

**ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΑΘΛΗΤΙΣΜΟΥ ΚΑΙ ΝΕΟΛΑΙΑΣ
ΔΙΕΥΘΥΝΣΗ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
ΥΠΗΡΕΣΙΑ ΕΞΕΤΑΣΕΩΝ**

ΠΑΓΚΥΠΡΙΕΣ ΕΞΕΤΑΣΕΙΣ ΠΡΟΣΒΑΣΗΣ 2026

ΜΑΘΗΜΑ: ΑΓΓΛΙΚΑ (6)

ΗΜΕΡΟΜΗΝΙΑ: ΠΑΡΑΣΚΕΥΗ, 12 ΙΟΥΝΙΟΥ 2026

ΩΡΑ: 8:00 – 11:15

ΛΥΣΕΙΣ

TASK 5**(10 marks)**

Read the article and answer the questions that follow.

Relic from Last Century

During excavation for the construction of the Research Centre MIT.nano on November 16, 2015, the Department of Facilities of the Massachusetts Institute of Technology (MIT) unearthed an unexpected relic: a time capsule buried on June 5, 1957, to commemorate the opening of the Karl Taylor Compton Laboratories.

While the object initially appeared to be part of the existing infrastructure, upon further inspection, staff members confirmed that it was, in fact, a time capsule containing historical artifacts. The discovery of the time capsule came as a surprise, offering an interesting look at MIT's past, according to Deborah Douglas, director of collections for the MIT Museum. "MIT likes to be rational and future-oriented, but this is a remarkably sentimental activity and a moment of nostalgia," Douglas says.

The burial

President James R. Killian Jr. and professor of electrical engineering Harold "Doc" Edgerton buried the container five days before the dedication of Compton Laboratories. Douglas explains that at MIT the burial of the capsule was a moment of great optimism and hope.

"Remember that this was just four months prior to the launch of Sputnik, the world's first artificial Earth satellite, and the start of the 'Space Race' with the Soviet Union. MIT researchers were focused on developing the technologies of the future, and they were excited about the completion of the Compton Laboratories," Douglas notes. "The new building was to serve as the home of the Research Laboratory of Electronics (RLE), the Laboratory for Nuclear Science, and the Computation Center. Students and researchers would be able to come to the building with their punch cards to run their studies."

The time capsule

The time capsule was a specially designed glass cylinder. "It's part ship in a bottle, part letter to the future," Douglas says. The contents of the time capsule were sealed into their glass tomb with blowtorches. What makes the 1957 time capsule intriguing are the instructions for when it should be opened. Most time capsules contain directions specifying that the container be opened in 50 or 75 years, so that a living witness could be present when it is unearthed and reopened. The 1957 capsule is "very unusual in the sense that it proposes an opening date of 1,000 years from its burial," Douglas says.

To ensure that the capsule's contents were protected from decomposition which might be caused by extreme moisture or fluctuating temperatures, the cylinder was filled with argon gas before it was sealed.

The discovery

In a letter placed inside the time capsule, Killian wrote that the discovery of the capsule would educate about the state of science and technology and enlighten about the state of the MIT in 1957 through the documents and mementos it contains. Materials inside the capsule include a copy of "A Scientist Speaks," by Karl T. Compton, new coins from the First National Bank of Boston and a keepsake mug for the Class of 1957. The cylinder also contained a cryotron, "the tiny unit invented at MIT this year which will replace complex tubes and expensive transistors in electronic computers of the future."

The discovery of the 1957 capsule symbolises MIT's longstanding commitment to documenting the past and its dedication to creating a better future. "Normally, our conversation with the future is through the things we invent or the discoveries we make," Douglas says. "We don't very often write actual letters, seal up boxes of memories, or create a hope chest for the future. But for all the excitement and sentimentality of the time capsule, MIT does care passionately about the future, making this a strong reminder of a quality the Institute is best known for."

Adapted from: <https://news.mit.edu/2015/mitnano-time-capsule-1118>

1. Which event did the burial of the 1957 time capsule honour?
.....(1)
2. Name the historical event that happened after the burial of the 1957 time capsule.
.....(1)
3. Why is it unusual that the 1957 time capsule will be opened 1,000 rather than 50 or 75 years from its burial?
.....(1)
4. Which two environmental factors may cause the items inside the time capsule to decay?
.....
.....(2)
5. What are MIT's two long-term goals?
.....
.....(2)

6. Describe the discovery of the 1957 time capsule using three different adjectives. Support each adjective with a short phrase from the passage.

.....

(3)

1.	The opening of the Karl Taylor Compton Laboratories.	1 mark
2.	The launch of Sputnik	1 mark
3.	Because no living witness could/would/will be present when it is unearthed and reopened. / Most time capsules contain directions specifying that the container be opened in 50 or 75 years, so that a living witness could be present when it is unearthed and reopened.	1 mark
4.	<ul style="list-style-type: none"> • Extreme moisture • Fluctuating temperatures 	2 marks
5.	<ul style="list-style-type: none"> • To document the past / Documenting the past • To create a better future / Creating a better future • Commitment to documenting the past and dedication to creating a better future. 	2 marks
6.	<p>Any three of the following:</p> <ul style="list-style-type: none"> • Unexpected: “an unexpected relic” • Historic/historical: “a time capsule containing historical artifacts” • Surprising/astonishing: “the discovery of the time capsule came as a surprise” / “an unexpected relic” • Emotional/sentimental: “a remarkably sentimental activity” / “sentimentality of the time capsule” • Hopeful: “a hope chest for the future” • Exciting: “a moment of excitement” / “all the excitement” • Remarkable: “a remarkably sentimental activity” • Informing/informative: “offering an interesting look at MIT’s past” / “the discovery of the capsule would educate about the state of science and technology” • Interesting/fascinating: “offering an interesting look at MIT’s past” • Educational: “the discovery of the capsule would educate about the state of science and technology” 	3 marks

