

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΠΟΛΙΤΙΣΜΟΥ  
ΔΙΕΥΘΥΝΣΗ ΜΕΣΗΣ ΓΕΝΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ  
ΚΡΑΤΙΚΑ ΙΝΣΤΙΤΟΥΤΑ ΕΠΙΜΟΡΦΩΣΗΣ  
**ΤΕΛΙΚΕΣ ΕΝΙΑΙΕΣ ΓΡΑΠΤΕΣ ΕΞΕΤΑΣΕΙΣ**  
**ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2017-2018**

Μάθημα: **Αγγλικά** Επίπεδο: **Ε6** Διάρκεια: **2.30 ώρες** Ημερομηνία: **17 Μαΐου 2018**

**ΤΟ ΕΞΕΤΑΣΤΙΚΟ ΔΟΚΙΜΙΟ ΑΠΟΤΕΛΕΙΤΑΙ ΑΠΟ ΔΕΚΑ (10) ΣΕΛΙΔΕΣ. ΟΛΕΣ ΟΙ ΑΠΑΝΤΗΣΕΙΣ ΝΑ ΓΡΑΦΟΥΝ ΣΤΟ ΤΕΤΡΑΔΙΟ ΑΠΑΝΤΗΣΕΩΝ. ΠΡΙΝ ΑΠΟ ΚΑΘΕ ΑΠΑΝΤΗΣΗ ΝΑ ΣΗΜΕΙΩΣΕΤΕ ΤΑ ΣΤΟΙΧΕΙΑ ΤΗΣ ΕΡΩΤΗΣΗΣ.**

**PART I: WRITING**

**(35 MARKS)**

**Write an article of 220-250 words on ONE of the following topics:**

1. As society develops, more and more students are no longer limited to their home town to seek knowledge. Instead they have the opportunity to study in a foreign country. ***What are the advantages and disadvantages of studying abroad?***

**Write an article for an international magazine giving your views on this topic. Support your views and give examples.** You can use ideas from the following extracts.

*I feel that studying in a foreign country might make students feel lonely and homesick.*

*One advantage is that students get the opportunity to improve their knowledge and ability in a foreign language. It is easier to learn and practice when you are actually living in another country.*



2. We have asked several people to give us their views on the following topic: ***'Friends on social networking sites cannot be a substitute for real friends'***. Write an article for an online magazine giving your views on the topic. Support your views and give examples. You can use ideas from the following extracts, but you are free to use any ideas of your own.

*I'd rather have online friends than real ones. You can chat anytime, even when you're not allowed to go out.*



*Face-to-face contact cannot be easily replaced by internet chats, comments and posts.*



**PART II: READING COMPREHENSION**



**(35 MARKS)**

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

**PASSAGE 1**

**Book Reviews**

<p><b>A</b></p> <p>Name: <b>Kerry</b></p> <p><b>Book:</b> Sundance by Teresa Wilson</p> 	<p>I really don't know why this book is so popular. I mean, I suppose it is going to appeal to young girls, but I found this book really tedious. For a start, the characters were really unconvincing. The author went out of her way to add lots of details about the characters, but I found these details really pointless. Some of the facts she presented about the main characters were just worthless bits of information. I was also disappointed that, although this book is meant to be about teenagers, the writer seems to have no recollection at all about what it's like to be 17. The main character acted like a 32-year old. It just wasn't believable. I'm not saying Teresa Wilson is a bad writer. She can obviously come up with a story that is appealing to a large number of people, but she lacks anything original. She just uses the same sort of language as you can see in many other mediocre novels.</p>
<p><b>B</b></p> <p>Name: <b>Liz</b></p> <p><b>Book:</b> Wild Ways by Margery Emerson</p> 	<p>I have to say that I won't forget this book for a long time. I was hooked from the very first chapter. The devastating story affected me so much that I don't know if I'll ever feel the same again. I was close to tears on several occasions. I've got images in my brain now that I don't think will ever leave me. It's incredibly well-researched and, although it is fiction, it is based on shocking real-life events. I learned an awful lot about things that went on that I never knew before. Margaret Emerson has a brilliant way with words and I really felt real empathy towards the characters, although I was sometimes irritated by the choices they made. However, the parallel story, the part that is set in the present, is not quite so good. I found myself just flicking through that part so that I could get back to Paris in the 1940s.</p>

