

1. Required Course Materials

- Τριανταφυλλίδου Λ., Κοκκινίδου Μ. & Παντέλογλου Λ. (2019). *Ελληνικά στο πι και φι²: Εντατικά μαθήματα ελληνικών για το επίπεδο Β*. Αθήνα: Gutenberg.
- Παθιάκη, Ε., Σιμόπουλος, Γ. & Τουρλής, Γ. (2012). *Ελληνικά Β' (B1/B2)*. Αθήνα: Εκδόσεις Πατάκης.
- Access to computer and the Internet
- Τζεβελέκου Μ., Κάντζου, Β., Σταμούλη, Σ. (2007). *Βασική Γραμματική της Ελληνικής*. Athens: ΙΕΛ. http://archive.ilsip.gr/files/Basic_Greek_Grammar.pdf
- Αντωνίου, Μ., Βενέτη, Γ., Δετσούδη, Ζ., Κακαρίκος, Κ. (2004). *Λέξεις και εικόνες: Εικονογραφημένο Λεξικό*. ΕΚΠΑ: ΚεΔΑ.
https://www.keda.uoa.gr/epam/pdf/high/lexeis_eikones_lex.pdf
- Headset with microphone
- Handouts distributed in class

☞ Note: Additional electronic reference books (dictionaries, grammars etc.) will be handed to students.

2. Course Description and Learning Outcomes

This syllabus is implemented to four semesters and is intended to third and fourth year students who need to enhance their language skills in Modern Greek at the level B1/B2. It is designed to promote language proficiency at undergraduate level for students belonging to the Greek Philology academic disciplines. It assesses the students' ability to use Greek as a medium of practical communication and is designed for students for whom Greek is not a first language/mother tongue. We will focus on core language skills (Listening, Speaking, Reading, and Writing) using a variety of texts (textbook lessons, online authentic material, web multimodal texts, advertisements, films, and documentaries) with particular emphasis on face-to-face communication, group discussions, vocabulary, grammar, games, question-answer sessions, writing, and spoken fluency.

A. Oral Communication

Overall Expectations

By the end of these four courses, students are expected to:

- establish a relationship with interlocutors through sympathetic questioning and expressions of agreement, of reservations and reluctance; state conditions when agreeing to requests or granting permission; ask for understanding of their own position
- support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding
 - start up a rather long conversation of common interest and help it to keep going by asking rather spontaneous questions about a special experience or event, expressing reactions and opinion on familiar subjects

- exploit knowledge of socio-cultural conventions in order to establish a consensus on how to proceed in a particular situation unfamiliar to everyone involved; clarify misunderstandings and misinterpretations during intercultural encounters, suggesting how things were actually meant in order to continue the discussion

Specific Expectations

Listening

By the end of these four courses, students are expected to:

- generally follow the main points of extended discussion (face to face or in TV or radio);
- understand straightforward factual information about common everyday topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent;
- understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives
- understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life with normal background noise
- understand the main ideas of complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in their field of specialization
- follow extended speech and complex argumentation provided the topic is reasonably familiar
- identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech.
- identify the main reasons for and against an argument or idea in clear standard speech.
- follow chronological sequence in extended informal speech

Speaking

By the end of these four courses, students are expected to:

- clearly, fluently and in detail describe/express feelings/narrate about an experience or event on a wide range of subjects, using simple and more advanced expressions
- give straightforward descriptions on a variety of familiar subjects
- develop an argument and justify their opinion well enough to be followed without difficulty; develop a clear argument systematically with appropriate highlighting of significant points, and relevant supporting detail
- give simple reasons to justify a viewpoint on a familiar topic
- deliver short, rehearsed announcements on an everyday topic
- give a prepared presentation on a familiar topic within their field, outlining similarities and differences (e.g. between products, countries/regions, plans), explaining the main points are explained with reasonable precision and take follow up questions
- give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail; take a series of follow up questions with a degree of fluency and spontaneity

Language Conventions

By the end of these four courses, students are expected to:

- identify and use appropriate language structures and pragmatic conventions during oral communication activities;
- use newly acquired vocabulary in conversation;
- interpret the meaning of unfamiliar words, using contextual clues;
- broad vocabulary (included academic vocabulary), but also high-frequency and limited low-frequency idioms

B. Written Communication

Overall Expectations

By the end of these four courses, students are expected to:

- understand different texts of different genres;
- write straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence;
- write clear, detailed texts using more advanced vocabulary and expressions on a variety of subjects related to their field of interest, synthesizing and evaluating information and arguments from a number of sources.

