

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΠΟΛΙΤΙΣΜΟΥ  
ΔΙΕΥΘΥΝΣΗ ΜΕΣΗΣ ΕΚΠΑΙΔΕΥΣΗΣ  
ΚΡΑΤΙΚΑ ΙΝΣΤΙΤΟΥΤΑ ΕΠΙΜΟΡΦΩΣΗΣ

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

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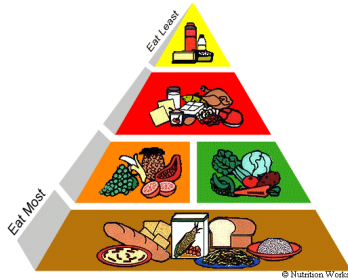
**ΤΟ ΕΞΕΤΑΣΤΙΚΟ ΔΟΚΙΜΙΟ ΑΠΟΤΕΛΕΙΤΑΙ ΑΠΟ ΟΚΤΩ (8) ΣΕΛΙΔΕΣ. ΟΛΕΣ ΟΙ ΑΠΑΝΤΗΣΕΙΣ ΝΑ ΓΡΑΦΟΥΝ ΣΤΟ ΤΕΤΡΑΔΙΟ ΑΠΑΝΤΗΣΕΩΝ. ΠΡΙΝ ΑΠΟ ΚΑΘΕ ΑΠΑΝΤΗΣΗ ΝΑ ΣΗΜΕΙΩΣΕΤΕ ΤΑ ΣΤΟΙΧΕΙΑ ΤΗΣ ΕΡΩΤΗΣΗΣ.**

**PART I: COMPOSITION**

**(35 MARKS)**

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

1. A balanced diet affects people's health, appearance and self-confidence.'  
Write an article for an online magazine stating your opinion. Support your views by giving examples.



2. Many parents involve their children in sports and other leisure activities from an early age. What are the positive and negative effects of pushing young children to succeed in numerous activities at such a young age? Discuss using examples and reasons to support your answer.

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

### PASSAGE 1

## Staring down Facebook



Last semester, Will Ross, 21, did the unthinkable. He deactivated his Facebook account. His friends began asking what happened to him. But Mr Ross, a senior at Grove City College, would rather send hand-written letters or escape to a cabin in the woods than keep up with his friends' profile pictures. He joins a growing fragment of college students and professors across the country who are challenging technology trends.

At Grove City, a Christian college with a student body of about 2,500, it's not unusual to see students texting each other en route to class, taking class notes on their school-issued laptops or sending Facebook messages instead of walking across the dorm to talk to each other.

In a 2007 study conducted by the University of Minnesota, 41.8 percent of college students admitted that the overuse of technology negatively affected their academic performance: "You can waste a lot of time struggling to maintain Facebook posts ... instead of engaging in your schoolwork or true conversation," Mr Ross said. He and a few friends, mostly juniors and seniors, concocted a plan for a campuswide "Facebook fast" for the month of December, leading up to exam week.

"One way to realize how unconsciously dependent you are is to do experiments," Mr. Ross explained. He wanted it to be "something that everybody could do and would get everyone talking." They began by targeting about 200 freshmen males – a group Mr Ross considers most technologically dependent through small-group discussions about using the media wisely. Mr Ross doesn't have exact numbers, but he heard many freshmen guys and a few upperclassmen participate in the "fast."

What is more, at Houghton College in western New York State, Gabe Jacobsen, a resident director, is heading the Simplicity Initiative, a similar movement aimed at challenging students to consider how technology is shaping their lives. In the second week in January, residence staff began encouraging students to abstain from certain technologies. The technology included iPods, mobile phones, Internet usage not related to their studies, television, movies and video games. Mr Jacobsen said the goal of the Initiative isn't to make students give up on media and technology entirely, but examine how it affects their lives. "They're noticing that they're allowing themselves to interact with more people," he said. "They're noticing how much time has been sucked away by media and technology usage."

Laura Day, a 20-year-old resident assistant, said that the Simplicity Initiative forced her to go door-to-door to talk to girls in her hall instead of e-mailing them. She also pulled out her earplugs while walking to class. “If I don’t have my iPod, and I’m not chatting on my phone, it’s a more pleasant experience because I’m chatting with people,” she said.

A year and a half ago, Mr Bowman, an associate professor at Mississippi School of Law, banned computers in his classroom for an entire week, forcing students to return to old-fashioned note taking. Various professors at other law schools, including Georgetown, University of Michigan, Florida International and Harvard, have done the same. Some students thanked the professor. Others complained that they couldn’t take notes fast enough.

“I gained a greater sympathy for computer users,” Mr Bowman said. “If someone had been using a computer since they were 6, what kind of an educator am I to say: “Don’t do that now?” He has allowed laptops to stay in his classroom since then, but turns them to his advantage by asking students to use the Internet to find stories that contribute to class discussion.

