) Εσύ \_\_\_\_\_
- b) Αυτός \_\_\_\_\_
- c) Εμείς \_\_\_\_\_
- d) Εσείς \_\_\_\_\_
- e) Αυτοί \_\_\_\_\_

**8. Fill in the blanks with the correct word from the brackets (εγώ, εγώ, εσύ, αυτή, ο Κώστας, εμείς, εμείς, εσείς, αυτές, αυτοί): (1 mark each-Total: 10 marks)**

- a) \_\_\_\_\_ κλείνει το παράθυρο.
- b) \_\_\_\_\_ έχουμε τηλεόραση.
- c) \_\_\_\_\_ ανάβω το φως.
- d) \_\_\_\_\_ δουλεύουμε στην Αγία Νάπα.
- e) \_\_\_\_\_ παίρνεις φάρμακα.
- f) \_\_\_\_\_ πίνω κρασί.
- g) \_\_\_\_\_ βάζουν αλάτι.
- h) \_\_\_\_\_ αγοράζετε παπούτσια.
- i) \_\_\_\_\_ κόβει τυρί.
- j) \_\_\_\_\_ ανοίγουν την πόρτα.

**9. Fill in the blanks with the correct word from the brackets (είμαι, είσαι, είναι, είναι, είναι, είναι, είμαστε, είμαστε, είστε): (1 mark each-Total: 10 marks)**

- a) Ο Τζον και ο Πωλ \_\_\_\_\_ από την Αμερική.
- b) Εσύ \_\_\_\_\_ από την Ελλάδα.
- c) Εγώ \_\_\_\_\_ από το Πακιστάν.
- d) Αυτή \_\_\_\_\_ από την Κύπρο.
- e) Εσείς \_\_\_\_\_ από το Νεπάλ.
- f) Αυτοί \_\_\_\_\_ από τη Γερμανία.
- g) Αυτός \_\_\_\_\_ από τη Ρουμανία.

- h) Εμείς \_\_\_\_\_ από την Γαλλία.  
i) Εσύ κι εγώ \_\_\_\_\_ από την Σρι Λάνκα.  
j) Αυτές \_\_\_\_\_ από την Ιταλία.

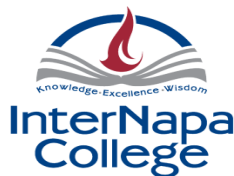
**10. Circle the correct pronoun in front of each noun: (1 mark each-Total: 10 marks)**

- a) Αυτός ο / Αυτή η / Αυτό το αναπτήρας είναι καινούριος.  
b) Αυτός ο / Αυτή η / Αυτό το παιδί είναι δικό μου.  
c) Αυτός ο / Αυτή η / Αυτό το άγαλμα είναι καινούριο.  
d) Αυτός ο / Αυτή η / Αυτό το μηχανάκι είναι μαύρο.  
e) Αυτός ο / Αυτή η / Αυτό το κρασί κάνει €10.  
f) Αυτός ο / Αυτή η / Αυτό το καθηγητής είναι πολύ καλός.  
g) Αυτός ο / Αυτή η / Αυτό το θρανίο είναι από τη Γερμανία.  
h) Αυτός ο / Αυτή η / Αυτό το ομπρέλα πόσο κάνει;  
i) Αυτός ο / Αυτή η / Αυτό το πολυθρόνα είναι άνετη.  
j) Αυτός ο / Αυτή η / Αυτό το ποτήρι είναι καθαρό.

**11. Circle the correct article in front of each noun: (1 mark each-Total: 10 marks)**

- a) ο / η / το κυρία.  
b) ο / η / το κουζίνα.  
c) ο / η / το δικηγόρος.  
d) ο / η / το μάθημα.  
e) ο / η / το διπλωμάτης.  
f) ο / η / το τετράδιο.  
g) ο / η / το τοίχος.  
h) ο / η / το λογιστής.  
i) ο / η / το τραπέζι.  
j) ο / η / το τσάντα.





## *Final Examination* *Semester: Fall 2016*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TMAT-100-1</b>
<b>Course Title</b>	<b>BASIC MATHEMATICS</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>25/01/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>MARIANNA PELEKANOS</b>
<b>Grade ( % )</b>	

### **Instructions to Students**

1. Have your passport or student identity card on your desk.
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<b>Student Signature</b>		<b>Date</b>	25/01/2017
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

**Section A: Multiple Choice Questions ( $10 \times 2 = 20$  Marks)**

**1.** Solve the equation  $2x - 3 = 5$

- a) 8
- b) 2
- c) 1
- d) 4
- e) None of the above

**2.** Calculate  $-5 + 6 - 1$

- a) 0
- b) 1
- c) 2
- d) 10
- e) None of these

**3.** Factorize  $x^2 - 6x$

- a)  $(x - 6)(x + 6)$
- b)  $x(x + 6)$
- c)  $x(x - 6)$
- d)  $(x - 5)(x - 1)$
- e) None of these

**4.** Turn the sentence '3 less than twice a number' into a mathematical expression

- a)  $3 - x$
- b)  $2x - 3$
- c)  $3 - 2x$
- d)  $2x + 3$
- e) None of these

**5.** Find the coordinates of the midpoint of the line segment joining the points  $A(-5, 1)$  and  $B(4, 0)$

- a)  $M\left(\frac{9}{2}, 0\right)$
- b)  $M\left(-\frac{1}{2}, \frac{1}{2}\right)$
- c)  $M\left(\frac{1}{2}, -\frac{1}{2}\right)$
- d)  $M(9, 1)$
- e) None of these

6. Find the discriminant of the equation  $x^2 - 6x + 4 = 0$

- a) -18
- b) -60
- c) 36
- d) -12
- e) None of these

7. Simplify the expression  $3x^2 + 6x^2 - 8x^2$

- a)  $x^2$
- b)  $-x^2$
- c)  $x^6$
- d)  $17x^6$
- e) None of these

8. Calculate  $\frac{1}{3} - \frac{5}{6}$

- a)  $\frac{3}{6}$
- b)  $\frac{-4}{3}$
- c)  $-\frac{1}{2}$
- d)  $\frac{7}{6}$
- e) None of these

9. The coefficient of the monomial  $\frac{x^2y^3}{4}$  is

- a) 4
- b)  $\frac{1}{4}$
- c) 0
- d) 1
- e) None of these

10. Calculate  $4(-3) + 5$

- a) 7
- b) 6
- c) -17
- d) 12
- e) None of these

**Section B: Consists of five questions. Answer only four ( $4 \times 15 = 60$  Marks)**

**1.**

I. Simplify the following algebraic expressions

a)  $(x^2 - 5x + 6) - (3x^2 + 4x - 1) =$

b)  $4x(x^2 + 5x) - 2(x^3 + 6x) =$

c)  $\frac{2x^2 - 4x}{x^2 + 2x - 8} =$

II. Factorize completely the following polynomials

a)  $2x^3 - 8x =$

b)  $x^2 - 7x + 10 =$

c)  $8x^3 - 27y^3 =$

III. Find the following products

a)  $(3x - 5y)^2 =$

b)  $(5x - 9)(5x + 9) =$

c)  $(2x - 1)(3x + 7) =$

**2.**

I. Solve the following systems of equations

a) 
$$\begin{cases} 2x + y = 5 \\ 3x - 2y = 4 \end{cases}$$

b) 
$$\begin{cases} 2x + 3y = 4 \\ 4x - 2y = 8 \end{cases}$$

II. Solve the equation  $2a - 5b = cd + ab$  in terms of a

**3.**

I. Calculate the following

a)  $5 \cdot 3 + 6 - 12 \div 4 =$

b)  $2(4 - 5 \cdot 0 + 2 - 8) =$

c)  $\frac{1}{4} - \frac{5}{8} + \frac{1}{2} =$

d)  $\frac{2}{5} \cdot \frac{1}{10} - \frac{4}{25} =$

e)  $\frac{\frac{1-1}{3-6}}{\frac{2}{7} \div \frac{8}{21} + \frac{5}{12}} =$

II. Write the following numbers as a product of their prime factors

a) 180

b) 250

4.

I. Solve the following equations

a)  $2x^2 - 3x + 1 = 0$

b)  $x^2 - 8 = 0$

c)  $3x^2 + 9x = 0$

d)  $x^2 - 5x - 6 = 0$

e)  $(x - 1)^2 = 9$

f)  $(2x + 3)^2 + 4 = 0$

II. Without solving the following equations, determine the number of real solutions they have

a)  $2x^2 - 5x - 1 = 0$

b)  $x^2 + 10x + 25 = 0$

5. Solve the following problems with the means of **an equation**.

a) The length of a rectangle is 1 cm more than twice its width. If the perimeter of the rectangle is 26 cm, find the dimensions of the rectangle.

b) Three times a number decreased by 5 is the same as 6 more than the number. Find the number.

### Section C: Consists of two questions. Answer only one. (20 Marks)

1. Solve the following equations

a)  $3(2x - 1) - 2(x + 8) = 3 + 5(x + 1)$

b)  $\frac{2-x}{3} + \frac{3x-1}{5} = \frac{2x+5}{5}$

c)  $\frac{x+1}{2} = 3 - \frac{2(x-5)}{3}$

d)  $\frac{x(x-1)}{2} + \frac{2x-1}{4} = \frac{x+3}{2}$

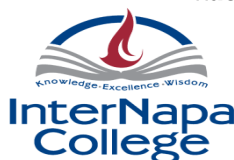
2. Consider the points  $A(4, 1)$ ,  $B(-2, 3)$ ,  $C(0, 5)$ ,  $D(-2, 0)$  and  $E(-3, -3)$

a) Find the distance between the points A and B

b) Plot all the above points on a coordinate system provided

c) Plot the graph of the equation  $y = 2x - 2$

d) Plot the graph of the equation  $y = x^2 + 3x + 2$  using a range of values  $-3 \leq x \leq 2$



## *Final Examination*

### *Semester: Spring 2017*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TCUA-100-1</b>
<b>Course Title</b>	<b>INTRODUCTION TO GASTRONOMY &amp; CULINARY THEORY</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>22/05/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>NICOS MAGOS</b>
<b>Grade ( % )</b>	

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<b>Student Signature</b>		<b>Date</b>	22/05/2017
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

**PART A: TRUE (T)/FALSE (F) (1 MARK EACH) TOTAL: 10 MARKS**

*(Please circle the correct answer)*

1. T      F      Dry goods are also referred as Nonperishable goods.
2. T      F      New developments in food service were initiated because of the French  
revolution
3. T      F      Wheat has been cultivated for hundreds of year.
4. T      F      Food service was not impacted by the development of Microbiology &  
Nutrition development.
5. T      F      Nouvelle Cuisine was created by Fernand Point.
6. T      F      Gluten is a substance formed from wheat's protein which provides  
elasticity and structure for the development of baked goods.
7. T      F      A source of contamination affecting food supply can only be chemical.
8. T      F      'Julienne' are fine shredded vegetables.
9. T      F      Home fries, Anna, pancakes, hash browns, rösti and Lyonnais potatoes are  
prepared by baking and roasting

10. T      F      In bakery, organic leaveners are based on yeast and require short time to do their job.

**PART B: SHORT ANSWER QUESTIONS (5 MARK EACH)/ANSWER ALL**

**QUESTIONS    TOTAL: 35 MARKS**

1.      George-August Escoffier is called even nowadays the father of 20<sup>th</sup> Century cookery. Discuss his main contributions and main achievements.

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2.      Keeping food out of the ‘danger zone’ is very important. Discuss

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3. Identify the correct storage temperatures of the following items:

A) Meat & poultry:

B) Fish & shellfish:

C) Eggs:

D) Dairy products:

E) Food which is about to be produced:

4. Explain how rice is commercially classified and discuss the main rice types (**3 Marks**).  
Describe brown and white/polished rice (**2 Marks**)

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5. Avoiding cross contamination is extremely important. Discuss and identify the ways of avoiding it.

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6. Name and describe five basic vegetable knife cuts:

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7. Identify and discuss the basic preparation methods of Custards, Creams and Mousses.

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**PART C: ANSWER ALL QUESTIONS**

**TOTAL 40 MARKS**

**Each answer is worth 10 Marks**

1. Describe the following rice types: (1) Parboiled, (2) Basmati, (3) Jasmine, (4) Arborio  
and  
(5) Wild

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2. Deep-fried foods have many of the characteristics of Pan-fried. A) Describe the ‘Deep-frying’ cooking method **(4 Marks)**. B) Discuss deep-fryers functionality **(2 Marks)**  
C) Identify the correct deep frying temperature and describe the process of deep frying **(4 Marks)**.

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3. A) Name the basic 'finfish' types (**3 Marks**). B) Describe how fish may be categorized by their activity? (**2 Marks**) C) Name and briefly describe two Low-activity round fish, two medium-activity round fish and two high-activity round fish (**5 Marks**).

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## **PART D: ESSAY QUESTION**

**TOTAL 15**

**Answer is worth 15 Marks**

1. In order for food items to be cooked, heat must be transferred from a heat source.

Identify and describe the three ways that heat is transferred.

[illegible]





## *Final Examination*

### *Semester: Spring 2017*

Student Name	
Registration No	

Course Code	TCUA-100-2
Course Title	INTRODUCTION TO GASTRONOMY & CULINARY THEORY
Section	
Date of Exam	25/05/2017
Duration of Exam	2 HOURS
Instructor	NICOS MAGOS
Grade ( % )	

#### Instructions to Students

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Student Signature		Date	25/05/2017
Faculty Signature		Invigilator Signature	

**PART A: TRUE (T)/FALSE (F) (1 MARK EACH) TOTAL: 10 MARKS**

*(Please circle the correct answer)*

1. T      F      An 'all-purpose wheat' is hard, finely milled, off white and known as patent flour.
2. T      F      New developments in food service were initiated because of the French revolution
3. T      F      Sticky or Sushi rice is long, white, finely milled and powdery with a mild flavor.
4. T      F      Food service was not impacted by the development of Microbiology & Nutrition.
5. T      F      Nouvelle Cuisine was created by Escoffier.
6. T      F      Oats are inexpensive food items which can be consumed hot and cold, and are also used in baked goods as well as side dishes.
7. T      F      Room temperature is the ideal temperature for cream to be whipped.
8. T      F      The cutting method of dicing vegetables is similar to paysanne.
9. T      F      Tomato concassè is used for the preparation and finishing of different sauces.

10. T      F      Pan steaming is a vegetable cooking method characterized as a la minute technique for large quantities of vegetables.

**PART B: SHORT ANSWER QUESTIONS (5 MARK EACH)/ANSWER ALL**

**QUESTIONS    TOTAL: 35 MARKS**

1. Describe the vegetable pan frying cooking method.

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2. Identify and describe the five steps to be followed when receiving food items

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- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. One of the leading food-borne illness causes is when food is improperly cooled. Discuss

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

4. Describe the following wheat flour types; (1) Gluten, (2) Whole, (3) All purpose, (4)Bread, and (5) Semolina

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

5. Which are the five basic health & hygiene principles to be followed by a cook? Discuss

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
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6. Describe the following pasta types; (1) Fettuccine, (2) Lasagne, (3) Vermicelli, (4) Farfalle, and (5) Fusilli

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7. Describe the following food items; (1) Kidney beans, (2) Lentils, (3) Soybeans, (4) Peas and (5) Rice beans

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**TOTAL 40 MARKS**

1. Describe the following types of kitchen knives and identify their purpose:

[illegible]





3. Describe the 'Pan Frying' cooking method. Identify its characteristics, and how you should properly pan fry a salmon steak. What is said to be the rule of Thumb?

[illegible]

4. It is important to know why foods behave as they do when heated. A) Discuss the effects of heat on food. **(5 Marks)**

B) For which food items are proteins the main component? Discuss Coagulation and describe the 'Connective tissues'. **(5 Marks)**

[illegible]

**Answer is worth of 15 Marks**

1. In order for food items to be cooked, heat must be transferred from a heat source.

Identify and describe the three ways that heat is transferred.

[illegible]



## *Final Examination*

### *Semester: Spring 2017*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TCUA-104-I</b>
<b>Course Title</b>	<b>INTRODUCTION TO GARDE MANGER</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>23/05/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>DIMITRIS KOUKLOU</b>
<b>Grade ( % )</b>	

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<b>Student Signature</b>		<b>Date</b>	23/05/2017
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

**PART A-TERMINOLOGIES ANSWER -20 marks**

Briefly explain all of the following terms. Each term is worth two (2) points.

1. CRUDITE:

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2. COCKTAIL:

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3. DIPS:

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4. DRESSING:

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5. GUACAMOLE:

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6. VINAIGRETTE:

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7. CROUTONS:

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8. TEMPERATURE DANGER ZONE:

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9. COLOUR CODING SYSTEM:

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10. MEDITERRANEAN TART:

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## **PART B- SHORT QUESTIONS- 60 MARKS**

Briefly answer six (6) of the following questions. Each answer is worth 10 marks.

1. Describe what an appetizer is.

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2. Discuss ten (10) commandments of nouvelle cuisine.

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3. Describe the sandwich categories (**5 marks**). Write the names of 5 sandwiches (**5 marks**).

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4. Describe what a canapé is (**5 marks**). Why is hygiene important when preparing cold canapés? (**5 marks**).

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5. Explain the role of garde manger department in a hotel.

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6. Describe the salad categories.