Specific Expectations

Reading

By the end of these four courses, students are expected to:

- read straightforward factual texts on subjects related to their field and interests with a satisfactory or more advanced level of comprehension;
- read with a large degree of independence, adapting style and speed of reading to different texts and purposes (e.g. newspapers, magazines, more straightforward novels, travel diaries, history books, biographies, travelogues, guides, lyrics, poems), and using appropriate reference sources selectively;
- understand large messages sent via social media or email, which contain more advanced vocabulary and idiomatic expressions;

Writing

Overall Expectations

By the end of these four courses, students are expected to:

- write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned;
- write a short review of a TV programme, film, book or play;
- write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.

Specific Expectations

Communication of Information and Ideas

By the end of these four courses, students are expected to:

- engage in real-time exchanges with more than one participant, recognizing the communicative intentions of each contributor;
- post online accounts of social events, experiences and activities referring to embedded links and media and sharing personal feelings;
- contribute in an online discussion on a familiar topic of interest;
- engage in online exchanges, linking their contributions to previous ones in the thread, understanding cultural implications and reacting appropriately
- exchange information by writing a letter/e-mail of apology or complaint, a postcard that includes an appropriate salutation and closing;
- record personal thoughts and observations in diaries, journals, and logs using more advanced language;
- write point-form notes to record key information from articles, poems, and reading passages using more advanced language;
- write their own narrations or continue a story using more advanced language (creative writing).

Language Conventions

By the end of these four courses, students are expected to:

- identify, understand and use appropriate language and genre conventions;
- use reading strategies (e.g., knowledge of cognates, word families, root words) to determine the meaning of unfamiliar vocabulary and expressions;
- have academic vocabulary;
- demonstrate more advanced dictionary skills (e.g., recognize and understand parts of speech, pronunciation cues, abbreviations);
- write texts using correct spelling and punctuation;
- revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
- incorporate newly acquired vocabulary into their written work.
- use illustrated and bilingual dictionaries to determine the meaning of unfamiliar vocabulary.

3. Course Requirements

In order to receive credit for the courses, the students should:

- ✓ Complete all in-class and out-of-class assignments as specified by the instructor
- ✓ Maintain a portfolio of the revised work
- ✓ Receive a passing grade (C or better) in Mid-term and Final term exams.
- ✓ Attend tutoring sessions as assigned
- ✓ Comply with the attendance and work policy

4. Course Policies

- ✓ All work must be submitted on time
- ✓ Students are not allowed to take the final exam after 5 absences
- ✓ The students must observe class timings-Tardiness will affect the attendance credit
- ✓ The students have access to the Internet and use it whenever needed
- ✓ Teacher reserves the right to change to modify the course to meet the objectives

5. Assessment Criteria

Portfolio	10 %
Quizzes	10 %
Attendance/ Class participation	10 %
Partial exams	50%
Final exams	20%

**Tentative Syllabus
Levels B1/2**

Lesson 1 & 2

Introduction

- ✓ Course prerequisites & teaching material
- ✓ Revision of core phenomena in A1 & A2

Lesson 3: Αφήστε το μήνυμά σας... (Leave your message...)

Communicative functions

- Telephone communication
- Party invitation
- Greetings, introductions, wishes
- Family relationships

Functional patterns: Ποιος τη ζητάει παρακαλώ; · Αφήστε το μήνυμά σας. · Η οικογένειά μου. · Μένω στην οδό... · Αυτό είναι για σένα. · Αυτούς θα τους πάρω εγώ.

