

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΠΟΛΙΤΙΣΜΟΥ
ΔΙΕΥΘΥΝΣΗ ΜΕΣΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
ΚΡΑΤΙΚΑ ΙΝΣΤΙΤΟΥΤΑ ΕΠΙΜΟΡΦΩΣΗΣ

**ΤΕΛΙΚΕΣ ΕΝΙΑΙΕΣ ΓΡΑΠΤΕΣ ΕΞΕΤΑΣΕΙΣ
ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2014-2015**

ΔΕΙΓΜΑ

Μάθημα: **Αγγλικά** Επίπεδο: **Ε4** Διάρκεια: **2.30 ώρες** Ημερομηνία: _____

ΤΟ ΕΞΕΤΑΣΤΙΚΟ ΔΟΚΙΜΙΟ ΑΠΟΤΕΛΕΙΤΑΙ ΑΠΟ ΟΚΤΩ (8) ΣΕΛΙΔΕΣ. ΟΛΕΣ ΟΙ ΑΠΑΝΤΗΣΕΙΣ ΝΑ ΓΡΑΦΟΥΝ ΣΤΟ ΤΕΤΡΑΔΙΟ ΑΠΑΝΤΗΣΕΩΝ. ΠΡΙΝ ΑΠΟ ΚΑΘΕ ΑΠΑΝΤΗΣΗ ΝΑ ΣΗΜΕΙΩΣΕΤΕ ΤΑ ΣΤΟΙΧΕΙΑ ΤΗΣ ΕΡΩΤΗΣΗΣ.

PART I: WRITING

(30 MARKS)

This part of the exam consists of **TWO** writing tasks. You must do **BOTH** tasks.



1. 'Mobile phones should be banned in schools'.
Do you agree or disagree with the statement? Write an article for an international magazine expressing your opinion. Your answer must be 100-120 words long.
(15 marks)
2. Write a story of about 100-120 words for an online magazine beginning with the following sentence:
As soon as I walked through the door, I realised that something was wrong.
(15 marks)

PART II: READING COMPREHENSION

(30 MARKS)

Read the two passages below and do all the exercises that follow.

PASSAGE 1

Interactive Whiteboards



Teachers are always looking for ways to engage their students in the learning process and make their students' learning experiences more meaningful. They

Line 5

often use teaching tools such as computers and the Internet in the classroom. Nowadays, the use of interactive whiteboards is becoming more and more popular among teachers. However, not everyone believes that **they** actually improve the quality of teaching.

Supporters of interactive whiteboards believe that even the most talented teachers cannot provide the kind of learning experiences that an interactive whiteboard can. They add that these Internet-connected teaching tools make it possible for teachers to access information quickly. Teachers can also show visuals and do activities that motivate the students and hold their interest. Teachers can save their lessons on their computers, send them to any absent students, or reuse parts of them as a review.

Interactive whiteboard opponents, however, insist that such boards do not necessarily guarantee a meaningful learning experience for students. They point out what teachers do with whiteboards is more important than the technology itself. They also point out that teachers need to be trained to use such boards and their software effectively. This takes time and money. Some teachers have also mentioned that the boards frequently “crash”, disrupting their teaching.

In my opinion, our goal as a society should be to help students develop the skills needed to be productive citizens. Whether this can be achieved through expensive teaching tools or not really makes no difference. What is important is having well-trained, imaginative teachers with very specific teaching goals.

(adapted from <http://www.hau.gr>)

A. Choose the best alternative according to Passage 1.

(5 x 1= 5 marks)

1. What does “they” in paragraph 1, line 5 refer to?

- A. teachers
- B. teaching tools
- C. learning experiences
- D. interactive whiteboards

2. What is believed to be an advantage of interactive whiteboards?

- A. They make students learn more.
- B. They reduce the number of absences.
- C. They make students pay more attention.
- D. They let students work on activities of their choice.

3. What is said to be a problem with using interactive whiteboards?

- A. They are expensive to buy.
- B. They often have technical problems.
- C. There is not much software available.
- D. Students need to be trained to use them.