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**PART C-ESSAY QUESTION –ANSWER ALL-20 MARKS**

1A) Name and describe a cold section of a theme buffet which includes the following items:  
(10 marks)

- f) 1 Platter
- g) 2 Dips
- h) 5 Salads
- i) 2 Dressings
- j) 1 Center piece

1B) Describe five food items for the categories below of an a la carte restaurant: **(10 marks)**

- d) Cold sandwiches
- e) Salads
- f) Appetizers

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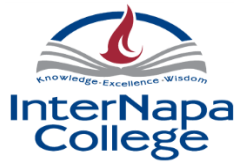
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## *Final Examination*

### *Semester: Spring 2017*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TCUA-106</b>
<b>Course Title</b>	<b>INTRODUCTION TO PASTRY ARTS AND BAKING</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>23/05/2017</b>
<b>Duration of Exam</b>	<b>2 Hours</b>
<b>Instructor</b>	<b>KOUKLOS DIMITRIS</b>
<b>Grade ( % )</b>	

#### **Instructions to Students**

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<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

**PART A: TRUE (T)/FALSE (F) (1 MARK EACH) TOTAL: 10 MARKS**

*(Please circle the correct answer)*

1. T      F      Convention ovens are particularly good for baking many kinds of cookies.
2. T      F      There are two basic ways to prepare sponge cakes.
3. T      F      The fermentation time for doughnuts is about 20 minutes at 25°C.
4. T      F      When preparing a crepe, it is better to use whole eggs instead of egg yolks.
5. T      F      When preparing a pate crepe, it is better to use vegetable oil.
6. T      F      When preparing a red velvet cake, it is better to use apricot jam.
7. T      F      In every 1000ml of liquid we use 20 gr of gelatin to prepare a 'mousse'.
8. T      F      Sponge cake is made out of three ingredients.
9. T      F      Milk chocolate does not contain any cocoa solids.
10. T      F      When preparing a chocolate cake it is better to use cocoa powder.

**PART B: SHORT ANSWER QUESTION (2 MARK EACH)/ANSWER ALL**

**QUESTIONS    TOTAL: 20 MARKS**

1. Which type of flour is used when making pate a choux?

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2. At what temperature is the sugar cooked when preparing an Italian meringue?

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3. Describe the definition of an Italian meringue.

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4. Discuss 2 food items made out of puff pastry and their fillings.

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5. Write the ingredients of a classic pastry cream.

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6. Discuss what is frangipane and when was initially used.

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7. Explain the 'maillard' reaction.

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8. Explain your understanding of 'nougat'.

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9. Explain your understanding of 'Ganache'.

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10 Describe your understanding of chocolate tempering.

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**Each answer is worth 5 Marks**

1. Discuss the sponge cake recipe and its method of preparation.

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2. Describe a well-made mousse.

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3. Describe the recipe of chocolate 'Ganache'.

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4. Identify the different types of flour commonly used in bakeshops.

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5. Discuss the method of preparation of soft rolls. List the typical ingredients.

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6. Describe how extracts, wines, cordials and liqueurs, coffee and tea are used in bakeshops.

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7. Explain the role of gluten in flour and baked goods.

[illegible]

8. Explain how to avoid cross contamination in pastry and baking shops.

[illegible]

9. Describe what is 'pate a choux'. List its ingredients and describe a properly-baked final product

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10. Describe the ingredients of a chocolate sponge cake.

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**PART D: ESSAY QUESTION** **TOTAL 20 MARKS**

**PART D: ESSAY QUESTION** **TOTAL 20 MARKS**

1. Describe the recipes of four different sweets which can be included in Table d'hôte kids menu (**Marks 12**). Also describe the method of preparation one of them in detail (**Marks 8**).

[illegible]

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## *Final Examination* *Spring 2017*

<b>Student Name</b>	
<b>Registration No</b>	
<b>Course Code</b>	<b>TCUA-200</b>
<b>Course Title</b>	<b>MEAT, FISH, POULTRY &amp; BUTCHERY PREPARATION</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>22/05/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>DIMITRIS KOUKLOU</b>
<b>Grade ( % )</b>	

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<b>Student Signature</b>	<b>Date</b> 22/05/2017
<b>Faculty Signature</b>	<b>Invigilator Signature</b>

**PART A -TERMINOLOGY -10 points.**

Briefly explain **ALL** of the following terms. Each term is worth 2 points.

1. Roux

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2. Chicken gordon bleu

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3. Navarin d' agneau

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4. Chicken chasseur

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5. Mutton

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**PART B- RECIPES-20 POINTS**

Answer briefly the following questions. Each answer is worth four (4) points

1. Explain the following recipes:

- a) Crash potatoes:

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- b) Poached filet of sole 'paupiette':

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c) Ratatouille:

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d) Deep fried fish pane:

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e) Spaghetti Napolitano:

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**PART C- QUESTIONS- 60 POINTS**

Answer **ALL** of the following questions. Each question is worth ten (10) points.

1. Describe five (5) good quality signs of fresh fish.

[illegible]

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- This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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- This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



4. Discuss the quality indicators for selecting fresh fish.

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5. Describe 2 recipes using pork mincemeat (**5 points**). How do we store mincemeat and for how long? (**5 points**)

[illegible]

6. Discuss five (5) fish categories.

[illegible]

### **PART E – ESSAY QUESTIONS 10 POINTS**

Answer **ONLY ONE** of the following questions:

1. Discuss the main factors to be considered when presenting a hot plated main course.
2. Develop a recipe that you would prepare and serve for a culinary competition by using fish or chicken which contain proteins. The time limit is 30 minutes and you have to prepare two plates.

[illegible]

[illegible]



## *Final Examination* *Semester: Spring 2017*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TCUA-202</b>
<b>Course Title</b>	<b>MODERN EUROPEAN AND CYPRIOT CUISINE</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>26/05/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>DIMITRIS KOUKLOU</b>
<b>Grade ( % )</b>	

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<b>Student Signature</b>		<b>Date</b>	26/05/2017
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

## **PART A -TERMINOLOGIES- 10 POINTS**

Briefly explain the following terms. Each term is worth **2 points**.

1. PASTITSIO:

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2. RISOTTO :

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3. RATATOUILLE :

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4. MEZE:

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5. RAVIOLI:

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### PART B- QUESTIONS 60 POINTS

Briefly answer **ALL** of the following questions. Each question is worth 10 points.

1. Describe the regional cuisine of Greece. Identify and describe five (5) Greek recipes.

[illegible]

2. Describe the regional cuisine of Cyprus. Identify and describe five (5) Cypriot regional recipes.

[illegible]

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface. The overall appearance is that of a clean, unused piece of stationery or notebook paper.

3. Describe five (5) Italian regional recipes that you know.

[illegible]

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4. What is pastitsio? Discuss how it is served, and what it includes.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

5. Describe the major ways that food is influenced of Cypriot cuisine.

[illegible]



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6. Describe five (5) Spanish regional recipes.

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### PART C- ESSAY QUESTIONS.30 POINTS

Answer the following question.

1. Describe the seven (7) stages of taverna and give examples of foods served for each one.  
(20 points)

[illegible]

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2. Discuss the personal responsibilities of a culinary professional in terms of food kitchen safety, including personal hygiene, uniform, and behavior. (10 points)

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## Final Examination Semester: Spring 2017

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	TCUA-206
<b>Course Title</b>	PLATE AND BUFFET SERVICE
<b>Section</b>	
<b>Date of Exam</b>	22/05/2017
<b>Duration of Exam</b>	2 HOURS
<b>Instructor</b>	DIMITRIS KOUKLOU
<b>Grade ( % )</b>	

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<b>Student Signature</b>	<b>Date</b> 22/05/2017
<b>Faculty Signature</b>	<b>Invigilator Signature</b>

### **PART A- QUESTIONS-80 POINTS**

Answer **ALL** of the following questions. Each question is worth 10 points.

1. Discuss the three types of menus.

[illegible]

2. Describe what a buffet is (5 points). Discuss the advantages and disadvantages (5 points).

[illegible]

[illegible]

**3. Describe the modern method of plate presentation.**

This image shows a blank sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's part of a bound notebook.

4. Describe the classic method of plate presentation.

[illegible]

5. Describe the importance of food safety for buffets (**5 points**). In addition identify the proper holding temperature of foods provided on the buffet (**5 points**).

[illegible]

[illegible]

6. You are a chef in a restaurant and is Valentine's Day. Describe the type of menu, as well as the number and the particular courses you will prepare.

[illegible]



7. Discuss the differences between a recipe and a standard recipe.

[illegible]

8. Write a 4 course table d hote menu with two choices. Use correct culinary terminologies and the appropriate accompaniments for the main course.

[illegible]

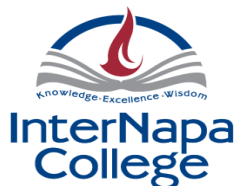
### **PART C- ESSAY QUESTIONS-20 POINTS**

Answer the following question

1. You are a chef in a restaurant and you are required to write an International theme buffet menu that includes:
  - a) Salads/cold appetizers
  - b) Soup
  - c) Bread station
  - d) Live station
  - e) Hot foods
  - f) Desserts

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[illegible]



## *Final Examination*

### *Semester: Spring 2017*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>THOM-100-1</b>
<b>Course Title</b>	<b>INTRODUCTION TO HOSPITALITY MANAGEMENT</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>23/05/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>SOTERIS KEFALAS</b>
<b>Grade ( % )</b>	

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<b>Student Signature</b>		<b>Date</b>	23/05/2017
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

**Section A: Answer all the questions.**

**[TOTAL MARKS**

**20]**

*Each multiple question is worth 2 marks. (Circle the correct answer)*

**1. Food service operations constitute of the following managed services.**

- A) Airlines
- B) Military
- C) National Parks
- D) Universities
- E) All the above

**2. What is the main difference between a service and a good?**

- A) A service cannot be rated.
- B) A good is a high-quality product.
- C) A service is intangible.
- D) None of the above

**3. The rules of safety are:**

- A) the grounding of the appliances
- B) the proper placement of the control panel
- C) the maintenance of the fuses
- D) the insulation of wires and cables
- E) all the above

**4. The responsibilities of the Front Office Department are:**

- A) to sell rooms
- B) not to offer services such as handling mail, faxes, etc.
- C) not to maintain balanced guest accounts
- D) none of the above

**5. The responsibilities of Food and Beverage Manager are:**

- A) to manage the kitchen and the catering
- B) to manage the room service and the minibars
- C) to manage the pool bar
- D) All of the above

**6. What is the name of the department that oversees a hotel's buildings and grounds?**

- A) sales and marketing
- B) engineering
- C) bell staff
- D) human resources

**7. Which are the reasons people travel?**

- A) To experience new and different surroundings
- B) To experience other cultures
- C) To rest and relax
- D) To visit friends and family
- E) All of the above

**8. Which is not at the first-five largest Management Companies?**

- A) Accor Hotels
- B) Intercontinental Hotels
- C) Holiday Inns
- D) Marriot International
- E) Hilton Hotels

**9. Which is the Highest Quality Chain of Hotels?**

- A) Oriental Hotel in Thailand
- B) Treetops Hotel in Kenya
- C) Ritz Carlton Hotel
- D) Regent in Hong Kong
- E) Underwater Hotel in Australia

**10. Which is not the responsibility for the Night Auditor?**

- A) Posts charges
- B) Closes the books on a daily basis
- C) Balances guest accounts
- D) Completes daily reports using the statistics on the following slides

E) To sell food and beverage items

**Section B: Answer all the questions.  
20]**

**[TOTAL MARKS**

*Each question is worth 5 marks.*

**1. Identify the two major responsibilities of the maintenance department:**

A) -----  
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B) -----  
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**2. Explain what is Down-Feed Water System:**

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**3. Identify the process of human resource:**

A) .....  
B) -----  
C) -----  
D) -----  
E) -----

**4. What is Theory Y *Personality*?**

A) .....  
B) -----  
C) -----  
D) -----  
E) -----



**Section C: Please answer FOUR QUESTIONS out of FIVE.  
60]**

**[TOTAL MARKS**

**Each question is worth 15 marks**

1. What are the main works that an Engineering department must perform? Analyze
2. What are the Maslow's Hierarchy of Needs? Analyze
3. Describe the managed services.
4. Explain the Disney Service Model.
5. Discuss the qualities of a Hospitality Leader.



## *Final Examination*

### *Semester: Spring 2017*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>THOM-100-2</b>
<b>Course Title</b>	<b>INTRODUCTION TO HOSPITALITY MANAGEMENT</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>25/05/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>SOTERIS KEFALAS</b>
<b>Grade ( % )</b>	

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<b>Student Signature</b>		<b>Date</b>	25/05/2017
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

**Section A: Answer all the questions.  
20]**

**[TOTAL MARKS**

*Each multiple question is worth 2marks. (Circle the correct answer.)*

**1. The pineapple tradition is recognized as a symbol of:**

- A) Lodging
- B) Food and Beverage
- C) Hospitality
- D) Front Office

**2. What is the main goal of any hotel:**

- A) To create a good reputation
- B) To be trendy
- C) To maintain a high occupancy percentage
- D) To provide offs and vacation to the staff

**3. Which is not a key element of Disney's Guest Service:**

- A) Hiring and developing.
- B) Training of leaders so forth to become service coaches.
- C) Make reservations.
- D) Measuring guest satisfaction.
- E) Recognizing and rewarding performance.

**4. Foodservice operations constitute the following managed services.**

- A) Airlines
- B) Military
- C) National Parks
- D) Universities
- E) All the above

**5. Which Company is not included in the first top five largest Management Companies?**

- F) Accor Hotels
- G) Intercontinental Hotels
- H) Holiday Inns
- I) Marriot International
- J) Hilton Hotels

K)

**6. Which is the Highest Quality Chain of Hotels?**

- F) Oriental Hotel in Thailand
- G) Treetops Hotel in Kenya
- H) Ritz Carlton Hotel
- I) Regent in Hong Kong
- J) Underwater Hotel in Australia

**7. Which is not a responsibility of the Night Auditor?**

- F) To posts charges
- G) Closes the books on a daily basis
- H) Balances guest accounts
- I) Completes daily reports by using statistics
- J) To sell food and beverage items

**8. What the abbreviation of WTO Stands for:**

- A) World Travel Organization
- B) World Tourism Office
- C) World Tourism Organization
- D) None of the above

**9. The hub and Spoke System has the following benefits:**

- A) Enables passengers to travel from one smaller city to another smaller city
- B) Airlines can service more cities at a lower cost
- C) Airlines can maximize passenger loads from cities, thereby saving fuel
- D) All of the above.

**10. The rules of safety are:**

- A) the grounding of the appliances
- B) the proper placement of the control panel
- C) the maintenance of the fuses
- D) the insulation of wires and cables
- E) all the above

**Section B: Answer all the questions.  
20]**

**[TOTAL MARKS**

*Each question is worth 5 marks.*

**1. What are the responsibilities of the Hotel Manager in the Engineering Department?**

- A. -----
- B. -----
- C. -----
- D. -----
- E. -----

**2. Explain what is Up- feed Water System?**

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**3. Identify the role of Human Resource:**

- A. -----
- B. -----
- C. -----
- D. -----
- E. -----

**4. Identify the Theory of X Personality:**

- A. ....
- B. -----
- C. -----
- D. -----
- E. -----

**Section C: Please answer FOUR QUESTIONS out of FIVE.**

**[TOTAL MARKS**

**60]**

**Each question is worth 15 marks**

1. Discuss the role of a hotel general manager.
2. What are the main works that an Engineering department must perform? Analyze
3. What are the Maslow's Hierarchy of Needs? Analyze
4. Explain the Disney Service Model.
5. Describe of responsibilities of the Front Office Department.



## *Final Examination*

### *Semester: Spring 2017*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>THOM-202</b>
<b>Course Title</b>	<b>RESTAURANT OPERATIONS MANAGEMENT</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>24/05/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>NICOS MAGOS</b>
<b>Grade ( % )</b>	

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<b>Student Signature</b>		<b>Date</b>	24/05/2017
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

**PART A: SHORT ANSWER QUESTIONS (5 MARK EACH)/ANSWER ALL**

**QUESTIONS    TOTAL: 40 MARKS**

1. Identify and describe five characteristics of a good server.

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
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- \_\_\_\_\_  
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- \_\_\_\_\_  
\_\_\_\_\_  
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- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



2. List and analyze five challenges of a restaurant operation.

- \_\_\_\_\_  
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3. Briefly identify ten service steps which set a standard for all, of a successful server:

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4. Which are the criteria of Michelin star restaurants? Identify five and describe.

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5. Discuss the elements of effective purchasing and storing:

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6. Describe Family-Style (English) Service:

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7. Describe Table-Side (French) Service:

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8. Why is the operating budget of a restaurant critical? Discuss

- \_\_\_\_\_  
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- \_\_\_\_\_  
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\_\_\_\_\_

**PART C: ANSWER ALL QUESTIONS**

**TOTAL 40 MARKS**

**Each answer is worth 10 Marks**

1. Identify and discuss five commandments of customer service?

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
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\_\_\_\_\_

- \_\_\_\_\_  
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- \_\_\_\_\_  
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2. Discuss the characteristics of fine dining restaurants:

- \_\_\_\_\_  
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- \_\_\_\_\_  
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- \_\_\_\_\_  
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3. Discuss the role of a menu in a food service operation.