Grammar

- ✓ Nouns (singular and plural)
- ✓ Use of nominative and accusative case
- ✓ Feminine nouns in -ο
- ✓ Personal pronoun direct object (strong and weak form)
- ✓ Phonetics/phonology: Vowel deletion, Assimilation I

Vocabulary

- ✓ Telephone communication
- ✓ Greeting, invitation
- ✓ Family relationships

Cultural issues

- ✓ Different ways of communication and invitation between different cultures

Lesson 4: Home sweet home... (Σπίτι μου σπιτάκι μου...)

Communicative functions:

- ✓ Home Rental
- ✓ Damages, Home Maintenance
- ✓ Tenant Complaints
- ✓ House moving
- ✓ Cohabitation

Functional patterns: Το σπίτι βγάζει προβλήματα. · ο/η/το, ένας/μία/ένα · Εμένα μου αρέσει. Εσένα; · Ποιανού είναι το σπίτι; · δικός μου / δική μου / δικό μου

Grammar

- ✓ Definite and indefinite article, article omission
- ✓ Personal pronoun indirect object (strong and weak form)
- ✓ Genitive case· Possessive pronoun
- ✓ Phonetics/phonology: Vowel deletion, Assimilation II

Vocabulary

- ✓ Residence
- ✓ House moving

✓ House issues & complaints
Cultural issues
✓ To address similarities and differences about residence in different cultures

Lesson 5: There was terrible traffic! (Είχε τέτοια κίνηση!)
Communicative functions
<ul style="list-style-type: none"> ✓ Description of neighborhood and route ✓ Moving around the city ✓ Means of transport
Functional patterns: Θα έρθω μόνη μου. · Μήπως έχασες τον δρόμο; · Διασχίζεις την οδό Δημοκρατίας και συνεχίζεις όλο ευθεία. · Είχε τέτοια κίνηση! · Δεν περίμενα να κάνω τόσες ώρες.
Grammar
<ul style="list-style-type: none"> ✓ Indefinite pronouns: ο ίδιος / η ίδια / το ίδιο, άλλος / άλλη / άλλο, μόνος / μόνη / μόνο μου ✓ Demonstrative pronouns: τέτοιος / τέτοια / τέτοιο, τόσοσ / τόσοη / τόσο ✓ Indefinite pronouns: κανένας / καμία / κανένα, κάποιος / κάποια / κάποιο, κάτι ✓ Phonetics/phonology: Synizesis I
Vocabulary
<ul style="list-style-type: none"> ✓ Means of transport ✓ Tourist attractions, landmarks ✓ Directions
Cultural issues
✓ Different tourist attractions and landmarks across different cultures

Lesson 6: It is too expensive! (Είναι πανάκριβα!)
Communicative functions:
<ul style="list-style-type: none"> ✓ Discussing about shopping prices and cost of living ✓ Changing a defective product
Functional patterns: Πώς σας φαίνεται; · Σας πάει πολύ. · Δε μου αρέσει καθόλου. Είναι χάλια! · Πώς μπορώ να σας εξυπηρετήσω; · Μπορώ να το αλλάξω; · Θα μου κάνετε καλύτερη τιμή;
Grammar
<ul style="list-style-type: none"> ✓ Adjectives in -ύς, -ιά, -ύ ✓ Adjectives in -ής, -ιά, -ί ✓ Phonetics/phonology: Synizesis II
Vocabulary
<ul style="list-style-type: none"> ✓ Shopping ✓ Colors
Cultural issues
✓ Similarities and differences in shopping across different cultures