4. What view does the author express?

- A. Learners need to be encouraged to learn.
- B. More teachers should use whiteboards.
- C. Students learn best from well-trained teachers.
- D. Whiteboards cannot be used to teach some subjects.

5. What does the author say teachers need?

- A. society's support
- B. more encouragement
- C. better teaching tools
- D. exact teaching goals

B. Indicate whether the following sentences are TRUE or FALSE. (5 x 1 = 5 marks)

	TRUE	FALSE
1. The text is about the use of computers in the foreign language classroom.		
2. These days more and more teachers are using the interactive whiteboard in the classroom.		
3. Everyone agrees that using the interactive whiteboard in the classroom can help improve the quality of teaching.		
4. Teachers need to be trained in order to be able to use interactive whiteboards.		
5. Those who are against the use of interactive whiteboards argue that training teachers to use the interactive whiteboard is expensive and time-consuming.		

C. Complete the paragraph with only ONE word from Passage 1. (5 x 1 = 5 marks)

These days more and more teachers are making use of the interactive board to make their teaching more interesting and engage their students in the **1.**_____ process. However, not all teachers agree that such a teaching tool can actually **2.** _____ the quality of teaching. On the one hand, **3.** _____ of the interactive whiteboard believe that internet-connected tools enable teachers to access information quickly and do activities that motivate students. On the other hand, **4.** _____ of the interactive whiteboard argue that such a board doesn't necessarily guarantee a meaningful learning experience for students. They also point out that teachers need to be trained in order to be able to use the interactive whiteboard and its software **5.** _____.

PASSAGE 2



Learning a Foreign Language

A. Elisabeth

I was really satisfied with my job. I was a psychologist and working with young children. But then, one summer, I took a trip to Japan with a friend. We were just going for a month or so to see the sights and after the trip, I was going to go back home. But life is full of surprises. In a short time, I fell in love with the country and the people and when my friend went back to the UK, I stayed on in Japan. When I ran out of money, I knew I had to find a job but I had no idea what I could do because I didn't speak Japanese. Everyone I knew said that this shouldn't be a problem because I could teach English. Of course, I didn't know anything about how people learn a foreign language or how to teach English, so I took a course in Teaching English and afterwards I got a job teaching English to adults. I never did get back to England. I met a Japanese guy and got married and I've been teaching here in Japan ever since.

B. Cliff

Someone once asked me how I started writing books to help students learn English. I think the fact that my family moved around a lot when I was young must have had something to do with it. In Quebec, where I was born, people speak English and French, and I had to learn both of them at school. Then, when I started high school, we moved to Italy. I really wanted to go to a local school, but my parents thought that it would be best if I went to a British school where they spoke English. In the end, I went to a British school where I really didn't learn much Italian. Luckily, I picked up a lot just from everyday life in the city. It's not that different from French. After a few years in Milan, we moved to Spain because of my father's job. But there I was sent to a local school and picked up Spanish in no time at all. Anyway, I think having to learn all those languages made me very aware of how I could help other people learn them.

C. Ian

I was never any good at learning foreign languages so when my parents said we were going to be moving to France for three years. I wasn't too thrilled. How was I going to make new friends if I couldn't speak French? And worse, at school they'd probably make me repeat a year or even two, because I wouldn't understand what the teacher was saying in class. Then Mrs Françoise, a family friend, who is a French teacher, offered to come to our house twice a week and give me extra lessons. The lessons at home were nothing like our classes at school. We spent the whole time speaking. At first the teacher did most of the talking. She told me about her life and interests. In this way, I started to pick up a lot of vocabulary-but not difficult words really, but the kind of language you can use every day. And then I began to feel more confident and started using some of the words I had heard to tell her about myself. You can't imagine what a difference those lessons with Mrs Françoise made.