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4. Discuss the simple model of the marketing process (**Marks 5**). Describe the customer's Needs, Wants and Demands (**Marks 5**)

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**PART D: ESSAY QUESTION**  
**MARKS**

**TOTAL 20**

**Answer is worth 20 Marks**

1. Customer-driven marketing strategy requires careful customer analysis. Identify and describe the elements that successful firms must engage (**Marks 16**). Identify the key segmenting variables (**Marks 4**)

[illegible]

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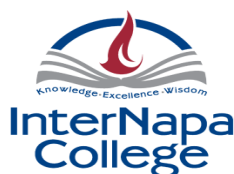
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## *Final Examination*

### *Semester: Spring 2017*

**Student Name**

**Registration No**

**Course Code**

**TTOU-102**

**Course Title**

**GEOGRAPHY OF TOURISM**

**Section**

**Date of Exam**

**25/05/2017**

**Duration of Exam**

**2 HOURS**

**Instructor**

**KYRILLOS NIKOLAOU**

**Grade ( % )**

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**Student Signature**

**Date**

**25/05/2017**

**Faculty Signature**

**Invigilator Signature**

**GEOGRAPHY OF TOURISM  
FINAL EXAM 25<sup>TH</sup> MAY 2017**

**Please answer all the following questions**

1. Discuss the branch of geography which examine the human environment.  
(20 marks)
2. Outline the geography in the Age of Discovery. (15 marks)
3. Explain how the geographers and other scientists specify the location of features on the surface of Earth. (15 marks)
4. Identify and name the capitals of the following countries along with one important tourist site of each capital. (10 marks)

Country	Capital	Important tourist site
- France		
- Greece		
- Italy		
- United Kingdom		
- Germany		

5. Indicate in which city and country are located the following international Airports: (10 marks)

Airports	City	Country
- Leonardo da Vinci-Fiumicino Airport		
- Barcelona El Prat Airport		
- Malpensa Airport		
- Lisbon Portela Airport		
- Nice Cote d'Azur Airport		

6. Explain the Silk Road. (20 marks)
7. Name the countries that joined the European Union in 2004. (10 marks)



## *Final Examination*

### *Semester: Spring 2017*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TACC-100-1</b>
<b>Course Title</b>	<b>INTRODUCTION TO ACCOUNTING I</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>26/05/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>YIOTA STAVROU</b>
<b>Grade ( % )</b>	

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<b>Student Signature</b>		<b>Date</b>	26/05/2017
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<b>Faculty Signature</b>		<b>Invigilator Signature</b>	
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## **SECTION A**

**Answer ALL questions (20 Marks)**

### **1. Multiple choice questions: (2 Marks Each)**

***(Circle the correct answer)***

**Identify the correct formula:**

- a)  $\text{Assets} = \text{Capital} - \text{Liabilities}$
- b)  $\text{Liabilities} = \text{Capital} + \text{Assets}$
- c)  $\text{Assets} = \text{Capital} + \text{Liabilities}$
- d)  $\text{Capital} = \text{liabilities} + \text{Assets}$

**Which of the following is not a Current Asset?**

- a) bank overdraft
- b) loan interest
- c) accounts receivable
- d) cash in hand

**Which of the following are included in the debit side of the trial balance?**

- a) bank overdraft, debtors, buildings and rent payable
- b) purchases, debtors, rent receivable and discounts receivable
- c) capital, bad debts, salaries, and creditors
- d) drawings, discounts allowed, depreciation and stationery

**Mr. George, owner of a retail company, withdrew some goods for private use. Which is the correct double entry?**

- a) Debit purchases accounts, credit drawings account
- b) Debit drawings account, credit purchases account
- c) Credit capital account, debit purchases account
- d) Credit cash account, debit drawings account

**Which of the following is not a depreciation method?**

- a) Some of the years digits
- b) Reducing balance
- c) Straight-line
- d) Directly

### **2. Explain what Depreciation is: (5 Marks)**

**3. Give one example for EACH of the following accounting terms: (5 Marks)**

-Current Assets

-Fixed Assets

-Expenses

-Current Liabilities

-Income

**SECTION B**

**Answer ALL questions (80 Marks)**

**Question 1 (20 Marks)**

We bought an old van with original cost of \$10,000, the estimated life of the van is 10 years and the scrap value \$200.

Required:

Calculate the depreciation for the first 4 years using the straight line method.

**Question 2 (60Marks)**

The transactions of A Baker Company for May 2009 were as follows:

May 1. Started in business with \$1,500 in the bank and \$500 cash.

May 2. Purchased goods to the value of \$1,750 from C Dunn.

May 3. Bought fixtures and fittings for the bakery for \$150 paying by cheque.

May 6. Bought goods on credit from E Farnham for \$111.

May 10. Paid rent of \$300 by cash.

May 12. Bought stationery for \$175 paying by cash.

May 14. Sold goods on credit, value \$125 to G Harlem.

May 20. Bought a van for \$2,000 on credit from I Jumpstart.

May 30. Paid wages of \$450 by cheque.

May 31. Summarized cash sales of the month and found them to be \$2,500. Took \$500 for private use and banked \$2,000.

May 31. Closing inventory was \$500.

Required:

a) Enter the transactions in the ledger of A Baker (open T-Accounts). **(15 Marks)**

b) Extract a Trial Balance as at 31 May 2009. **(15 Marks)**

c) Prepare the Income Statement for the year. **(15 Marks)**

d) Show the balance sheet as at 31 May 2009. **(15 Marks)**



## *Final Examination*

### *Semester: Spring 2017*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TACC-100-2</b>
<b>Course Title</b>	<b>INTRODUCTION TO ACCOUNTING I</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>26/05/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>YIOTA STAVROU</b>
<b>Grade ( % )</b>	

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<b>Student Signature</b>		<b>Date</b>	26/05/2017
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<b>Faculty Signature</b>		<b>Invigilator Signature</b>	
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## **SECTION A**

**Answer ALL questions (20 Marks)**

**1. Multiple choice questions: (2 Marks Each)**

***(Circle the correct answer)***

**Identify the correct formula:**

- a)  $\text{Assets} = \text{Capital} - \text{Liabilities}$
- b)  $\text{Liabilities} = \text{Capital} + \text{Assets}$
- c)  $\text{Assets} = \text{Capital} + \text{Liabilities}$
- d)  $\text{Capital} = \text{liabilities} + \text{Assets}$

**Which of the following is not a Current Asset?**

- a) inventory
- b) Accounts receivable
- c) Bank loan
- d) cash in hand

**Which of the following are included in the debit side of the trial balance?**

- a) Cash, drawings, capital, Creditors
- b) Debtors, purchases, Bank account, Assets
- c) Bank Loan, Sales, expenses, debtors
- d) Assets, Drawings, Sales, Depreciation

**Mr. John, owner of a bakery, summarised cash for the month and found them to be €15,000. Which is the double entry?**

- a) Debit Cash, Credit Sales
- b) Debit Sales, Credit goods
- c) Debit goods, Credit Cash
- d) Debit Purchases, Credit Sales

**Which of the following is not a depreciation method?**

- a) Usage Method
- b) directly
- c) Straight-line
- d) Reducing Balance

**2. Give two reasons why depreciation may occur. (5 Marks)**

**3. Give one example for EACH of the following accounting terms: (5 Marks)**

-Current Assets

-Fixed Assets

-Expenses

-Current Liabilities

-Income

## SECTION B

Answer ALL questions (80 Marks)

### Question 1 (30 Marks)

A car costs €9,600 will be kept four three years (estimated life) and then sold for €2,600 (scrap value).

**Required:**

- Calculate the depreciation for four years using Straight line method. **(15 Marks)**
- Calculate depreciation for each year using the reducing balance method, by using the rate of 35%. **(15 Marks)**

### Question 2 (50 Marks)

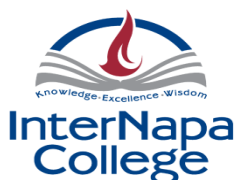
The following Trial Balance was extracted from the books of J Fisher on 31 December 2015.

	€	€
Sales		210,420
Purchases	108,680	
Opening Inventory	9,410	
Carriage outwards	1,115	
Carriage inwards	840	
Returns inwards	4,900	
Returns outwards		3,720
Salaries	41,800	
Motor Expenses	912	
Rent	6,800	
Sundry expenses	318	
Cars	14,400	
Fixtures & Fittings	912	
Accounts Receivable	23,200	
Accounts Payable		14,100
Cash	240	
Bank	4,100	
Drawings	29,440	
Capital		18,827

Closing Inventory at 31 December 2015 was €11,290.

**Required:**

- Prepare his income statement for the year ending 31 December 2015. **(25 Marks)**
- Prepared the Balance sheet for the year ending 31 December 2015. **(25 Marks)**



## *Final Examination*

### *Semester: Spring 2017*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TFRE-100-1</b>
<b>Course Title</b>	<b>FRENCH LANGUAGE AND CULTURE I</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>24/05/17</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>KATERINA HADJANTONI</b>
<b>Grade ( % )</b>	

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<b>Student Signature</b>		<b>Date</b>	24/05/2017
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

**1. Lis les textes et réponds par Vrai ou Faux. (1 mark each = 5 marks)**

**Yves Saint- Laurent** est un couturier français très célèbre. Il y a des magasins Yves Saint -Laurent dans le monde entier. Il y a la mode Yves Saint- Laurent et il y a aussi les parfums Yves Saint-Laurent.

**Vanessa Paradis** est chanteuse et actrice. Elle est blonde, jeune et jolie. Elle chante en anglais et en français. Les chansons de Vanessa sont très populaires en France et en Angleterre. Vanessa habite à Villiers, près de Paris. L'anniversaire de Vanessa est le 22 décembre.

**Gérard Depardieu** est acteur. Il est très célèbre en France, aux Etats Unis et dans le monde entier. Gérard habite à Paris. Ses films Cyrano de Bergerac et Christoph Colombe sont des succès.

**Isabelle Adjani** est petite, brune, et elle est très belle. Elle est actrice. Son film Camille Claudel est un grand succès en France et dans le monde. Isabelle est aussi chanteuse. Elle habite en France, à Paris.

**Surya Bonaly** est sympathique, elle est petite et très élégante. Elle est championne d'Europe de patinage artistique.

- |   |      |      |
|---|------|------|
| 1. Yves Saint-Laurent est chanteur.                     | VRAI | FAUX |
| 2. Le film d'Isabelle Adjani s'appelle Camille Claudel. | VRAI | FAUX |
| 3. Vanessa Paradis chante en allemand et en français.   | VRAI | FAUX |
| 4. Gérard Depardieu habite à Paris.                     | VRAI | FAUX |
| 5. Surya Bonaly est championne du monde.                | VRAI | FAUX |

**2. Lis le texte puis réponds aux questions. (1 mark each = 5 marks)**

Salut,  
Je m'appelle Mathieu et je suis élève. J'aime mon collègue.  
C'est génial. Le lundi à huit heures et demie j'ai biologie.  
Je n'aime pas la biologie. C'est difficile. À neuf heures dix,  
j'ai musique. C'est amusant mais je déteste le professeur.  
Le lundi j'ai sport. J'adore le sport. De plus le mardi j'ai  
français et anglais. Moi, je préfère le français. C'est facile.

1. Mathieu aime la biologie ?

---

2. Il a anglais et français le mercredi ?

---

3. Il adore le professeur de musique ?

---

4. Le français c'est difficile ?

---

5. Il préfère le français ou l'anglais ?

---

**\*ou = or**

**3. Relie une question à une réponse. (1 mark each = 5 marks)**

- |                                  |                    |   |   |   |
|----------------------------------|--------------------|---|---|---|
| a. Qu'est-ce que c'est ?         | 1. J'ai vingt ans. |   |   |   |
| b. C'est qui ?                   | 2. A Lyon.         |   |   |   |
| c. Tu as quel âge ?              | 3. C'est un stylo. |   |   |   |
| d. Tu habites où ?               | 4. C'est Paul.     |   |   |   |
| e. Tu es de quelle nationalité ? | 5. Je suis russe.  |   |   |   |
| a                                | b                  | c | d | e |

**4. Complète les phrases avec en, au, aux, à, de, d', du. (1 mark each = 10 marks)**

Vous habitez où ? J'habite ..... Chypre, ..... Agia Napa. Mais je vis aussi .....Angleterre,  
..... Népal et en peu ..... Canada.

Vous êtes d'où ? Je suis ..... Inde ! Mais mon père est .....Chine , .....Pékin et ma mère ..... Japon, ..... Tokyo.

**5. Complète avec les terminaisons des verbes. (1 mark each = 10 marks)**

Salut, Je m'appell..... Pauline. Je suis française et j'ai vingt ans.

J'aim..... la danse et le musique. J'ador..... Lorie mais je détest.....

le football. Et toi ? Tu aim..... la danse ou tu préfèr..... la musique ?

Comment tu t'appell..... ? J'ai un frère. Il préfèr.....le football et détest.....

la danse. Il s'appell..... Pierre.

A bientôt,  
Pauline

**6. Trouve la forme correcte du verbe. (1 mark each = 5 marks)**

- a. Je \_\_\_\_\_ (être) étudiant à InterNapa.
- b. Jean \_\_\_\_\_ (avoir) une sœur et un frère.
- c. Nadia et Elodie \_\_\_\_\_ (être) françaises.
- d. Nous \_\_\_\_\_ (avoir) un chien.
- e. Tu \_\_\_\_\_ (être) facteur ?

**7. Complète le dialogue en utilisant les mots ci-dessous. (1 mark each = 5 marks)**  
(toi, Salut, âge, comment, ans)

- \_\_\_\_\_ !

-Bonjour, moi c'est Victoire,

et toi, \_\_\_\_\_ tu t'appelles ?

-Je m'appelle Elise.

-Tu as quel \_\_\_\_\_ ?

-J'ai treize ans, et \_\_\_\_\_ ?

- Moi aussi, J'ai treize \_\_\_\_\_.

**8. Quelle heure est-il ? (1 mark each = 5 marks)**

- a. 12 :15 .....
- b. 16 :05 .....
- c. 22 :45 .....
- d. 09 :55 .....
- e. 14 :30 .....

**9. Entoure la réponse correcte. (2 marks each = 10 marks)**

- a. Nous aimons notre / nos professeur.
- b. Vous habitez chez votre / vos parents ?
- c. Ils parlent avec leur / leurs guide
- d. Elles écoutent leur / leurs amies.
- e. Nous visitons notre / nos grands- parents.

**10. Mets à la forme négative. (2 marks each = 10 marks)**

- a. Paul a une sœur.  
\_\_\_\_\_
- b. Nous aimons les animaux.  
\_\_\_\_\_
- c. J'ai une règle.  
\_\_\_\_\_
- d. Elle habite à Paris.  
\_\_\_\_\_
- e. Je suis anglais  
\_\_\_\_\_

**11. Qu'est-ce que tu aimes faire le week-end ? (15 marks)**

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**12. Qu'est-ce qu'il y a dans ton appartement ? (15 marks)**

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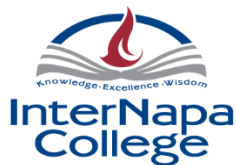
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## *Final Examination* *Semester: Spring 2017*

Student Name	
Registration No	

Course Code	TFRE-102
Course Title	FRENCH LANGUAGE AND CULTURE II
Section	
Date of Exam	26/05/2017
Duration of Exam	2 HOURS
Instructor	KATERINA HADJANTONI
Grade ( % )	

### Instructions to Students

1. Have your passport or student identity card on your desk.
2. Smoking and food or drinks are not permissible in the exam room besides a bottle of water.
3. Mobile phones must be switched off and put away.
4. Notes, dictionaries, books or other aids are not permissible in the exam room, unless otherwise mentioned.
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### Academic Honesty

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Student Signature		Date	26/05/2017
Faculty Signature		Invigilator Signature	

**1. Lisez le texte, pour chaque question, cochez la réponse exacte ou VRAI / FAUX.  
(1 mark each = 5 marks)**

*Les repas d'Antoine.*

Le matin je mange du sandwich au fromage et je bois du lait au chocolat.

A midi, je mange à la cantine du collège.

Je prends du poulet et des frites avec de la salade. Je bois de l'eau.

Quelquefois je bois du coca.

L'après-midi si j'ai faim, je mange des fruits et je bois du chocolat chaud.

Le soir normalement, on prend de la soupe ou de la salade. Je bois de l'eau.

1. Antoine au petit déjeuner prend :

- ☐ des céréales
- ☐ du sandwich
- ☐ des tartines

2. Il déjeune à la cantine du collège.

VRAI

FAUX

3. A midi il mange :

- ☐ du poulet
- ☐ de la soupe
- ☐ des fruits

4. L'après-midi il boit du coca.

VRAI

FAUX

5. Le soir il boit de l'eau.

VRAI

FAUX

**2. Complétez avec la forme correcte du verbe au présent. (2 marks each = 10 marks)**

a. Le professeur \_\_\_\_\_ (avoir) beaucoup de travail.

b. Les élèves \_\_\_\_\_ (être) dans la classe.

c. Je ne \_\_\_\_\_ (être) pas anglais.

d. Tu n' \_\_\_\_\_ (avoir) pas le temps.

e. Vous \_\_\_\_\_ (être) dans la cuisine.

**3. Entourez le verbe correct au passé composé. (1 mark each = 5 marks)**

- a. Hier j'ai mangé / je suis mangé du poulet rôti.
- b. Paul et Marie ont bu / sont bu du lait.
- c. Nous avons allé / sommes allés au cinéma.
- d. Tu as fait / es fait tes devoirs.
- e. Elle a venu / est venue de Népal hier matin.

**4. Complétez les phrases avec les verbes au futur proche :aller+infinitif. (2 marks each = 10 marks)**

- a. Le poissonnier ..... (aller) au marché.
- b. Nous ..... (manger) du poisson.
- c. Tu ..... (finir) ton travail.
- d. Vous ..... (travailler) au restaurant.
- e. Je ..... (payer) le commerçant.

**5. Trouvez la terminaison à l'imparfait. (1 mark each = 5 marks)**

- a. Comme il fais..... chaud, nous sommes allés à la plage.
- b. Je mange..... un fruit quand tu as téléphoné.
- c. Nous dorm..... quand vous êtes partis.
- d. Pendant qu'il parl..... , ils ecriv.....