Lesson 7: Let's go again (Πάμε πάλι!)
Revision and partial exam

Lesson 8: Eating and drinking (Φάγαμε, ήπιαμε...)
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<p>Communicative functions</p> <ul style="list-style-type: none"> ✓ To order food ✓ To complaint about food and beverages ✓ To reserve a table ✓ Advertisements
<p>Functional patterns: <i>Να παραγγείλουμε; · Θα ήθελα μία μπριζόλα χοιρινή, αν γίνεται. · Θα πιείτε κάτι; Έχουμε πολύ ωραίο κρασάκι χύμα. · Οι κεφτέδες που πήρα εγώ ήταν για πέταμα. · Βράζουμε τα φασόλια για δέκα λεπτά. · Μια κράτηση θα ήθελα να κάνω.</i></p>
<p>Grammar</p> <ul style="list-style-type: none"> ✓ Masculine nouns in -άς/-άδες, -ης/-ηδες, -ής/-ήδες, -ές/-έδες, -ούς/-ούδες ✓ Feminine nouns in -ά/-άδες, -ού/-ούδες ✓ Neuter nouns: meat, milk ✓ Aorist of verbs of Active Voice type A, B1, B2 and irregulars ✓ Phonology: Vowel deletion, Phonological differentiation
<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ Recipes ✓ Nutrition and health
<p>Cultural issues</p> <ul style="list-style-type: none"> ✓ Similarities and differences in different types of cuisines

<p>Lesson 9: I remember we used to play all day... (Θυμάμαι ότι παίζαμε όλη μέρα...)</p>
<p>Communicative functions</p> <ul style="list-style-type: none"> ✓ Describing past experiences and events
<p>Functional patterns: <i>Εκείνα τα χρόνια τα παιδιά έπαιζαν στους δρόμους. · Όταν εσύ σπούδαζες, εγώ δούλευα. · Την ώρα που πήγαινα στη στάση, πέρασε το λεωφορείο.</i></p>
<p>Grammar</p> <ul style="list-style-type: none"> ✓ Active Voice of verbs type A, B1, B2, AB in Present ✓ Discrimination between Paratatikos & Aorist ✓ Phonetics/phonology: Vowel deletion, Clusters I
<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ Customs ✓ Habits ✓ Jobs in the past
<p>Cultural issues</p> <ul style="list-style-type: none"> ✓ Life and jobs now and in the past across cultures (similarities & differences)

<p>Lesson 10: Come rain or shine... (Έχει ο καιρός γυρίσματα...)</p>
<p>Communicative functions</p> <ul style="list-style-type: none"> ✓ Trip Plans ✓ Weather Discussion ✓ Hiking and Weather ✓ Weather Report
<p>Functional patterns: <i>Τι καιρό θα κάνει την Κυριακή; · Θα δούμε το δελτίο καιρού. · Στην Αττική θα έχει ήλιο με συννεφιά. · Χιονίζει. Σε λίγο θα το στρώσει. · Θα έχει ισχυρούς βόρειους ανέμους έντασης 9 μποφόρ. · Τη Δευτέρα θα έχουμε άνοδο της θερμοκρασίας. · Ο καιρός αύριο θα είναι άστατος. · Αν αρχίσεις γυμναστική, θα νιώσεις πολύ καλύτερα.</i></p>

Grammar <ul style="list-style-type: none"> ✓ Simple Future of active voice verbs A, B1, B2, irregular verbs ✓ Conditionals I ✓ Adjectives in -ης, -α, -ικο ✓ Phonetics/phonology: Vowel deletion, Palatalization /k/ /c/; /γ/ /j/; /x/, /ç/; /g/ /ʒ/
Vocabulary <ul style="list-style-type: none"> ✓ Weather patterns ✓ Seasons – Months ✓ Health ✓ Activities
Cultural issues <ul style="list-style-type: none"> ✓ Weather patterns across different cultures

Lesson 11: We change habits... (Αλλάζουμε συνήθειες...)
Communicative functions <ul style="list-style-type: none"> ✓ Environmental concerns ✓ Recycling ✓ Decisions for the future
Functional patterns: <i>Από σήμερα θα πηγαίνω στη δουλειά με το ποδήλατο. · Με ρώτησε αν μπορούμε να κάνουμε κάτι για το περιβάλλον.</i>
Grammar <ul style="list-style-type: none"> ✓ Continuous Future of verbs in Active Voice types A, B1, B2 ✓ Distinction between Simple and Continuous Future ✓ Interrogative and indirect sentences ✓ Phonetics/phonology: Vowel deletion, Stress
Vocabulary <ul style="list-style-type: none"> ✓ Environment ✓ Recycling
Cultural issues <ul style="list-style-type: none"> ✓ Environmental habits across cultures (similarities & differences)