D. For questions 1-5 choose from the people A-C. The people may be chosen more than once. (5 x 1 = 5 marks)

Which person was upset by the idea of living in a different country?	1	
Which person chose a profession based on his/her experiences as a child?	2	
Which person was afraid he / she wouldn't do well in school?	3	
Which person had no money left, while he / she was away from home?	4	
Which person learnt another new language very quickly?	5	

E. Match the underlined words or phrases from the texts with their meanings. (5 x 1 = 5 marks)

1. _____	<u>ran out of</u> (Text A)	a. very quickly
2. _____	<u>local</u> (Text B)	b. learn
3. _____	<u>in no time</u> (Text B)	c. extremely pleased
4. _____	<u>thrilled</u> (Text C)	d. belonging to the area where one lives
5. _____	<u>pick up</u> (Text C)	e. had no more left

F. Match the sentence halves to make correct sentences. (5 x 1 = 5 marks)

Column A	Column B
1. Elisabeth decided not to go back to England because she _____ .	a. found a job teaching English to adults.
2. After attending a course in teaching, Elisabeth _____ .	b. learnt Spanish very quickly.
3. Cliff writes books to _____ .	c. the teacher did most of the talking.
4. When Cliff was in Spain , he _____ .	d. was very impressed by the country she visited.
5. When Ian first started to learn French at home, _____ .	e. help students learn English.

PART III: USE OF ENGLISH (40 MARKS)

A. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given.

(5 x 1 = 5 marks)

- Are they meeting Paul today? Jill asked. **(if)**
Jill asked _____ Paul that day.
- Every evening my grandparents would walk along the beach. **(used)**
Every evening my grandparents _____ along the beach.
- When did you start reading this book? **(long)**
How _____ this book?

4. We can't make a pizza – there isn't much cheese in the fridge! **(very)**
We can't make a pizza because there's _____ in the fridge!
5. I regret not learning a musical instrument when I was young. **(wish)**
I _____ a musical instrument when I was young.

B. Match to make sentences. There are TWO extra options that you DO NOT need to use. (5 x 1 = 5 marks)

1.	I was talking on the phone when ...	a.	but now I don't really like it.
2.	If only the holidays ...	b.	were crashing on the beach.
3.	I used to think rap music was boring, ...	c.	the doorbell rang.
4.	I wonder what I will be doing ...	d.	for the last few weeks?
5.	What have you been doing ...	e.	could last forever .
		f.	but now I like it.
		g.	this time next year.

C. Read the text below and decide which answer a, b, c or d best fits each space. (10 x 1 = 10 marks)

A risky job

When Bob Jones was 16 years old, he 1. _____ offered a summer job working with bears. Bob, 2. _____ loved cats and dogs, had never worked with animals like bears before. If he 3. _____ how big and scary bears were, he might not have been so happy to take the job. The first time he stood next to a 350-kilo adult bear, Bob froze with fear. But Stan Smith, 4. _____ family runs the animal training centre, told him not to worry. Bob's job would be mainly looking after and playing with the young bears or cubs. Playing with them is important because 5. _____ young bears can be trained from a very young age, they must first learn to feel comfortable around people.

As time went by, Bob developed an excellent relationship with the young bears. 6. _____ his cubs were being trained, he learnt a lot and became confident. Today, 7. _____ the age of 20, Bob is very busy with his studies but he misses the bears. He says that 8. _____ he finds the time, he 9. _____ visit the bears. By the time he visits them, they 10. _____ lots of things.

- | | | | | | | | | |
|-----|----|-------------|----|------------------|----|-------------|----|------------------|
| 1. | a. | has been | b. | is | c. | was | d. | were |
| 2. | a. | who | b. | whose | c. | which | d. | what |
| 3. | a. | has known | b. | had known | c. | would know | d. | would have known |
| 4. | a. | whose | b. | which | c. | where | d. | who |
| 5. | a. | in spite of | b. | despite | c. | although | d. | but |
| 6. | a. | Whereas | b. | With | c. | On | d. | While |
| 7. | a. | at | b. | in | c. | on | d. | of |
| 8. | a. | as far as | b. | while | c. | whether | d. | as soon as |
| 9. | a. | is going | b. | will | c. | will be | d. | was |
| 10. | a. | will learn | b. | will be learning | c. | have learnt | d. | will have learnt |