(Adapted from: <http://www.washingtontimes.com/news/2009/feb/12/staring-down-facebook/?page=all#>)

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

**1. Which one does not apply to Mr Ross?**

- a. He reactivated his Facebook account.
- b. He does not keep up with his friends’ profile pictures.
- c. He challenges technology.
- d. He is still a student at Grove City College.

**2. College students tend to**

- a. text each other on their way to class.
- b. send hand-written letters.
- c. avoid sending facebook messages.
- d. talk to each other en route to class.

**3. Mr Ross conducted the «Facebook fast» experiment**

- a. with the help of a few associate professors.
- b. a month after the exam week.
- c. to prove how dependent students are on Facebook.
- d. to prove that freshmen males are the most technologically dependent.

**4. Mr Bowman decided to prohibit the use of computers in his class in order to**

- a. discourage students from participating in class.
- b. punish some of his students.
- c. reward his students.
- d. make his students go back to the conventional way of taking notes.

**B. Complete the paragraph using only ONE word from Passage 1.**

**(5 x 2 = 10 marks)**

At Houghton College, Gabe Jacobsen is leading the movement 'Simplicity Initiative' with the aim of (1). \_\_\_\_\_ students to consider how technology is shaping their lives. Students are encouraged to (2). \_\_\_\_\_ from certain technologies like iPods and mobile phones in order to realise how technology (3). \_\_\_\_\_ their lives. As a result, Laura Day, a resident assistant instead of (4). \_\_\_\_\_ girls living in her hall, she goes door-to-door to talk to them. What is more, rather than (5). \_\_\_\_\_ on her phone now, she is talking to people on her way to class, which is far more pleasant.

**PASSAGE 2**

**Do zoos provide a safe home for animals?**

Zoos are hugely popular attractions for adults and children alike. But are they actually a safe home for animals?

On the one hand, critics of zoos would argue that animals often suffer physically and mentally by being enclosed. Even the best artificial environments can't come close to matching the space, diversity, and freedom that animals have in their natural habitats. This deprivation causes many zoo animals to become stressed or mentally ill. Capturing animals in the wild also causes much suffering by splitting up families. Some zoos make animals behave unnaturally; for example, marine parks often force dolphins and whales to perform tricks. These mammals may die decades earlier than their wild relatives and some would even try to commit suicide.

On the other hand, by bringing people and animals together, zoos have the potential to educate the public about conservation issues as well as inspire people to protect animals and their habitats. Some zoos provide a safe environment for animals which have been mistreated in circuses, or pets which have been abandoned. Zoos also carry out important research into subjects like animal behaviour and how to treat illnesses.

One of the most crucial modern functions of zoos is supporting international breeding programmes, particularly for endangered species. In the wild, some of the rarest species have difficulty in finding mates and breeding and they might also be threatened by poachers, loss of their habitat and predators. A proper zoo will enable these species to live and breed in a secure environment. In addition, as numbers of some wild species drop, there is an increased danger of populations becoming too

genetically similar. Breeding programmes provide a safeguard: zoo-bred animals can be released into the wild to increase genetic diversity.

However, opponents of zoos say that the vast majority of captive breeding programmes do not release animals back into the wild. Surplus animals are sold not only to other zoos but also to circuses or hunting ranches in the US or South Africa, where some people are willing to pay a lot of money for the chance to kill an animal in a fenced enclosure. Often, these animals are familiar with humans and have very little chance of escaping.

Thus, do zoos provide a suitable home for animals or not? Perhaps it all depends on how well individual zoos are managed, and the benefits of zoos can surely outweigh their harmful effects. However, it is understandable that many people believe imprisoning animals for any reason is simply wrong.

(Adapted from: <http://learnenglishteens.britishcouncil.org/> )

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

- |  |      |       |
|--|------|-------|
| 1. Opponents of zoos claim that modern zoos can offer animals a living environment that is as good as their natural habitats.  | True | False |
| 2. Dolphins and whales usually live longer in zoos than in the wild.   | True | False |
| 3. Endangered animals kept in zoos are less likely to meet a mate and breed.   | True | False |
| 4. In the wild, animals might face threats related to human activity.  | True | False |
| 5. Zoos can promote genetic diversity through breeding programmes.   | True | False |
| 6. If zoos have more animals than they can look after, they always give them to other zoos or release them back into the wild. | True | False |

**D. Make short notes from Passage 2 under each of the headings below. (5 marks)**

**a. Three negative effects of keeping animals away from their natural habitats (3 x 1 = 3 marks)**

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

**b. Two ways zoos can benefit the public**

**(2 x 1 = 2 marks)**

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

**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'm sure Mary forgot to lock the door.  
Mary \_\_\_\_\_ to lock the door. **(have)**
2. Tina ate breakfast and then she went to work.  
\_\_\_\_\_, Tina went to work. **(having)**
3. Cyprus gained its independence in 1960.  
Not until \_\_\_\_\_ its independence. **(gain)**
4. They believe that Tom is working for the Italian mafia.  
Tom \_\_\_\_\_ working for the Italian mafia. **(believed)**
5. They are getting married in June and they are moving house four months later.  
By the time they move house, they \_\_\_\_\_ four months. **(been)**