Lesson 12: Let's go again (Πάμε πάλι!) Revision and partial exam
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Lesson 13: Lets go on vacation! (Πάμε διακοπές;)
Communicative functions <ul style="list-style-type: none"> ✓ Information about holidays: places, attractions, means of transport ✓ Tour guides ✓ Hotel complaints ✓ Tourist office advertisement
Functional patterns: <i>Πού να πάμε διακοπές φέτος; · Σκεφτόμαστε να περάσουμε ένα δεκαήμερο στην Αμοργό. · Θέλουμε να χαλαρώσουμε κοντά στη θάλασσα. · Ας έρθει μαζί μας στο χωριό, αν θέλει. · Προτιμώ να μείνουμε σε ξενοδοχείο τριών αστέρων. · Τηλεφωνήστε για να μάθετε τα δρομολόγια των τρένων; · Τι ώρα αναχωρεί η πτήση 9:20 για Λονδίνο; · Αν υπάρξει κάποιο άλλο πρόβλημα, να με ενημερώσετε αμέσως. · Αν και έχει πολύ κόσμο, περνάμε υπέροχα.</i>

Grammar <ul style="list-style-type: none"> ✓ Simple Subjunctive of active voice verbs of type A, B1, B2, irregular verbs ✓ Conditionals II ✓ Adversative Coordinating Conjunctions ✓ Phonetics/phonology: Phonological awareness
Vocabulary <ul style="list-style-type: none"> ✓ Holidays ✓ Volunteering ✓ Tourisms
Cultural issues <ul style="list-style-type: none"> ✓ Types of holidays in different cultures

Lesson 14: An accident on the road... (Ένα ατύχημα στους δρόμους...)
Communicative functions <ul style="list-style-type: none"> ✓ Accidents, emergencies ✓ In hospital ✓ Medical advice ✓ Road safety
Functional patterns: <i>Απαγορεύεται να μιλάτε στο κινητό. · Μπορείς να φας ό,τι θέλεις σήμερα. · Μπορείς να τρως ό,τι θέλεις από αύριο. · Το πόδι μου πονάει. φοβάμαι μήπως το έσπασα.</i>
Grammar <ul style="list-style-type: none"> ✓ Subjunctive clauses ✓ Continuous Subjunctive of Active Voice Verbs ✓ Discriminating between Simple and Continuous Subjunctive ✓ Phonetics/phonology: Clusters II
Vocabulary <ul style="list-style-type: none"> ✓ Accidents ✓ Body parts
Cultural issues <ul style="list-style-type: none"> ✓ Similarities and differences in different healthcare systems ✓ Road safety in different cultures

Lesson 15: Wait for a minute please... (Περιμένετε μισό λεπτό, παρακαλώ...)
Communicative functions <ul style="list-style-type: none"> ✓ Public Services ✓ Complaints about "inflated" bill ✓ Contact with public services and problems ✓ Impolite - polite way of speaking
Functional patterns: <i>Πάρτε αυτή την αίτηση και συμπληρώστε τη. · Μην πληρώσετε ακόμα τίποτα. · Ακολουθείτε πιστά τις οδηγίες. · Μη δίνετε ποτέ τον μυστικό προσωπικό σας αριθμό σε κανέναν. · Αν σας δυσκολέψει κάτι, τηλεφωνήστε στην υπηρεσία μας. • Αν θέλετε, στείλτε τη δήλωσή σας ηλεκτρονικά.</i>
Grammar <ul style="list-style-type: none"> ✓ Simple Imperative of Active Voice verbs type A, B1, B2, irregular ✓ Continuous Imperative of Active Voice verbs type A, B1, B2, AB

<ul style="list-style-type: none"> ✓ Conditionals III ✓ Phonetics/phonology: Vowel deletion, Stress
Vocabulary <ul style="list-style-type: none"> ✓ Public services ✓ Contact via phone or internet
Cultural issues <ul style="list-style-type: none"> ✓ Public services (similarities & differences)