<p><b>C</b></p> <p>Name: <b>Imogen</b></p> <p><b>Book:</b> Orchid by Henry Rathbone</p> 	<p>This is a delightful novel full of wonderful imagery which paints a remarkable picture of life in a distant time and a far-away place. If you're looking to learn about Eastern culture in great detail, then this is probably not the book for you, as the writer skims over most of the more complicated aspects of the country's etiquette. The historical aspects are also not covered in much depth. However, I wonder whether this was the writer's intention. By doing this, he symbolises the superficiality of the girl's life. She, like the book, is beautiful and eager to please, but remains too distant from us, the readers, to teach us much. Although I loved the book and read it in one sitting, the ending was a bit of a disappointment. A story which involves so much turmoil, in a place where the future is uncertain, should not have a happy-ever-after fairy-tale ending.</p>
<p><b>D</b></p> <p>Name: <b>Hannah</b></p> <p><b>Book:</b> High Hills by Mary Holland</p> 	<p>I read this book for a literature class. I know it's a classic, and I did try to like it, but I just didn't get into it. I kept persevering, hoping that I'd start to enjoy it, but no such luck. The famous scene out on the Yorkshire moors was definitely the best bit of the book, but even that I found ridiculous when it is clearly supposed to be passionate. As I approached the end of the book, I figured there must be some kind of moral to the story, something that I would learn from the experience of trudging through seven hundred long pages, but there was nothing worthwhile. I don't know why the literary world sees this book as such a masterpiece. The characters are portrayed as being intelligent, but they do such stupid things! And as for it being a <i>love</i> story - marrying someone you don't love and then being abused by them - that doesn't spell love to me.</p>
<p>adapted from <a href="https://www.examenglish.com/FCE/fce_reading3.htm">https://www.examenglish.com/FCE/fce_reading3.htm</a></p>	

A. For questions 1-8 choose from the people A-D.

(8 x 2=16 marks)

Which person read a book which

1. has an attractive but unfriendly heroine 1. \_\_\_\_\_
2. is well-known and was written a long time ago 2. \_\_\_\_\_
3. contained two stories 3. \_\_\_\_\_
4. made the reader cry 4. \_\_\_\_\_
5. contained insignificant details 5. \_\_\_\_\_
6. finished in an unrealistic way 6. \_\_\_\_\_
7. has a well-known scene 7. \_\_\_\_\_
8. contains nothing new in the way of writing 8. \_\_\_\_\_

B. Draw information from the texts above and answer the following questions:

(4 marks)

1. Refer to two elements that make a book boring. (2 x 1 = 2 marks)
2. Refer to two elements that make a book interesting. (2 x 1 = 2 marks)

## PASSAGE 2



## The history of graffiti

The first drawings on walls appeared in caves thousands of years ago. Later the Ancient Romans and Greeks wrote their names and protest poems on buildings. Modern graffiti seems to have **emerged** in Philadelphia in the early 1960s, and by the late sixties it had reached New York. The new art form really **took off** in the 1970s, when people began writing their names, or 'tags', on buildings all over the city. In the mid-seventies, it was sometimes hard to see out of a subway car window, because the trains were completely covered in spray paintings known as 'masterpieces'.

In the early days, the ‘taggers’ were part of street gangs who were concerned with marking their territory. They worked in groups called ‘crews’, and called what they did ‘writing’ - the term ‘graffiti’ was first used by The New York Times and the novelist Norman Mailer. Art galleries in New York began purchasing graffiti in the early seventies. But at the same time that it began to be **regarded as** an art form, John Lindsay, the mayor of New York, declared the first war on graffiti. By the 1980s it became much harder to write on subway trains without being caught, and instead many of the established graffiti artists began using roofs of buildings or canvases.

The debate over whether graffiti is art or vandalism is still going on. Peter Vallone, a New York city councillor, thinks that graffiti done with permission can be art, but if it is on someone else’s property, it becomes a crime. ‘I have a message for the graffiti vandals out there,’ he said recently. ‘Your freedom of expression ends where my property begins.’ On the other hand, Felix, a member of the Berlin-based group Reclaim Your City, points out that artists are reclaiming cities for the public from advertisers, and that graffiti represents freedom and makes cities **vibrant**.

For decades, graffiti has been a **springboard** to international fame for a few. Jean-Michel Basquiat began spraying on the street in the 1970s before becoming a respected artist in the ‘80s. The Frenchman Blek le Rat and the British artist Banksy have achieved international fame by producing complex works with stencils, often making political or humorous points. Works by Banksy have been sold for over £100,000. Graffiti is now sometimes big business.

adapted from: <https://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/history-graffiti>

**C. Choose the best alternative a, b, c or d according to Passage 2.**

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

**1. Why was the seventies an important decade in the history of graffiti?**

- a. That was when modern graffiti first appeared.
- b. That was when modern graffiti first became really popular.
- c. That was when modern graffiti first reached New York.
- d. That was when modern graffiti first appeared in Philadelphia.

**2. What was the main motivation for the first taggers?**

- a. Showing which streets belonged to which gangs.
- b. Creating a strong visual identity for their 'crew'.
- c. Sending coded messages to other gangs.
- d. Using the term 'graffiti'.

**3. Who coined the word 'graffiti'?**

- a. New York gangs who had a lot of Italian immigrant members.
- b. A newspaper and an author.
- c. The mayor of New York in the late seventies.
- d. Art Galleries in New York.

**4. What does the Berlin-based group Reclaim Your City say about graffiti?**

- a. Involving young people in graffiti stops them getting involved with serious crime.
- b. Graffiti actually increases the value of property by making the area more attractive.
- c. Graffiti is a crime if the artist does not have permission.
- d. Graffiti actually helps the public own the streets and take control away from advertisers.