**6. Complétez les phrases avec du, de la, de l', des. (1 mark each = 10 marks)**

Au supermarché j'achète \_\_\_\_\_ poisson, \_\_\_\_\_ chips, \_\_\_\_\_ eau,  
\_\_\_\_\_ chocolat, \_\_\_\_\_ pizza, \_\_\_\_\_ glace, \_\_\_\_\_ melon,  
\_\_\_\_\_ fromage, \_\_\_\_\_ bananes et \_\_\_\_\_ poulet.

**7. Complétez les phrases avec qui / où. (1 mark each = 5 marks)**

- a. Voici ma mère \_\_\_\_\_ travaille à la réception.
- b. C'est le collègue \_\_\_\_\_ je fais mes études.
- c. C'est la ville \_\_\_\_\_ j'habite.
- d. Je vois Marie \_\_\_\_\_ est en face de la poste.
- e. Voici le directeur \_\_\_\_\_ parle italien.

**8. Mettez les phrases à la forme négative. (2 marks each = 10 marks)**

- a. Paul est boulanger.

\_\_\_\_\_

- b. Nous buvons du café.

\_\_\_\_\_

- c. Ma mère aime les céréales.

\_\_\_\_\_

- d. Il y a des touristes à l'hôtel.

\_\_\_\_\_

- e. Mélanie est sympa.

\_\_\_\_\_

**9. Complétez avec tout / toute/ tous / toutes. (1 mark each = 5 marks)**

- a. Il veut manger ..... le fromage.
- b. .... la classe travaille bien.
- c. Nous avons pris ..... les serviettes.
- d. J'invite souvent ..... mes amis.
- e. Tu veux boire ..... la bière ?

**10. Choisissez la réponse correcte. (1 mark each = 5 marks)**

- a. Nous écoutons notre / nos professeur.
- b. Ils parlent avec leur / leurs guides.
- c. Vous téléphonez à votre / vos amies ?
- d. Les étudiants sont dans leur / leurs classe.
- e. Nous aimons notre / nos parents.

**11. Quelle heure est-il ? (2 marks each = 10 marks)**

- a. 11 :30 .....
- b. 09 :15 .....
- c. 04 : 45 .....
- d. 01 : 05 .....
- e. 07 :55 .....

**12. Ecrivez ce que vous mangez aux différents repas. (20 marks)**  
**(petit-déjeuner, déjeuner, goûter, dîner.)**

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.....

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## *Final Examination*

### *Semester: Spring 2017*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TCOM-100-1</b>
<b>Course Title</b>	<b>COMPUTER APPLICATIONS</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>23/05/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>ADAMANTINI PERATIKOU</b>
<b>Grade ( % )</b>	

#### **Instructions to Students**

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<b>Student Signature</b>		<b>Date</b>	23/05/2017
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

## **Computer Applications Final Exam**

The exam consists of FOUR sections. You must attempt:

SECTION A: Multi-choice test (20 marks)

SECTION B: Access (35 marks)

SECTION C: Excel (35 marks)

SECTION D: Word (10 marks)

**You will show all your answers in a single 'Exam Word Document'. Most of your answers will require screenshots inserted into this document. Your screenshots must be CLEAR and SELECTIVE, reproducing the relevant part of your screen display.**

**At the end of the examination a hard copy of your Exam Word Document will be printed out for you. You must check carefully that this is the work you want to submit for assessment.**

You have 2 hours for this examination

### **Section A: MULTI-CHOICE TEST ( 2 marks each: 20 marks)**

*This section of the exam will test your general knowledge about computers and their impact on society.*

Insert a table into your Exam Word Document. The table should have two columns and ten rows. Number the rows of the first column from 1 to 10. In the second column give each of your answers for the twenty questions below as a capital letter A, B, C or D.

**1. What is 11100 as a decimal number?:**

- A. 27
- B. 31
- C. 29
- D. 28

**2. Smaller computers were developed for :**

- A. Manned space exploration.
- B. Hospitals
- C. Shops and offices
- D. Games

**3. Source code is:**

- A. Binary numbers.
- B. The first ideas written down in ordinary language.
- C. The initial code written by the programmer.
- D. Machine code instructions

**4. Why are binary numbers used in computing?:**

- A. Programs work much faster with binary.
- B. It is an industrial standard which nobody wants to change.
- C. Different voltage levels can represent binary numbers..
- D. Two digits, 1 and 0, are easier for programmers to understand

**5. Logic circuits are principally needed to:**

- A. Organise spreadsheets
- B. Perform binary arithmetic in the ALU
- C. Operate application programs
- D. Scan the keyboard

**6. Which of the following is not an output device?**

- A. Screen
- B. Speakers
- C. Printer
- D. Microphone

**7. What is 18 as a binary number? :**

- A. 10110
- B. 10000
- C. 10010
- D. 11101

**8. A potential disadvantage of presentation graphics is:**

- A. A lecture can be made available for further viewing on the Internet.
- B. The audience can be misled by poor design of slides.
- C. Digital projectors are expensive and can go wrong.
- D. Lecturers can use the same material again

**9. What is system software?:**

- A. A managerial information system.
- B. A set of low level essential programs a computer requires.
- C. An advanced database
- D. The organisation of software for a small business.

**10. Word is an example of:**

- A. Application software.
- B. An operating system.
- C. The home entertainment industry.
- D. A communications device.



### Section B: ACCESS (35 marks)

*This section of the exam will test your ability in using Access. Your answers will be based upon this Access table:*

Student Name ▾	Nationality ▾	Date of Birth ▾	Assignment Mark ▾	Exam Mark ▾
Mark	British	5/4/1990	50	42
Christina	Cypriot	9/10/1992	62	55
Ali	Pakistan	5/15/1994	72	68
Advika	Indian	2/22/1991	74	92
Madan	Nepali	8/18/1995	81	79
Biyu	Chinese	6/6/1994	67	91
Sumon	Bangladeshi	9/19/1993	95	98
Alexei	Russian	1/23/1993	84	79
Ivan	Bulgarian	9/3/1991	55	74
Lilika	Hungarian	5/8/1995	44	60

#### **Question B1** (10 marks)

Recreate the Access table shown. Insert into your Exam Word Document a screen shot showing the table in design view and making evident your choice of primary key.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

#### **Question B2** (10 marks)

Create a query on this Access table which displays only the Student Name and Nationality of all records for which the Assignment Mark is greater than 70. Insert into your Exam Word Document a screen shot showing this query in design view.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

#### **Question B3** (5 marks)

Insert into your Exam Word Document a further screen shot showing this query after it has been run.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

**Question B4** (10 marks)

Create a report showing Student Name, Nationality and Exam Mark. The values for Exam Mark should be in descending order. Insert into your Exam Word Document a further screen shot showing this report.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

**Section C: EXCEL (35 marks)**

*This section of the exam will test your ability in using Excel. Your answers will be based upon this Excel spread sheet:*

	A	B	C	D
1	<b>STAFF</b>	<b>AGE</b>	<b>SALARY</b>	<b>BONUS</b>
2	<b>ANDY</b>	<b>23</b>	<b>15000</b>	<b>10</b>
3	<b>BELINDA</b>	<b>47</b>	<b>25000</b>	<b>50</b>
4	<b>CLAUDE</b>	<b>25</b>	<b>15000</b>	<b>11</b>
5	<b>DELLA</b>	<b>18</b>	<b>13000</b>	<b>4</b>
6	<b>EDWARD</b>	<b>40</b>	<b>24000</b>	<b>45</b>
7	<b>FRANCIS</b>	<b>25</b>	<b>15000</b>	<b>12</b>
8	<b>GERARD</b>	<b>64</b>	<b>30000</b>	<b>76</b>
9	<b>HELEN</b>	<b>19</b>	<b>13000</b>	<b>5</b>
10	<b>IAIN</b>	<b>25</b>	<b>15000</b>	<b>11</b>
11	<b>JENNY</b>	<b>25</b>	<b>15000</b>	<b>12</b>

**Question C1** (10 marks)

Recreate this spread sheet in Excel. Add cell content to calculate the median of the SALARY. Insert into your Exam Word Document TWO screen shots, one showing the result of this calculation and one showing the formula that you have used.

*Make sure your screen shots show the relevant part of the display and are easy to read.*

**Question C2** (10 marks)

Add cell content to calculate the mode of the AGE. Insert into your Exam Word Document TWO screen shots, one showing the result of this calculation and one showing the formula that you have used.

*Make sure your screen shots show the relevant part of the display and are easy to read.*

**Question C3** (10 marks)

Add cell content to calculate correlation between AGE and BONUS. Insert into your Exam Word Document TWO screen shots, one showing the result of this calculation and one showing the formula that you have used.

*Make sure your screen shots show the relevant part of the display and are easy to read.*

**Question C4** (5 marks)

Add a pie chart which compares the ages of ANDY and BELINDA. Insert into your Exam Word Document a screen shot showing this pie chart.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

**Section D: WORD (10 marks)**

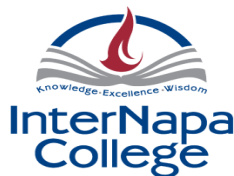
**Question D1** (5 marks)

In your exam word document insert a footer with your name and Surname.

**Question D2** (5 marks)

In your exam word document insert a title with correct styling such as:

**TCOM-100-1 Final Exam**



## *Final Examination*

### *Semester: Spring 2017*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TCOM-100-2</b>
<b>Course Title</b>	<b>COMPUTER APPLICATIONS</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>25/05/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>ADAMANTINI PERATIKOU</b>
<b>Grade ( % )</b>	

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<b>Student Signature</b>		<b>Date</b>	25/05/2017
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<b>Faculty Signature</b>		<b>Invigilator Signature</b>	
--------------------------	--	------------------------------	--

## **Computer Applications Final Exam**

The exam consists of FOUR sections. You must attempt:

SECTION A: Multi-choice test (20 marks)

SECTION B: Access (35 marks)

SECTION C: Excel (35 marks)

SECTION D: Word (10 marks)

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You have 2 hours for this examination

### **Section A: MULTI-CHOICE TEST (20 marks)**

*This section of the exam will test your general knowledge about computers and their impact on society.*

Insert a table into your Exam Word Document. The table should have two columns and ten rows. Number the rows of the first column from 1 to 10. In the second column give each of your answers for the twenty questions below as a capital letter A, B, C or D.

**1. What is 11000 as a decimal number?:**

- A. 27
- B. 23
- C. 24
- D. 25

**2. Which of the following is not an input device?**

- A. Speakers
- B. Keyboard
- C. CD-Drive
- D. Microphone

**3. Why were small computers developed?**

- A. Nursing homes
- B. Project Apollo.
- C. Shops and offices
- D. Games

**5. Object code is.**

- A. Code in a Command Button object.
- B. Instructions closely matching the physical hardware of the computer.
- C. The purpose, or object, of a program.
- D. None of the above.

**6. Which of the following is not an output device?**

- A. Speakers
- B. Monitor
- C. Keyboard
- D. Headphones

**7. What is 21 as a binary number? :**

- A. 10110
- B. 10001
- C. 10101
- D. 11101

**8. Which of the following is NOT an example of application software?:**

- A. A spreadsheet.
- B. A computer game.
- C. Presentation graphics.
- D. An assembler.

**9. What is system software?:**

- A. A managerial information system.
- B. A set of low level essential programs a computer requires.
- C. An advanced database
- D. The organisation of software for a small business.

**10. Access is an example of:**

- A. Application software.
- B. An operating system.
- C. The home entertainment industry.
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## Section B: ACCESS (35 marks)

*This section of the exam will test your ability in using Access. Your answers will be based upon this Access table:*

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Sumon	Bangladeshi	9/19/1993	95	98
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Lilika	Hungarian	5/8/1995	44	60

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### **Question B2** (10 marks)

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### **Question B3** (5 marks)

Insert into your Exam Word Document a further screen shot showing this query after it has been run.

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### **Question B4** (10 marks)

Create a report showing Student Name, Nationality and Assignment Mark. The values for assignment Mark should be in descending order. Insert into your Exam Word Document a further screen shot showing this report.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

### **Section C: EXCEL (35 marks)**

*This section of the exam will test your ability in using Excel. Your answers will be based upon this Excel spread sheet:*

	A	B	C	D
1	<b>STAFF</b>	<b>AGE</b>	<b>SALARY</b>	<b>BONUS</b>
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#### **Question C1** (10 marks)

Recreate this spread sheet in Excel. Add cell content to calculate the median of the AGE. Insert into your Exam Word Document TWO screen shots, one showing the result of this calculation and one showing the formula that you have used.

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#### **Question C2** (10 marks)

Add cell content to calculate the mode of the BONUS. Insert into your Exam Word Document TWO screen shots, one showing the result of this calculation and one showing the formula that you have used.

*Make sure your screen shots show the relevant part of the display and are easy to read.*

#### **Question C3** (10 marks)

Add cell content to calculate correlation between AGE and SALARY. Insert into your Exam Word Document TWO screen shots, one showing the result of this calculation and one showing the formula that you have used.

*Make sure your screen shots show the relevant part of the display and are easy to read.*

#### **Question C4** (5 marks)

Add a BAR GRAPH which compares the ages of GERAND and CLAUDE. Insert into your Exam Word Document a screen shot showing this graph.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*



## **Section D: WORD (10 marks)**

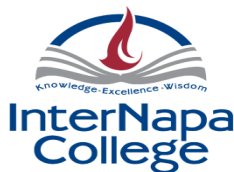
### **Question D1** (5 marks)

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### **Question D2** (5 marks)

In your exam word document insert a title with correct styling such as:

**TCOM-100-2 Final Exam**



## *Final Examination* *Semester: Spring 2017*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TCOM-100-3</b>
<b>Course Title</b>	<b>COMPUTER APPLICATIONS</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>26/05/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>ADAMANTINI PERATIKOU</b>
<b>Grade ( % )</b>	

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<b>Student Signature</b>		<b>Date</b>	26/05/2017
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

## Computer Applications Final Exam

The exam consists of FOUR sections. You must attempt:

SECTION A: Multi-choice test (20 marks)

SECTION B: Access (35 marks)

SECTION C: Excel (35 marks)

SECTION D: Word (10 marks)

**You will show all your answers in a single 'Exam Word Document'. Most of your answers will require screenshots inserted into this document. Your screenshots must be CLEAR and SELECTIVE, reproducing the relevant part of your screen display.**

**At the end of the examination a hard copy of your Exam Word Document will be printed out for you. You must check carefully that this is the work you want to submit for assessment.**

You have 2 hours for this examination

### **Section A: MULTI-CHOICE TEST (20 marks)**

*This section of the exam will test your general knowledge about computers and their impact on society.*

Insert a table into your Exam Word Document. The table should have two columns and ten rows. Number the rows of the first column from 1 to 10. In the second column give each of your answers for the twenty questions below as a capital letter A, B, C or D.

**1. What is 10001 as a decimal number?:**

- A. 17
- B. 19
- C. 15
- D. 18

**2. Which of the following is not an input device?**

- A. DVD-Drive
- B. USB
- C. Monitor
- D. Microphone

**3. Which of the following inventions helped computers become smaller in the 1950s?**

- A. Lasers
- B. Electronic tubes
- C. Transistors
- D. Magnetic tape

**4. Which of the following is not an output device?**

- A. Screen
- B. Speakers
- C. Mouse
- D. Printer

**5. What is 22 as a binary number? :**

- A. 10100
- B. 10001
- C. 10110
- D. 11101

**6. Hardware is best thought of as?**

- E. Something you can touch.
- F. Storing data about shop sales.
- G. A device driver for new computers.
- H. Game with colour graphics

**7. PowerPoint is an example of:**

- A. Application software.
- B. An operating system.
- C. The home entertainment industry.
- D. A communications device.

**8. CPU stands for:**

- E. Central Processor Unity.
- F. Central Programming Unity.
- G. Central Programming Unit.
- H. Central Processing Unit.

**9. WAN stands for:**

- I. Wide area Network.
- J. Wireless area Network
- K. Wide accomplished Network.
- L. Wireless accomplished Network.

**10. Application software is best thought of as:**

- E. Something only computer programmers understand.
- F. Something the average person can master quickly.
- G. An essential part of an operating system.
- H. None of the above answers. They are all wrong.

## Section B: ACCESS (35 marks)

*This section of the exam will test your ability in using Access. Your answers will be based upon this Access table:*

Student Name ▾	Nationality ▾	Date of Birth ▾	Assignment Mark ▾	Exam Mark ▾
Mark	British	5/4/1990	50	42
Christina	Cypriot	9/10/1992	62	55
Ali	Pakistan	5/15/1994	72	68
Advika	Indian	2/22/1991	74	92
Madan	Nepali	8/18/1995	81	79
BiYu	Chinese	6/6/1994	67	91
Sumon	Bangladeshi	9/19/1993	95	98
Alexei	Russian	1/23/1993	84	79
Ivan	Bulgarian	9/3/1991	55	74
Lilika	Hungarian	5/8/1995	44	60

### **Question B1** (10 marks)

Recreate the Access table shown. Insert into your Exam Word Document a screen shot showing the table in design view and making evident your choice of primary key.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

### **Question B2** (10 marks)

Create a query on this Access table which displays only the Student Name and Nationality of all records for which the EXAM Mark is greater than 80. Insert into your Exam Word Document a screen shot showing this query in design view.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

### **Question B3** (5 marks)

Insert into your Exam Word Document a further screen shot showing this query after it has been run.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

**Question B4** (10 marks)

Create a report showing Student Name, Nationality and Exam Mark. The values for Exam Mark should be in ASCENDING order. Insert into your Exam Word Document a further screen shot showing this report.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

**Section C: EXCEL (35 marks)**

*This section of the exam will test your ability in using Excel. Your answers will be based upon this Excel spread sheet:*

	A	B	C	D
1	STAFF	AGE	SALARY	BONUS
2	ANDY	23	15000	10
3	BELINDA	47	25000	50
4	CLAUDE	25	15000	11
5	DELLA	18	13000	4
6	EDWARD	40	24000	45
7	FRANCIS	25	15000	12
8	GERARD	64	30000	76
9	HELEN	19	13000	5
10	IAIN	25	15000	11
11	JENNY	25	15000	12

**Question C1** (10 marks)

Recreate this spread sheet in Excel. Add cell content to calculate the median of the BONUS. Insert into your Exam Word Document TWO screen shots, one showing the result of this calculation and one showing the formula that you have used.