Lesson 16: I often watch your channel... (Παρακολουθώ συχνά το κανάλι σας...)
Communicative functions <ul style="list-style-type: none"> ✓ Discussion about Media ✓ Complaint Letter about a TV programme ✓ News Release
Functional patterns: Θα καθίσω στο σπίτι να δω καμιά ταινία στην τηλεόραση. · Πάω να σερφάρω στον υπολογιστή μου. · Τα κινούμενα σχέδια του καναλιού έχουν πολλές σκληρές βίας. · Ένα κανάλι πρέπει να έχει κέρδη, διαφημίσεις και τηλεθεατές.
Grammar <ul style="list-style-type: none"> ✓ Present of verbs in Passive Voice of type B1, B2 ✓ mediopassive verbs of type A, B1, B2, C2 ✓ Neuter nouns in -ος ✓ <i>That</i> sentences ✓ Punctuation
Vocabulary <ul style="list-style-type: none"> ✓ Different programmes of Mass media (included podcasts) ✓ Advertisements
Cultural issues <ul style="list-style-type: none"> ✓ Similarities and differences in TV programmes and films across cultures

Lesson 17: Let's go again (Πάμε πάλι!) Revision and partial exam
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Lesson 18: Learn How to Read and Write, Son... (Μάθε, παιδί μου, γράμματα...)
Communicative functions <ul style="list-style-type: none"> ✓ Presentation of the educational system ✓ Discussing about the educational system
Functional patterns: Τι κάνετε, κύριε Αλέξανδρε; · Ετοιμάζω το μάθημα. · Ετοιμάζομαι για το σχολείο. · Οι ασκήσεις διορθώνονται από τους μαθητές. · Δεν πέρασε τις εξετάσεις, γιατί/επειδή/αφού δε διάβασε αρκετά.
Grammar <ul style="list-style-type: none"> ✓ Vocative case ✓ Active and Passive Syntax ✓ Active, Middle and Passive Voice ✓ Verbs only in Active Voice ✓ Verbs only in Passive Voice ✓ Causative clauses ✓ Phonetics/phonology: Spelling, Conjugation

Vocabulary <ul style="list-style-type: none"> ✓ Educational system (primary, secondary, tertiary) ✓ Facilities in educational institutes
Cultural issues <ul style="list-style-type: none"> ✓ Educational systems across different cultures (similarities – differences)

Lesson 19: Working like a dog... (Δουλεύω σαν σκυλί...)
Communicative functions <ul style="list-style-type: none"> ✓ Want ads ✓ Resume ✓ Cover letter ✓ Job interview ✓ Information on working conditions and employment rights
Functional patterns: Έχω δουλέψει ως μάγειρας. · Θα σου τηλεφωνήσω για να κανονίσουμε το ραντεβού. · Δουλεύει τόσο πολύ, που είναι πάντα κουρασμένη.
Grammar <ul style="list-style-type: none"> ✓ Active Voice Verbs in Present Perfect ✓ Discrimination between Present Perfect and Aorist ✓ Final Clauses ✓ Reason Clauses ✓ Phonetics/phonology: Clusters III
Vocabulary <ul style="list-style-type: none"> ✓ Professions and salaries ✓ Workplaces
Cultural issues <ul style="list-style-type: none"> ✓ Job vacancies in DIFFERENT CULTURE language and literature

Lesson 20: Let's go to the theatre... (Πάμε θέατρο; ...)
Communicative functions <ul style="list-style-type: none"> ✓ Theater/Cinema booking ✓ Art information and criticism
Functional patterns: Όσπου να βρούμε να παρκάρουμε, το έργο είχε αρχίσει. Μέχρι να φτάσουμε, τα εισιτήρια θα έχουν τελειώσει. Όταν γυρίσεις, πάρε με τηλέφωνο. · Ενώ πήγαινα στη δουλειά, συνάντησα την ξαδέρφη μου.
Grammar <ul style="list-style-type: none"> ✓ Active Voice Verbs in Past Perfect ✓ Perfective Future of Active Voice Verbs ✓ Temporal Subordinate Clauses ✓ Punctuation
Vocabulary <ul style="list-style-type: none"> ✓ Art ✓ Entertainment via art
Cultural issues <ul style="list-style-type: none"> ✓ Important artists across different cultures
Lesson 21: Let's go again (Πάμε πάλι!) Revision and final exam