**5. What is the author's final point?**

- a. Graffiti has become mainstream and artists can make a lot of money from selling it.
- b. Graffiti is not a good way to become a respected artist.
- c. Some of the most popular graffiti artists end up being exploited by the art world.
- d. Most graffiti artists are only interested in achieving international fame.

**D. Match the underlined words or phrases from the text with their meanings.**

There are two extra definitions that you do NOT need to use.

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

A	B
1. emerged	a. full of life and excitement
2. took off	b. considered
3. regarded as	c. something that helps to start an activity or process.
4. vibrant	d. disappeared
5. springboard	e. became popular and successful
	f. appeared
	g. escaped

**PART III: USE OF ENGLISH**

**(30 MARKS)**

**A. Fill in the gaps with only ONE suitable word.**

**(10x1=10 marks)**

**Too Good to be True**

Some say you can do it in seven days, others promise success in 24 hours, or you may prefer to take **(1)**\_\_\_\_\_ time and do it in 5 weeks. What are we talking about? Believe it **(2)**\_\_\_\_\_ not, these periods of time refer to language learning courses that promise excellent results in less time than it takes **(3)**\_\_\_\_\_ say 'Bonjour'! However, the advertisements of these companies are not necessarily the best guide and if you don't know what to look **(4)**\_\_\_\_\_ in a good course you could be left with little more **(5)**\_\_\_\_\_ a large bill.

A complaint was recently made to a consumer rights group against WhizzLearn Systems, a language school chain, and the company has **(6)**\_\_\_\_\_ forced to remove its claim that its technique is ten times better than any **(7)**\_\_\_\_\_ method. The Managing Director of WhizzLearn Systems said: "Although we still believe our

claim is true, we are willing **(8)**\_\_\_\_\_ change our advert. But the fact remains, if you spend 3 hours per day for 5 weeks **(9)**\_\_\_\_\_ our language course, you will soon be speaking the language. What we should **(10)**\_\_\_\_\_ done was to make it clearer in the advert.”

<https://www.flo-joe.co.uk/fce/students/tests/oclt2.htm>

**B. 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.**

**(5x1=5 marks)**

1. I regret not asking for his phone number. **only**  
If \_\_\_\_\_ for his phone number.
  
2. Jacob is too irresponsible to manage a team. **enough**  
Jacob \_\_\_\_\_ to manage a team.
  
3. 'I didn't take your laptop!' Rob said to me. **denied**  
Rob \_\_\_\_\_ my laptop.
  
4. They say that Paul is in trouble. **be**  
Paul \_\_\_\_\_ in trouble.
  
5. Surely Sally didn't leave her laptop in the bath. **can't**  
Sally \_\_\_\_\_ laptop in the bath.



**C. Fill in the gaps with words from the box. There are two extra words.  
(5x1=5 marks)**

hazardous   immense   traditional   urban   tremors   heatwaves   thought

### **Earthquakes in the UK?**

Most people do not associate the United Kingdom with earthquakes. We tend to think of places like Japan and South America, but the threat of earthquakes in the UK is very real, with 200 to 300 small **(1)** \_\_\_\_\_ a year. Buildings have to be specially strengthened if they are in known danger zones or if they are going to be used for storing **(2)** \_\_\_\_\_ materials.

Extreme weather conditions frequently hit the UK and have been far more deadly. In the worst example, winds which reached speeds of 190 kilometres per hour at the height of the Great Storm of 1703 led to massive destruction. As many as 15, 000 people are **(3)** \_\_\_\_\_ to have died, and many ships and houses were damaged. By contrast, the more recent Great Storm of 1987 was responsible for eighteen deaths but caused **(4)** \_\_\_\_\_ damage, leading to power cuts and bringing down 15, 000, 000 trees in both **(5)** \_\_\_\_\_ and rural areas.

**D. Read the text and complete the blanks with the correct form of the words in bold.  
(10 x 1= 10 marks)**

### **Music and Maths**

When I was a **(1)**\_\_\_\_\_ **(TEEN)**, I used to play the flute in my high school orchestra. **(2)**\_\_\_\_\_ **(FORTUNATELY)**, in much of the music that we played, the sound of the flute was needed only **(3)**\_\_\_\_\_ **(OCCASION)**. Therefore, I

spent a lot of my time during the performances **(4)**\_\_\_\_\_ **(COUNT)** the beats which the conductor indicated with each movement of his baton.

Those minutes spent reciting 'one, two, three, four' under my breath while the rest of the orchestra played seemed **(5)**\_\_\_\_\_ **(END)** to me. But they planted in my young brain the idea that there must be a **(6)**\_\_\_\_\_ **(CONNECT)** between music and numbers and I decided to do a bit of research in the school library.

I soon learnt that the history is full of references to this idea, which had been a source of **(7)**\_\_\_\_\_ **(FASCINATE)** for thinkers ever since the time of Pythagoras. Indeed, an early book on music by the Ancient Roman philosopher Boethius is **(8)**\_\_\_\_\_ **(LARGE)** filled with diagrams and explanations about the **(9)**\_\_\_\_\_ **(RELATION)** between music and mathematics. For me, out of the **(10)**\_\_\_\_\_ **(BORE)** of orchestra practice, a new passion was born.

GOOD LUCK!