*Make sure your screen shots show the relevant part of the display and are easy to read.*

**Question C2** (10 marks)

Add cell content to calculate the mode of the SALRY. Insert into your Exam Word Document TWO screen shots, one showing the result of this calculation and one showing the formula that you have used.

*Make sure your screen shots show the relevant part of the display and are easy to read.*

**Question C3** (10 marks)

Add cell content to calculate correlation between SALARY and BONUS. Insert into your Exam Word Document TWO screen shots, one showing the result of this calculation and one showing the formula that you have used.

*Make sure your screen shots show the relevant part of the display and are easy to read.*

**Question C4** (5 marks)

Add a pie chart which compares the ages of EDWARD and JENNY. Insert into your Exam Word Document a screen shot showing this pie chart.

*Make sure your screen shot shows the relevant part of the display and is easy to read.*

**Section D: WORD (10 marks)**

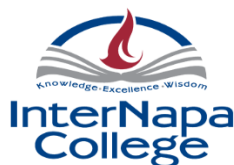
**Question D1** (5 marks)

In your exam word document insert a footer with your name and Surname.

**Question D2** (5 marks)

In your exam word document insert a title with correct styling such as:

**TCOM-100-3 Final Exam**



## *Final Examination*

### *Semester: Spring 2017*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TENG-100-1</b>
<b>Course Title</b>	<b>BASIC ENGLISH</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>23/05/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>DESPO GEORGIU / DESPO NICOLAIDOU</b>
<b>Grade ( % )</b>	

#### **Instructions to Students**

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<b>Student Signature</b>		<b>Date</b>	23/05/2017
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	



## Part I: Reading (20 marks)

Read the Passages below and do the exercises that follow.

### Passage 1

*This week's article is by Jamie Sullivan who is a member of the group Young Explorers. Jamie is only twenty -five years old and he has already travelled around the world. In fact, he has just got back from the Arctic.*

The Arctic is one of my favourite places. I also went there two years ago. It's really cold, of course. But did you know the Arctic Ocean is frozen for most of the year? You can see a lot of different animals in the Arctic. I've seen whales and seals, but I haven't seen a polar bear yet. Maybe next time!



I've also been to the Sahara desert. We flew to Egypt and then went trekking through the desert. We didn't have a guide and we rode on camels. At first my camel wouldn't do anything I wanted. But by the end of our two-week trip, my camel riding skills got improved!

I have already arranged my next trip. I will travel to Andes, the longest mountain of South America and of the whole world.

#### a. True or False?

(5 x 1 = 5 marks)

1. Jamie travelled to the Arctic four years ago. \_\_\_\_\_
2. The Arctic Ocean is frozen only in winter. \_\_\_\_\_
3. Jamie has seen a polar bear. \_\_\_\_\_
4. He rode a camel when he visited the Arctic. \_\_\_\_\_
5. Jamie's camel riding skills got better by the end of his trip. \_\_\_\_\_

#### **B) Read Passage 1 and choose the best answer a , b or c.**

(5 x 1 = 5 marks)

1. Where has Jamie just got back from?

- a) The Arctic.
- b) The Sahara desert.

c) The Andes.

2. What animals did he see in the arctic?

a) Whales and seals.

b) Whales and polar bears.

c) Tigers and lions.

3. How did Jamie travel in Sahara?

a) By boat.

b) By train.

c) On a camel.

4. Where is the Andes?

a) South America.

b) South Africa.

c) Egypt.

5. Where will he travel next?

a) Andes

b) Amazon river.

c) Egypt

## Passage 2

We usually go to France in the summer. We stay at a campsite. We take our caravan and we get the ferry from Plymouth to Lyon. Then we drive to the south.

Last summer my cousin Jake came with us, so we took a tent for me and Jake. We got the ferry as usual and we went to a campsite near the sea.

One morning my mum came into our tent with a drink and, suddenly, she said 'Matt! Don't move!' There was a scorpion in my sleeping bag.

I was quite scared, but Jake pushed the scorpion into his shoe with a magazine. Then he took it outside. He ran across the road and put it under a tree. My cousin was a hero.

We had a great holiday but, after that, everyone looked in their sleeping bags before they went to sleep.

**Read Passage 2 and choose the best answer a, b or c.**  
marks)

(5 x 1 = 5

1. Where do they usually go on holiday?

- a) England.
- b) France.
- c) Greece.
- d) Germany.

2. How did they travel from Plymouth to Lyon?

- a) by train.
- b) by plane.
- c) by ferry.
- d) on foot.

3. Who went with them last summer?

- a) Jake.
- b) Matt.
- c) Mum.
- d) Peter.

4. What was in Matt's sleeping bag?

- a) a scorpion.
- b) a magazine.
- c) a shoe.
- d) a pen.

5. Where did Jake put the scorpion?

- a) in his hat.
- b) on the road.
- c) under a tree.
- d) in his pocket.

1. **True or False?**

(5 x 1 = 5 marks)

- a. They always go to France. \_\_\_\_\_
- b. They stay at a hotel. \_\_\_\_\_
- c. The scorpion was in the sleeping bag. \_\_\_\_\_
- d. He killed the scorpion. \_\_\_\_\_
- e. It wasn't a good holiday after all. \_\_\_\_\_

## Part II: Grammar (40 marks)

### A. Put the verbs in the Present Simple or Present Continuous.

(10 x 1= 10 marks)

1. Dad always ( go ) \_\_\_\_\_ to work in the morning.
2. Be quiet! The baby ( sleep ) \_\_\_\_\_.
3. Mary and Frank ( watch ) \_\_\_\_\_ TV now.
4. \_\_\_\_\_ they ( play ) \_\_\_\_\_ football every Sunday?
5. \_\_\_\_\_ Tom ( eat ) \_\_\_\_\_ an ice-cream now?
6. We usually ( swim ) \_\_\_\_\_ in the pool.
7. Look! The cat ( chase ) \_\_\_\_\_ a mouse.
8. It ( rain ) \_\_\_\_\_ heavily today.
9. She (sit ) \_\_\_\_\_ in the kitchen. Go and talk to her.
10. It's windy today. The children (fly) \_\_\_\_\_ their kites.

### B. Past Simple or Past Continuous?

(5 x 1= 5 marks)

1. I \_\_\_\_\_ (sleep) when a loud noise woke me up.
2. It was ten o'clock in the morning. Mark \_\_\_\_\_ (watch) TV and Mary was ironing the clothes.
3. The children were playing when it \_\_\_\_\_ (start) raining.
4. Helen \_\_\_\_\_ (go) to the beach yesterday.
5. When she entered the room, the children \_\_\_\_\_ (fight).

### C. Choose the correct answer.

(5 x 1= 5 marks)

- (1) The men \_\_\_\_\_ the mountain when the weather changed.

a. were climbing      b. didn't climb      c. was climbing

- (2) Mr Wilson \_\_\_\_\_ History at my school.

a. teach      b. teaches      c. is teaching

(3) I saw a ghost while I \_\_\_\_\_ home last night.

- a. walking                      b. walked                      c. was walking

(4) They never liked pasta when they were children but they \_\_\_\_\_ it now!

- a. loves                      b. love                      c. are loving

(5) At the moment I \_\_\_\_\_ on a new project about nature.

- a work                      b. am working                      c. working

**D. Put the words in order to form correct sentences. (5 x 2 = 10marks)**

(1) didn't / to / go / gym / Mum / of / yesterday /the.

.....

(2) Students / go / Saturdays / school / to / on.

.....

(3) George /you / did / phone / night / last?

.....

(4) last / John / at / sleeping / night / 11 o'clock / was

.....

(5) whispering / Tomas / why / now / are / and / Paul ?

.....

**E. Choose the correct answer.**

(10 x 1 = 10 marks)

It was a cold, rainy day. Robert and his friend Brian (1) **was walking / were walking** to school when they (2) **saw / see** two cars driving down the street. The first one was a blue car. The second one (3) **were / was** a taxi. The first car (4) **stopped / stops** suddenly because the driver (5) **don't want / didn't want** to avoid hitting an old lady who was crossing the street. The taxi tried to stop but it was too late. It was going too fast and it (6) **hits / hit** the back of the blue car. Fortunately, no-one was hurt, but both cars were destroyed and the old lady got really scared. Brian (7) **ran / run** towards the old lady to see if she was fine. Robert (8) **went / was going** closer to see what was happening. The driver of the blue car was his father's friend, Mr. Bell. While Robert (9) **talked / was talking** to him, the police (10) **was arriving / arrived**. Robert left while the two police officers were trying to decide how the accident happened.

### Part III: Writing (40 marks)

Write about **a busy day you had**. Use the following expressions to help you write your essay:  
(100-120 words)

Last Saturday/ a few weeks ago/months ago/ First of all/ Then/Next/After that/ make lunch/ do the washing up/ put out the washing/ paint the house/ go the grocer's/ tidy my room/ iron clothes/ mop the floor/sleepy/ happy/ pleased etc.

[illegible]



## *Final Examination* *Semester: Spring 2017*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TENG-110-1</b>
<b>Course Title</b>	<b>INTERMEDIATE ENGLISH</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>23/05/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>DESPO GEORGIU</b>
<b>Grade ( % )</b>	

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<b>Faculty Signature</b>		<b>Invigilator Signature</b>	



## Part I: Reading Comprehension (25 marks)

Read the text and answer the questions.

**Blue Jeans, the all-American fashion.**

*Blue jeans are the most popular type of clothing in the world; but they are not modern! In fact, jeans have existed for over 140 years.*

### THE STORY OF JEANS

Jeans were the classic clothes of the American West.

In 1853, a young **tailor** from Germany, called Levi Strauss, began working in San Francisco; Levi sold thick **canvas** to miners; the miners used the canvas to make tents.

One day, a miner told Levi that he could not find trousers that were strong enough for work in the gold mines. Levi decided to make some trousers out of canvas. Very soon, he had sold all the canvas trousers he had made! They were just what miners wanted.

However, the canvas was rather heavy and **stiff**. Levi therefore began to look for a different textile; soon he found a heavy textile from France; it was called *serge de Nimes*. Americans just called this *de Nimes*, and this name soon got reduced to *denim*.

Denim was a bit lighter than canvas, but it was very strong; it was ideal for miners. However, original denim was almost white, and miners did not like the color! Their denim trousers got dirty as soon as they began working! Levi Strauss therefore decided to use colored denim, and he **chose** dark blue. In 1873, he began to make denim trousers with metal rivets to make them stronger. This was a radical new idea: "Blue jeans" had arrived!

Levi's jeans were so popular, that his company got bigger and bigger; soon, other firms were making blue jeans too. Miners liked them, but so did cowboys and other working men. Blue jeans became classic American working trousers.

After the Second World War, jeans became popular all over the world. Today, blue jeans are made over the world - most of them in Asia. Very few jeans are now made in the USA, because of the cost: but it is still possible to buy blue jeans that are made in San Francisco.... if you have a lot of money to spend.

Today there are hundreds of different brands of jeans. Many top fashion brands, like Armani or Benetton, make their own blue jeans. But for real authentic jeans, "Levi's" are still the most popular brand.

### JEANS for EVERYONE ?

In America, everyone wears jeans as **leisure wear**. Some people wear jeans all the time, even for work. But Americans are perhaps less formal than other nations.

At the "G7" summit in Denver, in 1997, American President Bill Clinton gave all his visitors jeans, for a "Western evening". Tony Blair, the British Prime Minister, put them on, but other European leaders, including Chancellor Kohl of Germany and Jacques Chirac, the President of France, refused. Some people still think that jeans are not respectable clothes!

Not the young! Jeans are now the international uniform worn by young people. Why? That is a good question!

In 1996, someone found some very old clothes in an old mine in Nevada, USA; they included a pair of dirty old jeans. Today, those jeans are very valuable, and they are now in the Levi Strauss Archival Collection, in San Francisco. The jeans, which are over 120 years old, are the oldest pair of Levi's 501 jeans in the world.

They are almost the same as a modern pair of 501's; there are just some small differences in the detail. **For instance**, today's 501's have two back pockets, the old pair just has one.

### WORD GUIDE

**for instance**: for example - **tailor**: clothes maker - **canvas**: a very strong form of cloth, used for tents or by artists - **stiff**: rigid - **chose**: (from *to choose*), selected - **leisure wear**: clothes for free time - .

**Complete this summary of the article, by putting in appropriate words from the text:**

**(1 mark each: 15 marks)**

The first jeans were made over 140 \_\_\_\_\_ by a young man called Levi Strauss. At first, Levi sold \_\_\_\_\_ to miners; the miners used this to make \_\_\_\_\_ .

Then Levi began making \_\_\_\_\_, because miners needed some that were very \_\_\_\_\_. However, the \_\_\_\_\_ was really \_\_\_\_\_, so Levi looked for a textile which was \_\_\_\_\_. He found a textile \_\_\_\_\_ "serge de Nimes"; it

was just what he wanted

- except that miners \_\_\_\_\_ the colour. So Levi coloured the "denim" blue, and made the world's first \_\_\_\_\_. He also made his fortune, because jeans were \_\_\_\_\_ popular; everyone wanted to \_\_\_\_\_ them. Today, jeans are popular \_\_\_\_\_ the world. They are the most popular type of \_\_\_\_\_ the world.

**Answer the questions according to the information in the reading.**

**(2 marks each: 10 marks)**

1. Why did Levi Strauss decide to make trousers out of canvas?

---

2. Did the miners like the trousers at first?

---

3. How were the trousers improved?

---

4. What color were the original trousers?

---

5. What has happened to the image of jeans since they were invented?

---

**Part II: Grammar (35 marks)**

**A. Transform the following into Passive sentences.**

**(2 marks each: 20 marks)**

1. People speak Portuguese in Brazil.

---

2. My grandfather built this house in 1948.

---

3. They make shoes in that factory.

---

4. People must not leave bicycles in the driveway.

---

5. Picasso was painting *Guernica* at that time.

---

11. He had written three books by 1922

---

12. They are repairing the streets this month.

---

13. Someone should do the work.

---

14. They have finished the new product design.

---

15. Everybody loves Mr Brown.

---

**B. Rewrite these sentences to put them in the active voice.**

**(1 mark each: 5 marks)**

a. The sugar water was relished by the hummingbirds.

---

b. Jogging is done by many people for exercise.

---

c. A standing ovation was given to the guitar player.

---

d. The syllabus was handed out by the professor.

---

e. Last summer our house was painted by me.

---

**C. Complete each sentence below using the First, Second and Third Conditional.** (1 mark each: 10 marks)

1. If he \_\_\_\_\_ early today(not come), I won't wait for him.
2. I \_\_\_\_\_ to Bahamas if I save enough money. (go)
3. If I see her, \_\_\_\_\_ her to come to the party. (tell)
4. What will you do if you \_\_\_\_\_ your passport? (lose)
5. If I were you, I \_\_\_\_\_ (study) harder.
6. If you \_\_\_\_\_ your driving exam, you would have gone to Wales last summer. (pass)
7. If you don't water the flowers, they \_\_\_\_\_. (die)
8. Peter would earn his own money if he \_\_\_\_\_ a job. (have)
9. If I had remembered, I \_\_\_\_\_ you, but I forgot. (telephone)
10. They might be angry if we \_\_\_\_\_ to their party next week. (not go)

### Part III: Writing (40 marks)

Choose only **ONE** of the following topics:

- 1) You are a news reporter for a local newspaper. Write an article about a **rescue** in your city. Write in an appropriate style.

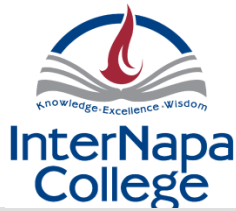
(150-200 words)

This image shows a single page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]







## *Final Examination*

### *Semester: Spring 2017*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TENG-210</b>
<b>Course Title</b>	<b>COLLEGE ENGLISH</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>25/05/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>DESPO GEORGIOU</b>
<b>Grade ( % )</b>	

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<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

## **Part I: Note-Taking (30 marks)**

Read the following article about "River Books", a charity based in Laos, and then complete the notes on the opposite page.

### **Spreading Literacy in Laos**

Anna Dahl is in a race: her aim is to bring books by boat to children in rural Laos before the arrival of television. A trained anthropologist, Anna developed a specialist interest in how traditional rural communities are affected by modern media. She had previously worked for a couple of years as a volunteer in Laos, and during her time she became aware of the high rates of illiteracy there, particularly in the countryside, where very few people could read or write.

The high rate of illiteracy has been caused by local conditions. To begin with, there are very few authors writing in the Lao language, so books are expensive and hard to obtain, even in schools. A second obstacle is the practical difficulty of getting books into people's hands, as many villages sit on the banks of the Mekong River and can only be reached by boat. "In the larger towns people can go to libraries," says Anna. "But village children, particularly girls, rarely have a chance to own, or even hold, a book."

