

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΠΟΛΙΤΙΣΜΟΥ  
ΔΙΕΥΘΥΝΣΗ ΜΕΣΗΣ ΕΚΠΑΙΔΕΥΣΗΣ  
ΚΡΑΤΙΚΑ ΙΝΣΤΙΤΟΥΤΑ ΕΠΙΜΟΡΦΩΣΗΣ

ΤΕΛΙΚΕΣ ΕΝΙΑΙΕΣ ΓΡΑΠΤΕΣ ΕΞΕΤΑΣΕΙΣ

ΔΕΙΓΜΑ

ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2014-2015

Μάθημα: Αγγλικά Επίπεδο: Ε7 Διάρκεια: 2.30 ώρες Ημερομηνία: \_\_\_\_

ΤΟ ΕΞΕΤΑΣΤΙΚΟ ΔΟΚΙΜΙΟ ΑΠΟΤΕΛΕΙΤΑΙ ΑΠΟ ΕΝΝΕΑ (9) ΣΕΛΙΔΕΣ  
ΟΛΕΣ ΟΙ ΑΠΑΝΤΗΣΕΙΣ ΝΑ ΓΡΑΦΟΥΝ ΣΤΟ ΤΕΤΡΑΔΙΟ ΑΠΑΝΤΗΣΕΩΝ  
ΠΡΙΝ ΑΠΟ ΚΑΘΕ ΑΠΑΝΤΗΣΗ ΝΑ ΣΗΜΕΙΩΣΕΤΕ ΤΑ ΣΤΟΙΧΕΙΑ ΤΗΣ ΕΡΩΤΗΣΗΣ

PART I: COMPOSITION

(35 MARKS)

Write a composition of 250-300 words on ONE of the following topics:

1. Read the newspaper headline and write an article for your local newspaper entitled: Mobile phones should be banned in all working places in Cyprus. Support your views by giving examples.

**Mobile Phones to be banned in all**



**working places in Cyprus**

The government has promised to ban mobile phones in all working places in Cyprus since workers produce less work than expected.

2. Nowadays there is a common belief that: **All students should attend a university after finishing school.** Shouldn't people though have different choices as well? Write an article for an online magazine stating your opinion.

## PART II: READING COMPREHENSION

(35 MARKS)

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

### PASSAGE 1

#### UK leads world in mobile web use



Britain has become a gadget-obsessed nation, watching more TV online and using smartphones and tablets to access the web more than any of the world's leading economies, according to new research.

The British love of the latest devices has even seen the UK overtake Japan in mobile internet use, according to a new report from the UK media regulator Ofcom. The research compared data across 17 countries, including the US, China, India, Russia, Brazil, Sweden, France and Germany.

An obsession with Facebook, Twitter and Gangnam-style clips on Youtube has seen UK consumers download 424 megabytes of data each per month on their smartphones and tablets. The figure is almost 60% more than a year ago.

Much of the increase in the use of mobile devices, especially smartphones, has been driven by the popularity of social networking sites such as Facebook and Twitter, with 40% of UK adults accessing their profiles on the go. British 18-to-24-year-olds are the world's top mobile social networkers, with 62% accessing their profiles from smartphones and tablets.

UK internet users spent an average of 728 minutes (more than 12 hours) a week online in total, although this is a slight drop from the 746 minutes recorded in the last report.

The British love of the latest gadgets is also seen in the changing face of the living room. Almost 24% of TVs sold in the UK in the first quarter of this year were 'super large'- bigger than 84 cm.

The popularity of video-on-demand services such as the BBC's iPlayer has made Britons the most likely to watch, or catch up with, TV online. Almost a quarter of Britons use an online catch up TV service each week, ahead of second-placed US on 17%.

Despite the rise of digital technology though, good old-fashioned linear TV viewing is showing no signs of losing its popularity. TV viewing in the UK has remained stable at 242 minutes – more than four hours per person daily.

(Adapted from: [www.theguardian.com](http://www.theguardian.com))

**A. Choose the best answer according to Passage 1 (4 x 2 = 8 marks)**

**1. Nowadays the British**

- A. use mobile internet less than Japanese people.
- B. have surpassed the Japanese in using mobile internet.
- C. use mobile internet as much as the Japanese.
- D. don't use mobile internet as much as in the past.

**2. The new research**

- A. looked at shopping data across 17 European economies.
- B. studied technology use among children in the UK.
- C. compared modern technology use in over 15 nations.
- D. looked at online gadget buying around the world.