D. Read the questions and choose the best response.

(5 x 1 = 5 marks)

1. What are your favourite subjects at school?

- a. *Oh, languages, English and Spanish.*
- b. *I'm not good at it.*
- c. *He is really interested in finding out more about the history of Cyprus.*

2. Which sport do you like best?

- a. *Well, I'm really fit.*
- b. *I like skiing because winters are very cold where I come from.*
- c. *Maths of course.*

3. Do you know if he has got any brothers or sisters?

- a. *Yes, I have one sister and we really get on well!*
- b. *Yes, he told me once that he has got a brother who lives in England.*
- c. *Not really, but I guess he likes playing with kids. You'd better ask him!*

4. Haven't you passed your driving test yet?

- a. *I don't know. The head teacher will let me know soon.*
- b. *Yes, I have been studying since this morning, but the project is not ready yet.*
- c. *Well, I got my driving licence last week.*

5. I'm thinking of doing some sport. What sport do you think I should take up?

- a. *OK. That sounds interesting! I think I'll choose basketball.*
- b. *I went swimming last week. It was great!*
- c. *How about tennis?*

E. Read the text below and choose the best answer.

(10 x 0,5 = 5 marks)

Learning to drive

If you want to completely 1. _____ your relationship with your father, just ask him to 2. _____ you how to drive. Normally, my dad is the most 3. _____ person on earth but on that day he turned into an unbelievable monster. He found every tiny mistake I made 4. _____, which was not fair. He was even more 5. _____ than our Maths teacher on a Monday morning. I did my best to impress him but things went from bad to worse. He suddenly became passionate about his stupid old car and was sure I would 6. _____ it. He criticized everything I did and we were both 7. _____. In the end, I really regretted my 8. _____ to even start driving lessons. Perhaps I should just find someone a bit more 9. _____ and patient, maybe someone who is not a member of my family or someone I 10. _____ know.

- | | | | | | | |
|----|----|--------------|----|---------|----|------------|
| 1. | a. | destroy | b. | pollute | c. | achieve |
| 2. | a. | learn | b. | teach | c. | educate |
| 3. | a. | relaxed | b. | famous | c. | tasteful |
| 4. | a. | satisfactory | b. | useful | c. | irritating |

- | | | | | | | |
|-----|----|-----------|----|----------|----|------------|
| 5. | a. | impatient | b. | trendy | c. | careful |
| 6. | a. | crash | b. | splash | c. | creak |
| 7. | a. | efficient | b. | unhappy | c. | excited |
| 8. | a. | influence | b. | decision | c. | importance |
| 9. | a. | clumsy | b. | helpless | c. | helpful |
| 10. | a. | hardly | b. | hard | c. | recently |

F. Match the sentence halves.

(5 x 1 = 5 marks)

- | | | | |
|----|---|----|--|
| 1. | I think you should tighten your | a. | at something for long, you succeed in the end. |
| 2. | I'm pretty sure you have some tricks | b. | up the wall at the moment. |
| 3. | She was one of the last survivors to be pulled | c. | up your sleeve. |
| 4. | That's great news! I told you that if you stick | d. | out of the destroyed buildings. |
| 5. | My roommate is driving me | e. | belt if you want to buy that expensive coat. |

G. Read the text below. Use the words in brackets to form a word that fits in each blank.

(5 x 1 = 5 marks)

Animals in danger

Our planet has always had to face 1. _____ (**NATURE**) disasters such as floods, volcanoes and earthquakes. More importantly, the animal world is threatened by man-made disasters, including the possible 2. _____ (**EXTINCT**) of several species of animals. One of the greatest problems of wildlife is the 3. _____ (**DESTROY**) of rainforests. We certainly need to remember that animals are essential for many reasons and all 4. _____ (**DANGER**) species on the planet deserve to be 5. _____ (**PROTECT**) . Let's act now then, before it is too late!