To tackle the problem, Anna has co-founded a charity called "River Books". The charity's aim is to provide a floating mobile library, in the form of a boat, built by local craftsmen, which will ferry books to the villages. As part of the fundraising programme, Anna and her partner are undertaking a series of challenges. These began with a sponsored 500-kilometre bike ride across Laos, which took place last February. This was followed by a solo attempt by Anna to sail along the length of the river Thames in England in only a small boat. She plans also to run in next year's London Marathon. By these means she hopes to earn enough money to start the work of delivering books to the remotest parts of Laos.

What encourages her is the knowledge that once television becomes available in the countryside, getting people to read will become much harder. This is starting to happen with the arrival of electricity, which is gradually spreading throughout the country. "It's difficult to convince people of the value of reading when they have a screen that

provides entertainment continuously,” she says. “But if you can’t read and write, it prevents you from doing a lot of things.”

“In the modern world, illiteracy is one of the greatest disadvantages that people have to face. If you can’t read your school textbooks, you will have many problems. You will be unable to read the signs, notices and instructions which you see all around you. If you are unable even to write your own name, how will you manage to fill in the forms which are required these days in order to obtain almost anything? And although you may never need to write a letter, with the rapid development of technology, everybody will soon need to know how to send an email or text message. That’s why I have a duty to provide books for children living in the most distant areas of rural Laos.”

You have decided to tell your school fundraising group about the work of this charity and need to make notes in order to prepare your talk. Make your notes under each heading. (2 marks each:20 marks)

#### Reasons for illiteracy in rural Laos

- .....
- .....
- .....
- .....

#### Anna Dahl’s fundraising efforts

- .....
- .....

#### Disadvantages of illiteracy

- .....
- .....
- .....
- .....

[illegible]

(10 marks)

## **Part II: Summary (30 marks)**

**Read the following article about going to study abroad. Write a summary of advice given to students about their behaviour before they go to another country and when they get there.**

**Your summary should be about 100 words long (and no more than 120 words long).**

### **The art of studying overseas**

Going overseas to study is like starting a relationship with a new friend. First, everything about it seems amazing. Then you discover the faults. Then you find these faults charming and, without realising it, you start to adopt them yourself. By the time you get back, your expectations, attitudes and priorities will all have changed. That is one reason why it's so difficult to settle down back home again after you've travelled to another country to study. Studying abroad can be a lonely experience, especially in the first few weeks. You do therefore need to make the effort to get out and about, and to attend foreign student meetings and parties. You should also get in touch with that stranger from home, who has been recommended by your cousin as a good friend, and who just happens to be living and studying in the same town as yourself. It definitely helps if you prepare before you go. Contact students in your institution who have been to the country you are going to, and listen to their advice. Get a few of their friends' phone numbers, and don't be shy about calling them. Ask them about packing. Will you need something special for the climate? Or something formal? Remember that you are unlikely to start wearing unusual clothes just because you're in a different country. Also, other countries do actually have shops. You also need to know what the food is like. And it can be useful to find out about eating habits before suggesting dinner at a restaurant with your newly-found friends. Try to plan what you want to achieve while you are away – in terms of both studying and sightseeing. You should not work so hard that you never leave your study bedroom, and you must try to set aside time for travel. You don't want your experience of the country confined to the college library and cafeteria. On the other hand, don't worry if you don't get to see everything in the tourist brochures, although if you're studying in Paris, by the time you get home you should know where the famous Eiffel Tower is. No plan made before you arrive in the new country should

be too rigid. The key is to go with an open mind and seize opportunities as they arise. Spending hours every morning in a different museum won't necessarily deepen your understanding of the culture. Of course, museums are ideal places to take your visitors from home, but visits from home can be disrupting and can stop you from settling in. It may be comforting to see a familiar face in your first few homesick weeks. However, you don't want your friends to use your presence abroad as an excuse for a holiday, or to think you are there for a holiday. Above all, don't be discouraged. Learning a language and coping with different ways of doing things is hard work, so don't worry about trying to get the top grade. But don't give up easily either. You can remain self-confident even if your fellow students are more fluent in the local language. Finally, once you get home, think of ways to keep up the links with wherever you were studying – by joining a relevant student society, for instance. Like any relationship, if you are going to keep it going at a distance, you will need to work at it.

### Summary:

[illegible]



[illegible]



This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.



## *Final Examination*

### *Semester: Spring 2017*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TGRE-100</b>
<b>Course Title</b>	<b>GREEK LANGUAGE AND CULTURE I</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>25/05/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>DR ANDREAS KARYOS</b>
<b>Grade ( % )</b>	<b>/100</b>

#### **Instructions to Students**

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<b>Student Signature</b>	<b>Date</b> 25/05/2017
<b>Faculty Signature</b>	<b>Invigilator Signature</b>

**1. Match the adjectives with the nouns:**

**(1 mark each-Total: 5 marks)**

- |                 |           |
|-----------------|-----------|
| f) Ο καινούριος | ομπρέλα   |
| g) Το παλιό     | αναπτήρας |
| h) Η μικρή      | σπίτι     |
| i) Το φθηνό     | τηλεόραση |
| j) Η μεγάλη     | βιβλίο    |

**2. Translate each sentence into English:**

**(1 mark each-Total: 5 marks)**

k) Τι κάνεις;

---

l) Από πού είσαι;

---

m) Πού μένεις;

---

n) Μιλάς αγγλικά;

---

o) Τι δουλειά κάνεις;

---

**3. State the correct name of each letter:**

**(1 mark each-Total: 10 marks)**

a) Β:

b) Γ:

c) Λ:

d) Ν:

e) Ξ:

p) Π:

q) Η:

r) Φ:

s) Χ:

t) Ο:

**4. Translate the following Greek words into English:**

**(1 mark each-Total: 5 marks)**

f) καλησπέρα:

- g) μπαμπάς:
- h) γιος:
- i) θείος:
- j) αδελφός:

**5. State the numbers in English:**

**(2 marks each-Total: 20 marks)**

- k) τέσσερα:
- l) δεκαπέντε:
- m) εβδομήντα έξι:
- n) σαράντα ένα:
- o) πενήντα:
- p) εκατόν τριάντα:
- q) τετρακόσια εξήντα δύο:
- r) εννιακόσια:
- s) μηδέν:
- t) χίλια:

**6. Fill in the gaps using the correct type of the verb «έχω» from the brackets (έχω, έχεις, έχει, έχει, έχει, έχουμε, έχετε, έχουν, έχουν, έχουν):**

**(1 mark each-Total: 10 marks)**

- k) εσύ \_\_\_\_\_
- l) εγώ \_\_\_\_\_
- m) αυτές \_\_\_\_\_
- n) αυτά \_\_\_\_\_
- o) αυτοί \_\_\_\_\_
- p) εμείς \_\_\_\_\_
- q) εσείς \_\_\_\_\_
- r) αυτός \_\_\_\_\_
- s) αυτό \_\_\_\_\_
- t) αυτή \_\_\_\_\_

**7. Fill in the gaps with the appropriate type of the verb «μένω»=stay:**

**(1 mark each-Total: 5 marks)**

- f) Εσύ \_\_\_\_\_
- g) Αυτός \_\_\_\_\_

- h) Εμείς \_\_\_\_\_  
i) Εσείς \_\_\_\_\_  
j) Αυτοί \_\_\_\_\_

**8. Fill in the blanks with the correct word from the brackets (εγώ, εγώ, εσύ, αυτή, αυτός, εμείς, εμείς, εσείς, αυτές, αυτοί):** **(1 mark each-Total: 10 marks)**

- k) \_\_\_\_\_ σβήνω το λάθος.  
l) \_\_\_\_\_ κοιτάξεις τη βιτρίνα.  
m) \_\_\_\_\_ κλείνει το κατάστημα.  
n) \_\_\_\_\_ φτιάχνουμε φαγητό.  
o) \_\_\_\_\_ πλένετε τα πιάτα.  
p) \_\_\_\_\_ πίνουν καφέ.  
q) \_\_\_\_\_ διορθώνουν τα γραπτά.  
r) \_\_\_\_\_ δένουμε το σχοινί.  
s) \_\_\_\_\_ ξύνει το μολύβι.  
t) \_\_\_\_\_ ανοίγω το βιβλίο.

**9. Fill in the blanks with the correct word from the brackets (είμαι, είσαι, είναι, είναι, είναι, είναι, είμαστε, είμαστε, είστε):** **(1 mark each-Total: 10 marks)**

- k) Εγώ \_\_\_\_\_ ηθοποιός.
- l) Εσύ \_\_\_\_\_ μαθητής.
- m) Ο Τιμ και ο Ρος \_\_\_\_\_ από την Αμερική.
- n) Εσείς \_\_\_\_\_ από το Βιετνάμ.
- o) Αυτοί \_\_\_\_\_ από την Ιρλανδία.
- p) Αυτές \_\_\_\_\_ από την Αυστραλία.
- q) Η Βερόνικα \_\_\_\_\_ από την Ιταλία.
- r) Αυτός \_\_\_\_\_ υδραυλικός.
- s) Εμείς \_\_\_\_\_ από την Βουλγαρία.
- t) Εσύ κι εγώ \_\_\_\_\_ από το Καμερούν.

**10. Circle the correct pronoun in front of each noun: (1 mark each-Total: 10 marks)**

- k) Αυτός ο / Αυτή η / Αυτό το διευθυντής είναι αυστηρός.
- l) Αυτός ο / Αυτή η / Αυτό το έκθεση είναι περιοδική.
- m) Αυτός ο / Αυτή η / Αυτό το κειμήλιο είναι παλιό.
- n) Αυτός ο / Αυτή η / Αυτό το παιδί είναι δικό του.
- o) Αυτός ο / Αυτή η / Αυτό το τσάντα πόσο κάνει;
- p) Αυτός ο / Αυτή η / Αυτό το πίνακας κάνει €800.
- q) Αυτός ο / Αυτή η / Αυτό το τεχνικός είναι εξαιρετικός.
- r) Αυτός ο / Αυτή η / Αυτό το τετράδιο είναι καινούριο.
- s) Αυτός ο / Αυτή η / Αυτό το καράβι είναι άσπρο.
- t) Αυτός ο / Αυτή η / Αυτό το παγκάκι είναι βαμμένο.

**11. Circle the correct article in front of each noun: (1 mark each-Total: 10 marks)**

- k) ο / η / το δρόμος.
- l) ο / η / το μπανάνα.
- m) ο / η / το ψαλίδι.
- n) ο / η / το ντουλάπα.
- o) ο / η / το μουσείο.
- p) ο / η / το εκπαιδευτής.
- q) ο / η / το πρόεδρος.

- r) ο / η / το πρόσκληση.
- s) ο / η / το φόρμα.
- t) ο / η / το χώρος.



## *Final Examination*

### *Semester: Spring 2017*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TMAT-100-1</b>
<b>Course Title</b>	<b>BASIC MATHEMATICS</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>24/05/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>MARIANNA PELEKANOS</b>
<b>Grade ( % )</b>	

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<b>Student Signature</b>		<b>Date</b>	24/05/2017
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	



**Section A: Multiple Choice Questions ( $10 \times 2 = 20$  Marks)**

1. Calculate  $-3 - 8 =$

- a) 11
- b) -11
- c) -5
- d) 24

2. Which of the following is the solution of the equation  $2x - 5 = 1$

- a)  $x = -3$
- b)  $x = 0$
- c)  $x = 2$
- d)  $x = 3$

3. Find the product  $(x + 7)^2 =$

- a)  $x^2 - 14x + 7$
- b)  $x^2 + 14x + 49$
- c)  $x^2 + 49$
- d)  $x^2 + 14$

4. Find the discriminant of the equation  $2x^2 - 4x + 5 = 0$

- a) 56
- b) 24
- c) -24
- d) -32

5. Find the distance between the points  $A(8, -3)$  and  $B(2, 1)$

- a)  $\sqrt{52}$
- b)  $\sqrt{10}$
- c)  $\sqrt{40}$
- d)  $\sqrt{20}$

6. What is the coefficient of the monomial  $\frac{-4xy^2}{5}$

- a) -4
- b) 4
- c)  $\frac{4}{5}$
- d)  $-\frac{4}{5}$

7. Which of the following fractions are equal

- a)  $\frac{1}{2}$  and  $\frac{3}{9}$
- b)  $\frac{2}{5}$  and  $\frac{3}{15}$
- c)  $\frac{3}{4}$  and  $\frac{9}{12}$
- d)  $\frac{1}{4}$  and  $\frac{3}{8}$

8. Factorize  $x^2 - 9x$

- a)  $x(x - 9)$
- b)  $x(x + 3)$
- c)  $(x - 3)(x + 3)$
- d)  $x^2(x - 9)$

9. Write the statement '5 less than 3 times a number' into a mathematical expression

- a)  $3x + 5$
- b)  $3x - 5$
- c)  $5 - 3x$
- d)  $3 - 5x$

10. Add  $\frac{3}{7} - \frac{5}{7}$

- a)  $\frac{2}{7}$
- b)  $-\frac{2}{14}$
- c)  $-\frac{2}{7}$
- d)  $\frac{8}{7}$

**Section B: Consists of 5 questions. Answer only 4 ( $15 \times 4 = 60$  Marks)**

1. a) Write the number 340 as a product of its prime factors

b) Calculate:

i.  $\frac{3}{5} + \frac{1}{3} - \frac{4}{15} =$

ii.  $(-2) \times (-9) =$

iii.  $\frac{4}{9} \div \frac{8}{27} =$

iv.  $-4 + 2 + 7 - 16 =$

v.  $\frac{3}{4} \times \frac{8}{9} + \frac{2}{3} =$

vi.  $\frac{\frac{1}{4}}{\frac{7}{12}} =$

c) Simplify the following complex fraction

$$\frac{\frac{1}{5} + \frac{3}{10}}{\frac{3}{7} - \frac{1}{2}} =$$

2. a) Simplify the following algebraic expressions

i.  $(3x^2 + 6x - 9) + (3x^2 + 4x - 1) =$

ii.  $(2x^3 + 4x^2 - 5x - 1) - (4x^3 + 6x - 3) =$

iii.  $4x(x - y) - 2y(5x + 6) =$

iv.  $(x + 6)(2x - 3) =$

b) Factorize the following polynomials

i.  $3x^3 + 6x^2 =$

ii.  $x^2 - 36 =$

iii.  $x^2 - 9x - 10 =$

iv.  $3a^2b^3 - 6ab^4 + 12ab =$

3. Solve the following systems of equations

a) 
$$\begin{cases} 4x - 2y = 6 \\ 2x + 3y = -1 \end{cases}$$

b) 
$$\begin{cases} y = 3x - 4 \\ 5x + 2y = 3 \end{cases}$$

c) 
$$\begin{cases} 2x + y = 4 \\ 4x + 2y = 8 \end{cases}$$

4. Solve the following problems using an equation

a) The sum of two consecutive numbers is 21. Find the two numbers

b) I think of a number. I double it and then subtract 4. The result is the same as 10 more than the number.

c) The perimeter of a rectangle is 46cm. Find its dimensions if the length is 3cm more than twice its width.

5. Solve the following equations

a)  $x^2 - 7 = 0$

b)  $2x^2 - 4x = 0$

c)  $3x^2 + 2x - 4 = 0$

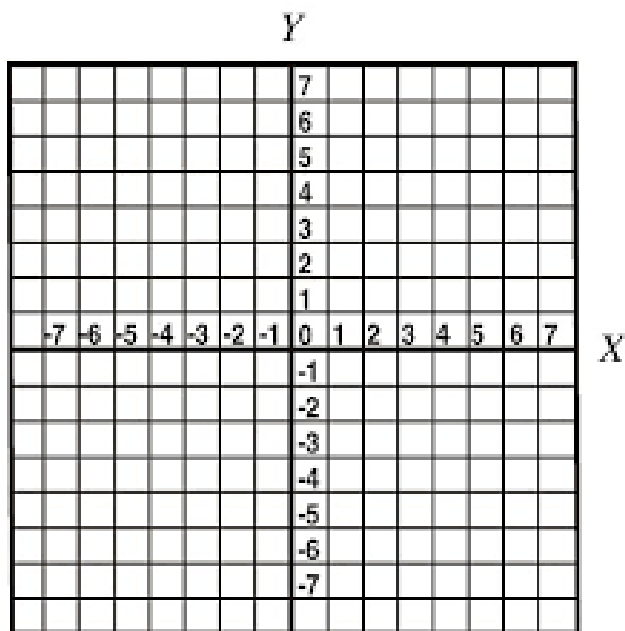
d)  $(x - 4)^2 + 4 = 0$

e)  $x^2 - 2x = 8$

**Section C: Consists of 2 questions. Answer only 1. (20 Marks)**

1. Consider the points  $A(0, -3)$ ,  $B(5, -2)$ ,  $C(3, -1)$ ,  $D(4, 0)$ ,  $E(1, 5)$

a) Plot the following points on the plane given below

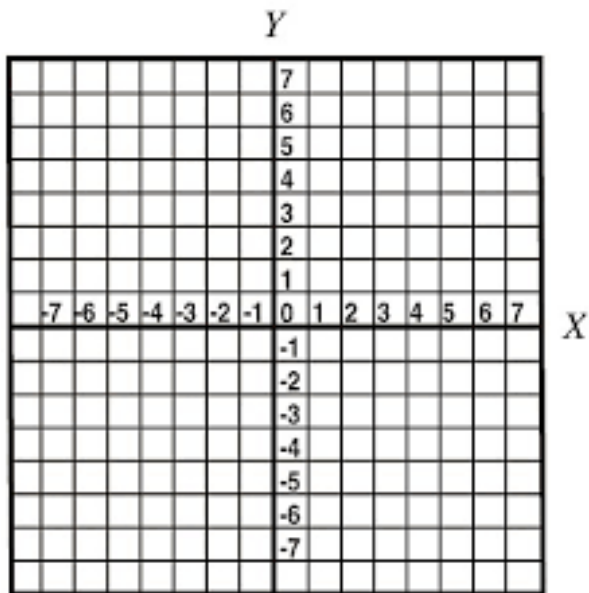


b) Find the distance between the points B and C

c) Find the coordinates of the midpoint of the line segment joining the points A and E.