**3. The amount of data downloaded on mobile devices in the UK**

- A. has shown a slight drop since last year.
- B. has remained fairly stable compared to 12 months ago.
- C. has gone up slightly since the beginning of this year.
- D. has increased sharply compared to last year.

**4. The rise in the use of mobile devices in the UK has been caused by the**

- A. large number of 18-to-24-year-olds catching up with TV on the go.
- B. increase in people accessing social networking sites.
- C. drop in price of most smartphones and tablets.
- D. improvement in the quality of the latest mobile gadgets.

**B. Complete the paragraph using only ONE word from Passage 1 (5 x 2 = 10 marks)**

According to a new research, Britain has become a (1)\_\_\_\_\_ nation overtaking Japan in mobile internet (2)\_\_\_\_\_. More specifically, this was due to the popularity of social networking (3) \_\_\_\_\_ accessed by 40% of UK adults and 62% of 18-to-24-year-olds. Further, the fact that almost 24% of TVs sold in UK were 'super large' depicts the British love of the (4)\_\_\_\_\_ gadgets. Most importantly, in spite of the fact that digital (5)\_\_\_\_\_ has risen, TV viewing has not lost its popularity since people still watch TV more than 4 hours a day.

**PASSAGE 2**

**Fear of swimming**



***A concerned parent writes:***

How seriously should you take a child's fear of the water? My son has a weekly swimming lesson at school which, for us, has become a nightmare scenario. His initial reluctance to swim has developed into a fear that seems little sort of phobia. We feel very strongly that it is important that he learns to swim, but each week, as the day of the lesson dawns, our son gets into a real state, which is emotionally exhausting for all of us. Should we give in to his extreme reluctance to swim or, as we have been doing, force him to go ahead with his lessons?

***A Professor of Child Psychiatry replies:***

This little boy's fear of water is a very natural and healthy response, but on the other hand, children are much safer if they are able to swim.

A lot of children find group swimming lessons difficult to cope with for various reasons. School pools can be cold and noisy, with lots of people shouting and splashing, which is very off-putting for someone who doesn't feel in control of the situation. Thus, it is easy to see why this could be a nasty experience. Fear or dislike of group lessons is understandable given the situation, so these parents first need to teach their to like water, probably in a pool which is warm rather than cold. More significantly, to choose a smallish, quiet pool and take it slowly and base it around having fun rather than focusing on getting on with swimming.

His parents should not continue exposing him to repeated traumatic experiences, so they should speak to the teachers and see if they can take him out of his lessons until he feels that he is ready to rejoin the class. It is not helpful to force him; his parents should work on his reluctance to swim outside the context of school and build up his confidence and skills.

***A tutor at a swimming school replies:***

I would suggest that this little boy would benefit from one-to-one tuition.

Obviously something is happening in school – maybe someone has ducked him or splashed him in the pool thus, parents should find out if something has caused this problem. In a situation like this, pushing him won't help at all, but they mustn't give up on him. Solo lessons should help. Perhaps the parents should take him swimming at the weekend and make sure it is fun, or get a teacher just for him. It might be a good idea to leave the school lessons for a while. At the pool, they should forget the swimming aspect and just encourage him to enjoy the water.

At the swimming school we get a lot of adults who have been put off at a young age by being ducked or splashed, being taught to swim with a rope around their waist or a pole pushing them, and so, perhaps unsurprisingly, they have given up. Of course, there are people with a real fear of water, but they are more unusual.

We find that the main thing is helping individuals to become accustomed to getting their face wet. Bearing this in mind, perhaps bathtime would be a good time for the boy's parents to try this. They should also get him to put his mouth in the water and blow bubbles, and pour water over his head starting at the back so that it is not too startling. A lot of people really hate getting their heads wet, but if he can surmount the problem in a non-threatening environment such as the bath, he will be off to a good start. At the pool, wearing good goggles might make a difference to him; it really is worth investing in a decent pair.

At our children's week, I advise parents of children who are petrified of water not to put the pressure on and to be happy with whatever their children can actually achieve in the water.

(Adapted from: [books.google.com.cy/books](https://books.google.com.cy/books))

**C. Indicate whether the following statements are TRUE or FALSE according to Passage 2. (6 x 2 = 12 marks)**

		TRUE	FALSE
1	It is more dangerous when children are able to swim.		
2	At first, kids should have fun while swimming instead of focusing on how to swim.		
3	It would be wrong if the boy stops swimming lessons.		
4	The boy's parents are advised to find out why he is unwilling to swim.		
5	It is advisable to help the child overcome his fear during bathtime.		
6	Parents should encourage their kids to swim at all times.		