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

**Camping Holidays**

Although it has a reputation for being rather basic in terms of home comforts, the modern material used in **(1)** \_\_\_\_\_ manufacture of tents means camping is at least a lot less hard work. Nowadays, tents are so lightweight **(2)** \_\_\_\_\_ you hardly notice you're carrying them. They're easy to put up yet still a cheaper alternative **(3)** \_\_\_\_\_ hotel accommodation.

Talk to an expert first before spending a lot of money **(4)** \_\_\_\_\_ a tent. Different tents suit different needs and there's no point **(5)** \_\_\_\_\_ buying a mountaineering tent unless you're planning to camp in these conditions. Don't **(6)** \_\_\_\_\_ tempted to splash out on all the latest equipment either. Most of the fun of camping lies in the

chance to get back to nature. There's no need to take anything more (7)\_\_\_\_\_ the basics.

Always try to plan your arrival at the site long before it gets dark. You will want to see (8)\_\_\_\_\_ you're doing when you try to erect your tent. Don't forget to ask (9)\_\_\_\_\_ permission if you're not camping on a registered site, and remember to take a supply of food and drink with you in (10)\_\_\_\_\_ the local shops are closed when you arrive. You can then enjoy your first meal under the stars and begin to appreciate the joys of camping.

**C. Use the words in brackets to form words that fit the blanks.**

**(10 x 1 = 10 marks)**



UK companies have received (1)\_\_\_\_\_ (**CRITIC**) from a business forum for what their report refers to as a rather narrow-minded attitude towards the dress code for office workers. This follows a case in which a male employee working in the post room of a large company in the United Kingdom received a (2)\_\_\_\_\_ (**SUSPEND**) for wearing jeans to work. Whilst the report accepts that there is a need for people dealing with (3)\_\_\_\_\_ (**CUSTOM**) to look well dressed, it questions whether employees who work behind the scenes (4)\_\_\_\_\_ (**NECESSARY**) need to dress formally. The authors of the report made a (5)\_\_\_\_\_ (**COMPARE**) between the UK and other European nations where employers seem to be (6)\_\_\_\_\_ (**CONCERN**) about the need for their workers to wear smart clothes in the office. Their (7)\_\_\_\_\_ (**ARGUE**) is based on research that claims workers are more (8)\_\_\_\_\_ (**PRODUCT**) when they have the (9)\_\_\_\_\_ (**FREE**) to dress in a way that they feel most (10)\_\_\_\_\_ (**COMFORT**) in.

**D. Complete the dialogue below between a student and a school advisor using the correct sentence A-E from the box. (5 x 1 = 5 marks)**

- A. Uh...I like to move around, maybe get outside, and kind of be my own boss.
- B. Oh, I see. Hey, do you like to write by any chance?
- C. Hmm...I've never thought of journalism before. I'll check out journalism, then.
- D. You mean, like being a newspaper reporter or magazine writer?
- E. Uh, no, I don't. I've...I've always had a hard time making decisions, especially hard ones.

**Advisor (A):** So, what can I do for you today?

**Student (S):** Well, um, next month is the deadline for choosing a career, and uh...I still don't know what I want to study.

**Advisor (A):** Don't worry. That's common with high school students. Um, have you narrowed down your possibilities? Do you have a list?

**S: 1.** \_\_\_\_\_

**A:** All right. Well, why don't we start with subjects that you're sure you don't want to study?

**S:** OK. Well, I hate science, and I'm not very good at maths, so those are out. Um, I don't think business would be good for me. I don't want to wear a suit and work in an office from 9 to 5.     **2.** \_\_\_\_\_

**A:** Mmm...we're off to a good start. No business, maths, or science. So, let's consider topics you might want to choose to study. Um...of all the subjects you took last year and so far, which ones have you liked?

**S:** Well, I love literature, and my psychology class was also pretty interesting. Philosophy was kind of cool; so was world history. I like so many different things, I can't pick just one of them!

**A: 3.** \_\_\_\_\_

**S:** Yeah! English was one of my favourite classes in high school, and one of my best too! I got all A's, except for one B+ from Ms. Horowitz last year.

**A:** I've got an idea. How about trying journalism?

**S: 4.** \_\_\_\_\_

**A:** Yes. They have to cover many different stories, so they learn a little about a lot of things. You wouldn't be chained to a desk all day, and you'd work largely on your own, gathering material and writing stories.

**S: 5.** \_\_\_\_\_ Thank you, Mr. Grouton.

**A:** You're welcome.

**GOOD LUCK**