d) Solve the following system of equations graphically

$$\begin{cases} y = 3x - 6 \\ x + y = 2 \end{cases}$$



2. Solve the following equations

a)  $3x - 2 = 7$

b)  $4x - 7 = 2x + 1 - 4x$

c)  $3(3x - 5) + 2(7 - x) = 4(2x + 1) - 2(x + 5)$

d)  $\frac{5+x}{3} - \frac{2x+1}{4} = \frac{4-3x}{2} + \frac{2+5x}{3}$



## *Final Examination* *Semester: Spring 2017*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TMAT-102</b>
<b>Course Title</b>	<b>COLLEGE ALGEBRA</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>24/05/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>MARIANNA PELEKANOS</b>
<b>Grade ( % )</b>	

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<b>Student Signature</b>		<b>Date</b>	
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

**Section A: Multiple Choice Questions ( $10 \times 2 = 20$  Marks)**

**1.** Simplify the algebraic expression  $(2x^3 + 4x - 5) - (4x^3 + 4x^2 - 6x + 7)$

- a)  $2x^3 + 4x^2 + 10x - 12$
- b)  $-2x^3 - 4x^2 + 10x - 12$
- c)  $2x^3 - 6x + 2$
- d)  $6x^3 + 4x^2 - 2x + 2$

**2.** Solve the inequality  $x - 3 \leq 3x + 5$

- a)  $x \in (-4, +\infty]$
- b)  $x \in (-\infty, -4]$
- c)  $x \in [-4, +\infty)$
- d)  $x \in (-\infty, 4)$

**3.** Solve the equation  $x^2 + 2x - 15 = 0$

- a)  $x = -5, x = 3$
- b)  $x = -3, x = 5$
- c)  $x = -3, x = -5$
- d) No real solutions

**4.** Simplify  $-2|8 \cdot (-3) + 13| =$

- a)  $-22$
- b)  $-74$
- c)  $-734$
- d)  $22$

**5.** Find the distance between the points  $A(-3, 7)$  and  $B(2, -1)$ .

- a)  $\sqrt{65}$
- b)  $\sqrt{37}$
- c)  $\sqrt{-65}$
- d)  $\sqrt{89}$

**6.** Solve the equation  $2(3x - 4) - 5x = 6 - x$

- a)  $x = 14$
- b)  $x = -1$
- c)  $x = 7$
- d)  $x = 1$



7. Consider the function  $f(x) = \frac{6x-x^2}{2+5x}$ . Evaluate  $f(-3)$

- a)  $\frac{9}{13}$
- b)  $\frac{27}{13}$
- c)  $-\frac{27}{13}$
- d)  $-\frac{27}{17}$

8. Find the solution to the problem '3 less than twice a number equals 5. Find the number'

- a) 8
- b) -1
- c) -4
- d) 4

9. Find the gradient of the equation  $4x + 2y - 9 = 0$

- a) 4
- b) 2
- c) -2
- d)  $\frac{1}{2}$

10. Which of the following relations is **not** a function?

- a)  $x^2 + y^2 = 6$
- b)  $x^2 - y + 1 = 0$
- c)  $y = x^2 - 4x + 1$
- d)  $x + y = 5$

**Section B: Consists of 5 questions. Answer only 4 ( $15 \times 4 = 60$  Marks)**

1. Solve the following equations

- a)  $-3(x + 5) - 2(4 - 3x) = 7 + 2(2x - 6)$

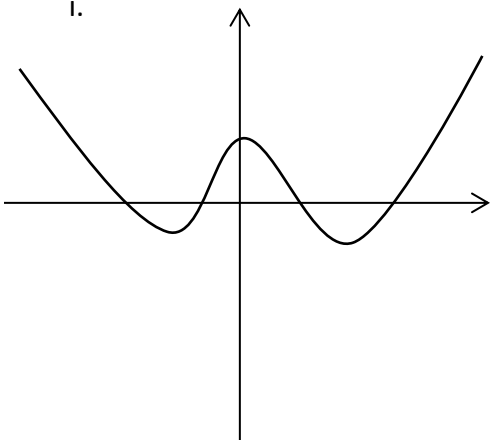
b)  $\frac{3x}{x^2-9} - \frac{1}{x+3} = \frac{6}{x-3}$

c)  $(2x - 5)^2 - 16 = 0$

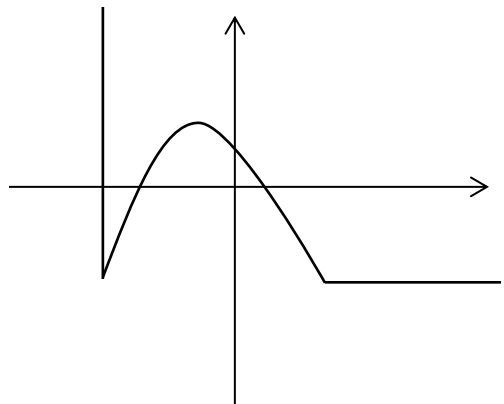
d)  $3x^2 + 6x + 7 = 0$

2. a) Which of the following graphs represent a function?

i.



ii.



b) Find the domain of the following functions

i.  $y = \sqrt{4x + 8}$

ii.  $y = x^2 - 5x + 7$

iii.  $y = \frac{3x+7}{5}$

iv.  $y = \frac{4}{x+9}$

c) Consider the function  $f(x) = \frac{3x^2-5}{4x+3}$ . Evaluate the following:

i.  $f(-x) =$

ii.  $f(x + 2) =$

iii.  $f(2x - 1) =$

**3.** Solve the following systems of equations

a) 
$$\begin{cases} 2x - 5y = 7 \\ 3x + 2y = 1 \end{cases}$$

$$\text{b) } \left. \begin{array}{l} -2x + 3y - 3z = -18 \\ -x - y - z = 15 \\ -x + 2y - 3z = -18 \end{array} \right\}$$

4. a) Perform the following operations

$$3[(5 - 16 \div 2) + 1 - 3 \cdot (-1)] + (6 + 2 \cdot 7 - 10) =$$

b) Simplify the following algebraic expressions

$$\text{i. } 4xy(2x - 5y) =$$

$$\text{ii. } 2x(4 - 3x) + 6(x^2 + 3x) =$$

iii.  $(5x - 6y)^2 - (x - 2y)(x + 2y) =$

c) Factorize completely the following polynomials

i.  $4x^3y^4z^2 - 5x^2z^5 + 8x^4y =$

ii.  $27a^3 - b^3 =$

iii.  $2x^3 + 4x^2 - 16 =$

5. Solve the following problems using an equation

a) The perimeter of a triangle is 45cm. one of its sides has length 11cm and the other is 4cm longer than twice the other. Find the unknown sides of the triangle.

b) A father today is one year older than eleven times as old as his son William. In 9 years from today, the father will be seven years older than three times as old as him. How old is his son today?

**Section C: Consists of two questions. Answer only one. (20 Marks)**

1. Consider the points  $A(3, -1)$ ,  $B(-2, -2)$ ,  $C(0, 6)$  and  $D(4, 5)$ .

a) Find the coordinates of the midpoint of the line joining the points B and C.

b) Find the equation of the line which passes through the midpoint of the line segment joining A and C and is parallel to the line  $y = 3x - 6$

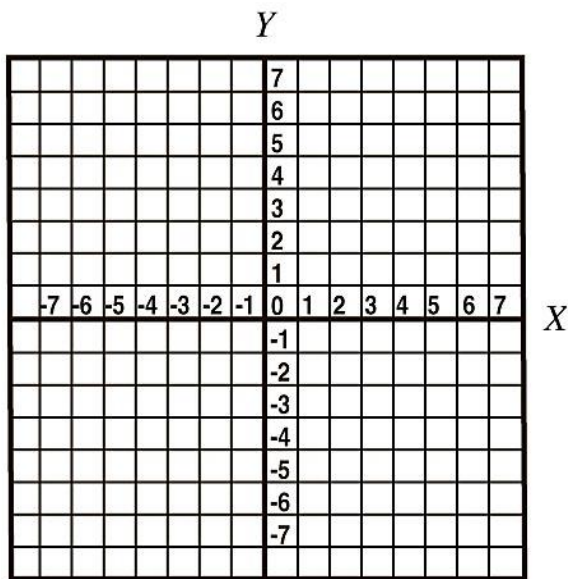
c) Find the equation of the line that passes through the point B and is perpendicular to the line  $3x + y - 9 = 0$

d) Which of the following pairs of equations are parallel and which are perpendicular?

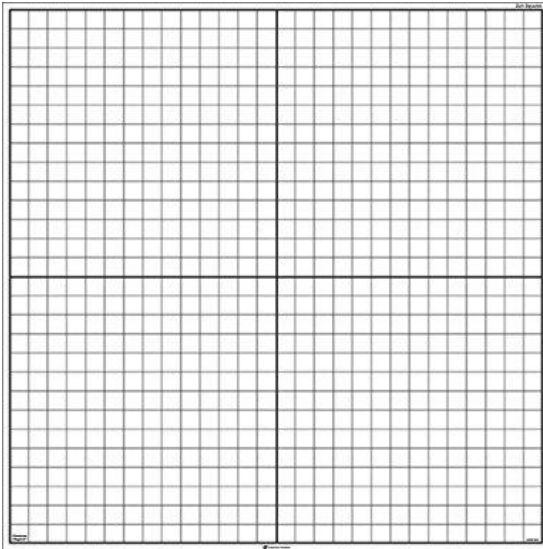
i. 
$$\left. \begin{array}{l} y = 2x - 1 \\ x + 2y - 7 = 0 \end{array} \right\}$$

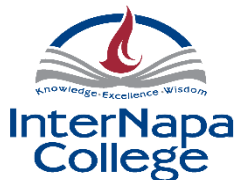
ii. 
$$\left. \begin{array}{l} 3x + 6y = 2 \\ 2x + 4y - 1 = 0 \end{array} \right\}$$

e) Plot the graph of the equation  $y = 5 - 2x$  in the xy plane given below



2. A small business enterprise makes dresses and trousers. To make a dress requires  $\frac{1}{2}$  hour of cutting and  $\frac{1}{3}$  hour of stitching. To make trousers requires  $\frac{1}{4}$  hour of cutting and  $\frac{1}{2}$  hour of stitching. The profit on a dress is €40 and on a pair of trousers is €50. The business operates for a maximum of 8 hours per day. Determine how many dresses and trousers should be made to maximize the profit.





## Final Examination Semester: Summer 17

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	TENG-100
<b>Course Title</b>	BASIC ENGLISH
<b>Section</b>	
<b>Date of Exam</b>	2/10/2017
<b>Duration of Exam</b>	2 HOURS
<b>Instructor</b>	DESPO GEORGIU
<b>Grade ( % )</b>	

### Instructions to Students

1. Have your passport or student identity card on your desk.
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<b>Student Signature</b>	<b>Date</b>
<b>Faculty Signature</b>	<b>Invigilator Signature</b>



**Part I: Reading (20 marks)**

**Read the Passages below and do the exercises that follow.**

**Passage 1**

*This week's article is by Jamie Sullivan who is a member of the group Young Explorers. Jamie is only twenty - five years old and he has already travelled around the world. In fact, he has just got back from the Arctic.*

The Arctic is one of my favourite places. I also went there two years ago. It's really cold, of course. But did you know the Arctic Ocean is frozen for most of the year? You can see a lot of different animals in the Arctic. I've seen whales and seals, but I haven't seen a polar bear yet. Maybe next time!



I've also been to the Sahara desert. We flew to Egypt and then went trekking through the desert. We didn't have a guide and we rode on camels. At first my camel wouldn't do anything I wanted. But by the end of our two-week trip, my camel riding skills got improved!

I have already arranged my next trip. I will travel to Andes, the longest mountain of South America and of the whole world.

**a. Mark the sentences True (T) or False (F)?**

(5 x 1 = 5 marks)

1. Jamie travelled to the Arctic four years ago. \_\_\_\_\_
2. The Arctic Ocean is frozen only in winter. \_\_\_\_\_
3. Jamie has seen a polar bear. \_\_\_\_\_
4. He rode a camel when he visited the Arctic. \_\_\_\_\_
5. Jamie's camel riding skills got better by the end of his trip. \_\_\_\_\_

**b. Read Passage 1 and circle the best answer a , b, c or d.**  
marks)

(5 x 1 = 5 marks)

1. Where has Jamie just got back from?
  - a. The Arctic.
  - b. The Sahara desert.
  - c. The Andes.
  - d. The Netherlands.

2. What animals did he see in the arctic?

- a. Whales and seals.
- b. Whales and polar bears.
- c. Tigers and lions.
- d. Monkeys and Elephants.

3. How did Jamie travel in Sahara?

- a. By boat.
- b. By train.
- c. On a camel.
- d. On foot.

4. Where is the Andes?

- a. South America.
- b. South Africa.
- c. Egypt.
- d. Australia.

5. Where will he travel next?

- a. Andes
- b. Amazon river.
- c. Egypt.
- d. Israel.

## Passage 2

We usually go to France in the summer. We stay at a campsite. We take our caravan and we get the ferry from Plymouth to Lyon. Then we drive to the south.

Last summer my cousin Jake came with us, so we took a tent for me and Jake. We got the ferry as usual and we went to a campsite near the sea.

One morning my mum came into our tent with a drink and, suddenly, she said 'Matt! Don't move!' There was a scorpion in my sleeping bag.

I was quite scared, but Jake pushed the scorpion into his shoe with a magazine. Then he took it outside. He ran across the road and put it under a tree. My cousin was a hero.

We had a great holiday but, after that, everyone looked in their sleeping bags before they went to sleep.

**a. Read Passage 2 and circle the best answer a, b, c or d.**  
marks)

(5 x 1 = 5)

1. Where do they usually go on holiday?

- a. England.
- b. France.
- c. Greece.
- d. Germany.

2. How did they travel from Plymouth to Lyon?

- a. by train.
- b. by plane.
- c. by ferry.
- d. on foot.

3. Who went with them last summer?

- a. Jake.
- b. Matt.
- c. Mum.
- d. Peter.

4. What was in Matt's sleeping bag?

- a. a scorpion.
- b. a magazine.
- c. a shoe.
- d. a pen.

5. Where did Jake put the scorpion?

- a. in his hat.
- b. on the road.
- c. under a tree.
- d. in his pocket.

**b. Mark the sentences True (T) or False (F)?**

(5 x 1 = 5 marks)

- 1. They always go to France. \_\_\_\_\_
- 2. They stay at a hotel. \_\_\_\_\_
- 3. The scorpion was in the sleeping bag. \_\_\_\_\_
- 4. He killed the scorpion. \_\_\_\_\_
- 5. It wasn't a good holiday after all. \_\_\_\_\_

## Part II: Grammar (40 marks)

### A. Put the verbs in the Present Simple or Present Continuous.

(10 x 1= 10 marks)

1. Dad always (go) \_\_\_\_\_ to work in the morning.
2. Be quiet! The baby ( sleep ) \_\_\_\_\_.
3. Mary and Frank ( watch ) \_\_\_\_\_ TV now.
4. \_\_\_\_\_they ( play ) \_\_\_\_\_ football every Sunday?
5. \_\_\_\_\_Tom ( eat ) \_\_\_\_\_ an ice-cream now?
6. We usually ( swim ) \_\_\_\_\_ in the pool.
7. Look! The cat ( chase ) \_\_\_\_\_ a mouse.
8. It ( rain) \_\_\_\_\_ heavily today.
9. She (sit ) \_\_\_\_\_ in the kitchen. Go and talk to her.
10. It's windy today. The children (fly) \_\_\_\_\_ their kites.

### B. Put the verbs in the Past Simple or Past Continuous? (5 x 1= 5 marks)

1. I \_\_\_\_\_(sleep) when a loud noise woke me up.
2. It was ten o'clock in the morning. Mark \_\_\_\_\_ (watch) TV and Mary was ironing the clothes.
3. The children were playing when it \_\_\_\_\_ (start) raining.
4. Helen \_\_\_\_\_ (go) to the beach yesterday.
5. When she entered the room, the children \_\_\_\_\_ (fight).

**C. Circle the correct answer.**

(5 x 1 = 5 marks)

1. The men \_\_\_\_\_ the mountain when the weather changed.

- a. were climbing      b. didn't climb      c. was climbing

2. Mr Wilson \_\_\_\_\_ History at my school.

- a. teach      b. teaches      c. is teaching

3. I saw a ghost while I \_\_\_\_\_ home last night.

- a. walking      b. walked      c. was walking

4. They never liked pasta when they were children but they \_\_\_\_\_ it now!

- a. loves      b. love      c. are loving

5. At the moment I \_\_\_\_\_ on a new project about nature.

- a. work      b. am working      c. working

**D. Put the words in order to form correct sentences.** (5 x 2 = 10 marks)

1. didn't / to / go / gym / Mum / of / yesterday / the.

2. Students / go / Saturdays / school / to / on.

3. George / you / did / phone / night / last?

4. last / John / at / sleeping / night / 11 o'clock / was

5. whispering / Tomas / why / now / are / and / Paul ?