**D. Make short notes from Passage 2 under each of the headings below.**

**(5 x 1 = 5 marks)**

**a. Why some children fear learning to swim:**

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

**b. How some adults were put off learning to swim:**

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

**PART III: USE OF ENGLISH**

**(30 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)**

**1. I am sure the thieves broke the window.**

**(must)**

The thieves \_\_\_\_\_ the window.

2. We were able to cross the river despite the strong current. **(succeeded)**

We \_\_\_\_\_ despite the strong current.

3. You are not allowed to get into that room. **(circumstances)**

Under \_\_\_\_\_ to get into that room.

4. Marion Jones broke both the individual and relay record in the 100 metres. **(was)**

It \_\_\_\_\_ the individual and relay record in the 100 metres.

5. Mark will spend one year working on this project before he completes it. **(been)**

By the time he completes it, Mark \_\_\_\_\_ on this project.

**B. Complete the gaps with ONE suitable word. (10 x 1 = 10 marks)**

### **Back to the High Street**

For several years now the big supermarket chains 1. \_\_\_ competed with each other throughout the country 2. \_\_\_ following the same policy. They have all moved their stores out 3. \_\_\_ the High Street and built new ones outside. But by now most people in Britain live near a supermarket so 4. \_\_\_ is more room for expansion in that direction. Consequently, the chains have 5. \_\_\_ looking for different ways 6. \_\_\_ attracting customers. One has just opened a store in the centre of London 7. \_\_\_ you can buy a bottle of good wine and a packet of smoked salmon 8. \_\_\_ the way home from work; in contrast, another has a shop in Manchester where everything 9. \_\_\_ sold at the lowest possible prices. In both cases, however, people will spend money in the High Street again 10. \_\_\_ of going out of town.

**C. Use the words in brackets to form words that fit the blanks. (10 x 1 = 10 marks)**

### **21<sup>st</sup> Century Workplace**

The economy of the 21<sup>st</sup> century is based on skills and 1. \_\_\_\_\_ **(KNOW)** according to a recent report. The study shows that throughout this century there will be more jobs in the workplace for those with 2. \_\_\_\_\_ **(QUALIFY)** and the right skills, and fewer jobs for those with none. The best 3. \_\_\_\_\_ **(EMPLOY)** will be one that can demonstrate a level of academic or vocational 4. \_\_\_\_\_, **(ACHIEVE)** which can enable the individual to support their CV with evidence of

desirable personal qualities. As globalisation increases and **5.** \_\_\_\_\_ **(TECHNOLOGY)** advances make typical working practices redundant, prospective employees will need to show **6.** \_\_\_\_\_ **(VARY)** personal attributes.

As well as wanting people who are flexible, companies are also looking for evidence of adaptability. It is also **7.** \_\_\_\_\_ **(INCREASE)** necessary to be an excellent **8.** \_\_\_\_\_ **(COMMUNICATE)** as the majority of **9.** \_\_\_\_\_ **(ORGANISE)** make their profits from the skills of people selling their goods as much as from the producers themselves.

The new economy is here to stay and unless businesses show the **10.** \_\_\_\_\_ **(WILLING)** to adapt, they may find they are unsustainable according to the authors of the report.

**D. Complete the dialogue below using the correct sentence a-e from the box.**

**(5 x 1 = 5 marks)**

**Overcharged electricity bill**

**(a)**I'll contact a service representative to come out and check your meter **(b)**I'm calling concerning my electricity bill **(c)**I think I have been overcharged for the past month **(d)**May I have your account number? **(e)**I don't know but the bill is 50% higher than last month

Customer Service Representative: Hello, City Electricity, how can I help you today?

Customer: 1. \_\_\_\_\_

Customer Service Representative: 2. \_\_\_\_\_

Customer: Certainly, it's 4392107.

Customer Service Representative: Thank you. Is this Mr Peters?

Customer: Yes, this is Mr Peters.

Customer Service Representative: Thank you, what can I help you with?

Customer: 3. \_\_\_\_\_

Customer Service Representative: I'm sorry to hear that. Why do you think this has happened?

Customer: 4. \_\_\_\_\_



Customer Service Representative: Now, how much do you usually pay for your electricity?

Customer: I usually pay about £200 but this month I was charged £400.

Customer Service Representative: It seems that there is a mistake. 5. \_\_\_\_\_

Customer: Thanks a lot for your help.

**Good Luck!**