---

**E. Circle the correct answer.**

(10 x 1 = 10 marks)

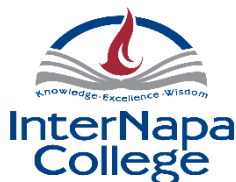
It was a cold, rainy day. Robert and his friend Brian (1) **was walking / were walking** to school when they (2) **saw / see** two cars driving down the street. The first one was a blue car. The second one (3) **were / was** a taxi. The first car (4) **stopped / stops** suddenly because the driver (5) **don't want / didn't want** to avoid hitting an old lady who was crossing the street. The taxi tried to stop but it was too late. It was going too fast and it (6) **hits / hit** the back of the blue car. Fortunately, no-one was hurt, but both cars were destroyed and the old lady got really scared. Brian (7) **ran / run** towards the old lady to see if she was fine. Robert (8) **went / was going** closer to see what was happening. The driver of the blue car was his father's friend, Mr. Bell. While Robert (9) **talked / was talking** to him, the police (10) **was arriving / arrived**. Robert left while the two police officers were trying to decide how the accident happened.

### Part III: Writing (40 marks)

You and your family are on summer holidays. Write an email to your best friend telling him where you are at the moment, what you and your family are doing while you are writing the email and what you are doing after.

(100 -150 words)

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



## *Final Examination*

### *Semester: Summer 17*

**Student Name**

**Registration No**

<b>Course Code</b>	<b>TENG-110</b>
<b>Course Title</b>	<b>INTERMEDIATE ENGLISH</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>28/7/2017</b>
<b>Duration of Exam</b>	<b>2 HOURS</b>
<b>Instructor</b>	<b>DESPO GEORGIU</b>
<b>Grade ( % )</b>	

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**Date**

**Faculty Signature**

**Invigilator Signature**



## Part I: Reading Comprehension (25 marks)

Read the text and answer the questions.

### Blue Jeans, the all-American fashion.

*Blue jeans are the most popular type of clothing in the world; but they are not modern! In fact, jeans have existed for over 140 years.*

### THE STORY OF JEANS

Jeans were the classic clothes of the American West.

In 1853, a young **tailor** from Germany, called Levi Strauss, began working in San Francisco; Levi sold thick **canvas** to miners; the miners used the canvas to make tents.

One day, a miner told Levi that he could not find trousers that were strong enough for work in the gold mines. Levi decided to make some trousers out of canvas. Very soon, he had sold all the canvas trousers he had made! They were just what miners wanted.

However, the canvas was rather heavy and **stiff**. Levi therefore began to look for a different textile; soon he found a heavy textile from France; it was called *serge de Nimes*. Americans just called this *de Nimes*, and this name soon got reduced to *denim*.

Denim was a bit lighter than canvas, but it was very strong; it was ideal for miners. However, original denim was almost white, and miners did not like the color! Their denim trousers got dirty as soon as they began working! Levi Strauss therefore decided to use colored denim, and he **chose** dark blue. In 1873, he began to make denim trousers with metal rivets to make them stronger. This was a radical new idea: "Blue jeans" had arrived!

Levi's jeans were so popular, that his company got bigger and bigger; soon, other firms were making blue jeans too. Miners liked them, but so did cowboys and other working men. Blue jeans became classic American working trousers.

After the Second World War, jeans became popular all over the world. Today, blue jeans are made over the world - most of them in Asia. Very few jeans are now made in the USA, because of the cost: but it is still possible to buy blue jeans that are made in San Francisco.... if you have a lot of money to spend.

Today there are hundreds of different brands of jeans. Many top fashion brands, like Armani or Benetton, make their own blue jeans. But for real authentic jeans, "Levi's" are still the most popular brand.

### JEANS for EVERYONE ?

In America, everyone wears jeans as **leisure wear**. Some people wear jeans all the time, even for work. But Americans are perhaps less formal than other nations.

At the "G7" summit in Denver, in 1997, American President Bill Clinton gave all his visitors jeans, for a "Western evening". Tony Blair, the British Prime Minister, put them on, but other European leaders, including Chancellor Kohl of Germany and Jacques Chirac, the President of France, refused. Some people still think that jeans are not respectable clothes!

Not the young! Jeans are now the international uniform worn by young people. Why? That is a good question!

In 1996, someone found some very old clothes in an old mine in Nevada, USA; they included a pair of dirty old jeans. Today, those jeans are very valuable, and they are now in the Levi Strauss Archival Collection, in San Francisco. The jeans, which are over 120 years old, are the oldest pair of Levi's 501 jeans in the world.

They are almost the same as a modern pair of 501's; there are just some small differences in the detail. **For instance**, today's 501's have two back pockets, the old pair just has one.

### WORD GUIDE

**for instance**: for example - **tailor**: clothes maker - **canvas**: a very strong form of cloth, used for tents or by artists - **stiff**: rigid - **chose**: (from *to choose*), selected - **leisure wear**: clothes for free time - .

**Complete this summary of the article, by putting in appropriate words from the text:**

**(1 mark each: 15 marks)**

The first jeans were made over 140 \_\_\_\_\_ by a young man called Levi Strauss. At first, Levi sold \_\_\_\_\_ to miners; the miners used this to make \_\_\_\_\_.

Then Levi began making \_\_\_\_\_, because miners needed some that were very \_\_\_\_\_. However, the \_\_\_\_\_ was really \_\_\_\_\_, so Levi looked for a textile which was \_\_\_\_\_. He found a textile \_\_\_\_\_

"serge de Nimes"; it was just what he wanted

- except that miners \_\_\_\_\_ the colour. So Levi coloured the "denim" blue, and made the world's first \_\_\_\_\_. He also made his fortune, because jeans were \_\_\_\_\_ popular; everyone wanted to \_\_\_\_\_ them.

Today, jeans are popular \_\_\_\_\_ the world. They are the most popular type of \_\_\_\_\_ the world.

**Answer the questions according to the information in the reading.**

**(2 marks each: 10 marks)**

1. Why did Levi Strauss decide to make trousers out of canvas?

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2. Did the miners like the trousers at first?

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3. How were the trousers improved?

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4. What color were the original trousers?

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5. What has happened to the image of jeans since they were invented?

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**Part II: Grammar (35 marks)**

**A. Transform the following into *Passive* sentences.**

**(2 marks each: 20 marks)**

1. People speak Portuguese in Brazil.

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2. My grandfather built this house in 1948.

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3. They make shoes in that factory.

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4. People must not leave bicycles in the driveway.

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5. Picasso was painting *Guernica* at that time.

---

6. He had written three books by 1922

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7. They are repairing the streets this month.

---

8. Someone should do the work.

---

9. They have finished the new product design.

---

10. Everybody loves Mr Brown.

---

**B. Rewrite these sentences to put them in the active voice.**

**(1 mark each: 5 marks)**

a. The sugar water was relished by the hummingbirds.

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b. Jogging is done by many people for exercise.

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c. A standing ovation was given to the guitar player.

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d. The syllabus was handed out by the professor.

---

e. Last summer our house was painted by me.

---

**C. Complete each sentence below using the Present Perfect Simple and Present Perfect Continuous.**

**(2 marks each: 10 marks)**

1 Don't tell me you are too busy to give me a hand with the cooking. You \_\_\_\_\_ (play) computer games for the last two hours.

2 We are very proud of our son. He \_\_\_\_\_ (break) the school high jump record again.

3 I'm totally exhausted! I \_\_\_\_\_ (clean) the house all day but I still haven't finished the bathroom.

4 I'm afraid you won't be able to leave for home earlier today! It's 5 o'clock and you \_\_\_\_\_ (write) only half of the proposal so far.

5 I \_\_\_\_\_ (not see) you for ages!

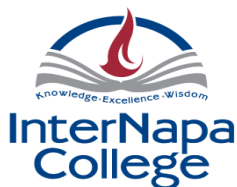
### Part III: Writing (40 marks)

Write an essay describing one of your fellow students.

(200-250 words)

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[illegible]



## *Final Examination*

### *Semester: Summer 2017*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>THOM-100</b>
<b>Course Title</b>	<b>INTRODUCTION TO HOSPITALITY MANAGEMENT</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>26/7/2017</b>
<b>Duration of Exam</b>	<b>2:00 Hours</b>
<b>Instructor</b>	<b>MAGOS NICOS</b>
<b>Grade ( % )</b>	

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**Date**

26/07/2017

**Faculty Signature**

**Invigilator Signature**



**PART A: SHORT ANSWER QUESTIONS (5 MARK EACH)**

**ANSWER SIX OUT OF THE EIGHT QUESTIONS    TOTAL: 30 MARKS**

1. Discuss the Disney Service Model.

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2. Discuss and analyze the Hub and Spoke system.

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3. Discuss the role of a Concierge in a hotel.

[illegible]

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4. Discuss the reasons for the small number of luxury restaurants found nowadays.

[illegible]

5. Identify the characteristics of specialty quick service restaurants (QSR).

[illegible]

6. Describe the different types of wines.

[illegible]

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7. Discuss the role of an event planner when organizing different events.

[illegible]

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**PART B: ANSWER FOUR OUT OF SIX QUESTIONS / TOTAL 40 MARKS**

**Each answer is worth 10 Marks**

1. Discuss the phenomenon of ‘Sustainable Lodging’.

[illegible]

[illegible]



3. Discuss the role of a Human Resources division **(5 Marks)**. Moreover, analyse the HR 'Process'. **(5 Marks)**.

[illegible]

4. Discuss the basic functions of the Front Office and briefly describe the Front Office Manager's responsibilities.

[illegible]

5. Discuss the role of each of the ‘Executive Chef’, ‘Sous Chef’, ‘Chef Tournant’, and ‘Station Chef’ in a professional kitchen and their interrelationships.

[illegible]

6. Identify the required skills and abilities for event management.

[illegible]

## **PART C: ESSAY QUESTION**

**ANSWER TWO OUT OF THREE QUESTIONS**  
**MARKS**

**TOTAL 30**

**Each answer is worth 15 Marks**

1. Identify and analyse the different types and locations of hotels nowadays.

[illegible]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2. Describe the Event Planning Process.

[illegible]

[illegible]

3. Describe Franchising and its advantages and disadvantages.

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## *Final Examination*

### *Semester: Summer 2017*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>THOM-102</b>
<b>Course Title</b>	<b>CULINARY THEORY AND PRACTICE</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>27/7/2017</b>
<b>Duration of Exam</b>	<b>2:00 Hours</b>
<b>Instructor</b>	<b>MAGOS NICOS</b>
<b>Grade ( % )</b>	

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<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

**PART A: TRUE (T)/FALSE (F) (1 MARK EACH) TOTAL: 10 MARKS**

*(Please circle the correct answer)*

1. T F 'All-purpose wheat' is hard, finely milled, off white and known as patent flour.
2. T F New developments in food service were initiated because of the French revolution.
3. T F Sticky or Sushi rice is long, white, finely milled, powdery with a mild flavor.
4. T F Food service was not impacted by the development of Microbiology & Nutrition.
5. T F Nouvelle Cuisine was created by Escoffier.
6. T F Oats are inexpensive food items which can be consumed hot and cold and are also used in baked goods as well as side dishes.
7. T F Room temperature is the ideal temperature for cream to be whipped.
8. T F The cutting method of dicing vegetables is similar to paysanne.
9. T F Tomato concassè is used for the preparation and finishing of different sauces.
10. T F Pan steaming is a vegetable cooking method characterized as à la minute technique for large quantities of vegetables.

**PART B: SHORT ANSWER QUESTIONS (5 MARK EACH)**

**ANSWER SEVEN OUT OF THE NINE QUESTIONS    TOTAL: 35 MARKS**

1. Describe the vegetable pan frying cooking method.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2. Identify and describe the steps to be followed when receiving food items.

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3. One of the leading food-borne illness causes is when food is improperly cooled. Discuss.

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4. Describe the following wheat flour types; (1) Gluten, (2) Whole, (3) All purpose, (4) Bread, and (5) Semolina

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5. Describe the basic health & hygiene principles to be followed by a cook.

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6. Describe the following pasta types; (1) Fettuccine, (2) Lasagne, (3) Vermicelli, (4) Farfalle, and (5) Fusilli

[illegible]

[illegible]

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**PART C: ANSWER FOUR OUT OF SIX QUESTIONS / TOTAL 40 MARKS**

(3) Griddle, (4) Microwave, (5) Induction cooktop.

[illegible]

3. Describe the ‘Pan Frying’ cooking method, identify its characteristics, and describe how to properly pan fry a salmon steak. What is said to be the rule of thumb?

[illegible]

4. It is important to know why foods behave as they do when heated. A) Discuss the effects of heat on food. **(5 Marks)**

B) For which food items are proteins the main component? Discuss Coagulation and describe the 'Connective Tissues'. **(5 Marks)**

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5. Describe the following rice types: (1) Parboiled, (2) Basmati, (3) Jasmine, (4) Arborio and (5) Wild

[illegible]

[illegible]

**PART D: ESSAY QUESTION - TOTAL 15 MARKS**

1. In order for food items to be cooked, heat must be transferred from a heat source.

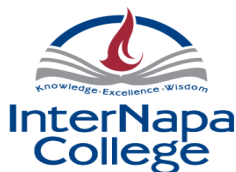
Identify and describe the three ways that heat is transferred.

[illegible]



[illegible]





## *Final Examination*

### *Semester: Summer 2017*

<b>Student Name</b>	
<b>Registration No</b>	

<b>Course Code</b>	<b>TCUA-100</b>
<b>Course Title</b>	<b>INTRODUCTION TO GASTRONOMY &amp; CULINARY THEORY</b>
<b>Section</b>	
<b>Date of Exam</b>	<b>27/7/2017</b>
<b>Duration of Exam</b>	<b>2:00 Hours</b>
<b>Instructor</b>	<b>MAGOS NICOS</b>
<b>Grade ( % )</b>	

#### **Instructions to Students**

1. Have your passport or student identity card on your desk.
2. Smoking and food or drinks are not permissible in the exam room besides a bottle of water.
3. Mobile phones must be switched off and put away.
4. Notes, dictionaries, books or other aids are not permissible in the exam room, unless otherwise mentioned.
5. Use blue or black pen. Do not use pencils. Do not use white-out or other correcting material.
6. Ensure that your handwriting is legible.
7. Students will not be allowed to enter the exam room 30 minutes after the exam has begun.
8. Students will only be allowed to leave the exam room after 30 minutes have passed.
9. Read exam instructions carefully.

#### **Academic Honesty**

InterNapa College requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating will not be condoned by the College. Students involved in such activities are subject to serious disciplinary action. This may include being failed by the instructor, academic suspension or dismissal from college.

<b>Student Signature</b>		<b>Date</b>	27/7/2017
<b>Faculty Signature</b>		<b>Invigilator Signature</b>	

**PART A: TRUE (T)/FALSE (F) (1 MARK EACH) TOTAL: 10 MARKS**

*(Please circle the correct answer)*

1. T      F      'All-purpose wheat' is hard, finely milled, off white and known as patent flour.
2. T      F      New developments in food service were initiated because of the French revolution.
3. T      F      Sticky or Sushi rice is long, white, finely milled, powdery with a mild flavor.
4. T      F      Food service was not impacted by the development of Microbiology & Nutrition.
5. T      F      Nouvelle Cuisine was created by Escoffier.
6. T      F      Oats are inexpensive food items which can be consumed hot and cold and are also used in baked goods as well as side dishes.
7. T      F      Room temperature is the ideal temperature for cream to be whipped.
8. T      F      The cutting method of dicing vegetables is similar to paysanne.
9. T      F      Tomato concassè is used for the preparation and finishing of different sauces.
10. T      F      Pan steaming is a vegetable cooking method characterized as à la minute technique for large quantities of vegetables.

**PART B: SHORT ANSWER QUESTIONS (5 MARK EACH)**

**ANSWER SEVEN OUT OF THE NINE QUESTIONS    TOTAL: 35 MARKS**

1. Describe the vegetable pan frying cooking method.

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2. Identify and describe the steps to be followed when receiving food items.

[illegible]

3. One of the leading food-borne illness causes is when food is improperly cooled. Discuss.

[illegible]

4. Describe the following wheat flour types; (1) Gluten, (2) Whole, (3) All purpose, (4) Bread, and (5) Semolina

[illegible]



5. Describe the basic health & hygiene principles to be followed by a cook.

[illegible]

6. Describe the following pasta types; (1) Fettuccine, (2) Lasagne, (3) Vermicelli, (4) Farfalle, and (5) Fusilli

[illegible]

[illegible]

8. Discuss the importance of keeping food out of the 'danger zone'.

[illegible]

[illegible]

**PART C: ANSWER FOUR OUT OF SIX QUESTIONS / TOTAL 40 MARKS**

**Each answer is worth 10 Marks**

1. Describe the following types of kitchen knives and identify their purpose:  
(1) Cleaver, (2) Utility Knife, (3) Boning Knife, (4) Chef's Knife, (5) Slicer Knife.

[illegible]

2. Describe the following kitchen equipment: (1) Tilting kettle, (2)

Broiler/Salamander,

(3) Griddle, (4) Microwave, (5) Induction cooktop.

[illegible]

3. Describe the ‘Pan Frying’ cooking method, identify its characteristics, and describe how to properly pan fry a salmon steak. What is said to be the rule of thumb?

[illegible]



4. It is important to know why foods behave as they do when heated. A) Discuss the effects of heat on food. **(5 Marks)**

B) For which food items are proteins the main component? Discuss Coagulation and describe the 'Connective Tissues'. **(5 Marks)**

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5. Describe the following rice types: (1) Parboiled, (2) Basmati, (3) Jasmine, (4) Arborio and (5) Wild

[illegible]

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### **PART D: ESSAY QUESTION - TOTAL 15 MARKS**

1. In order for food items to be cooked, heat must be transferred from a heat source.

Identify and describe the three ways that heat is transferred.

[illegible]



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