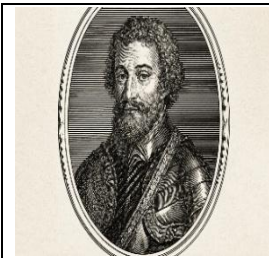
<ul style="list-style-type: none"> • Enlightening: “enlighten about the state of the MIT in 1957” • Intriguing: “What makes the 1957 time capsule intriguing ...” • Symbolic/symbolical: “symbolises MIT’s longstanding commitment...” • Future-oriented/ forward-looking: “conversation with the future is through the things we invent or the discoveries we make” <p>Accept any other appropriate adjective with relevant supporting evidence from the article.</p>	
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TASK 6

(10x0.5=5 marks)

Read the analysis of each of Shakespeare’s four great tragedies: Macbeth, Hamlet, Othello and Romeo and Juliet (A-D). Then answer the questions that follow. There are TWO extra questions which you do not need to use.

A. Macbeth



Macbeth's fatal flaw is his ambition. He is initially portrayed as a brave and loyal soldier of the Scottish army. However, his ambition awakens when he hears the witches’ prophecies predicting that he will become king. He murders King Duncan and takes the Scottish throne for himself. A chain of bloody events follows in an attempt to eliminate what he sees as threats to his rule while growing increasingly paranoid about losing the throne. *Macbeth* shows how hunger for power surpasses moral boundaries. Macbeth's ambition blinds him to the moral consequences of his actions and ultimately leads to his downfall. His unchecked ambition highlights humanity's constant pursuit of power and recognition. Ambition can drive individuals to achieve great things, but, when it becomes all-consuming, it can lead to the abandonment of moral principles.

B. Hamlet



Hamlet is a tragedy about Prince Hamlet of Denmark who discovers that his uncle Claudius had murdered his father, the king, when the ghost of his father appears to him and charges him with the overwhelming task of avenging his murder. Claudius had murdered Hamlet’s father and married his mother. Hamlet vows revenge. Hamlet's fatal flaw, however, is his indecisiveness and inability to take swift action. The protagonist is torn between his duty to avenge his father's death and existential questions, such as the famous "To be, or not to be." Hamlet constantly procrastinates, and his indecision allows others, particularly Claudius, to manipulate him. Hamlet's hesitation mirrors the human tendency to struggle with difficult decisions and the fear of making wrong choices. Procrastination and indecisiveness are common experiences, as people often face dilemmas and are burdened with the weight of responsibility.

C. Othello



Othello is a brave and honourable general in the Venetian army who secretly marries Desdemona. Despite being a respected military leader, Othello is insecure about himself. His insecurities about his skin colour, race and status make him vulnerable to Iago's schemes. Iago preys on Othello's insecurities, planting seeds of doubt about Desdemona's faithfulness. Pretending to be a loyal friend, Iago orchestrates a calculated plot to ruin Othello's marriage. Othello's inability to trust Desdemona, intensified by Iago's psychological manipulation, fuels an irrational, consuming jealousy. He murders Desdemona and then kills himself. Othello's downfall demonstrates how jealousy can cloud judgment, and ultimately lead to the destruction of love, trust and life. In *Othello*, love is depicted as both passionate and destructive. The relationship between Othello and Desdemona begins as a deep and genuine love based on mutual respect and admiration, but it is ultimately destroyed by jealousy, deception, and insecurity.

D. Romeo and Juliet



Romeo and Juliet is a tragedy about two young lovers from rival families in Verona, Italy. Romeo Montague and Juliet Capulet fall deeply in love and secretly marry, hoping to overcome the hatred between their families. However, a series of misunderstandings and tragic events leads to the deaths of both lovers. In the play, love is a powerful force that transcends societal boundaries. Romeo and Juliet are determined to oppose their families, societal norms and even fate itself in order to be together. Their love is characterised by its youthfulness, idealism and impulsiveness which ultimately lead to their tragic death. Shakespeare explores the themes of love at first sight, the intensity of young love and the consequences of rash decisions made in the name of passion. The play also examines the destructive nature of feuding families and how their hatred ultimately destroys the love between Romeo and Juliet.

Adapted from: www.jetir.org/papers/JETIR2405H17.pdf

Which Shakespeare's play is about ...?		
1.	a prophecy that is fulfilled	A
2.	lack of self-acceptance leading to victimisation	C
3.	an evil act revealed by a spirit	B
4.	greed for authority overpowering ethical limitations	A
5.	peace in the heart and the mind	X
6.	a tragic event driven by envy	C
7.	an act aspiring to bring peace between warring houses	D
8.	women's fight for independence and leadership	X
9.	being trapped between moral obligation and philosophical inquiries	B
10.	hasty decisions for the sake of love	D

TASK 7

(5x2=10 marks)

Read the article about art crime and answer the questions that follow. For each question, choose the correct answer A, B, C or D.

You've Just Stolen a Priceless Artifact. What Happens Next?

The high-profile heist at the Louvre in Paris on October 19, 2025, played out like a scene from a Hollywood movie: a gang of thieves steal a selection of dazzling royal jewels on display at one of the world's most famous museums. But with the authorities hot in pursuit, the robbers had more work to do: how could they capitalize on their loot?

Most stolen works are never found. In art crime courses, it is often pointed out that the recovery rate is below 10%. This is particularly disturbing when you consider that between 50,000 and 100,000 artworks are stolen each year globally. The actual number may be higher due to underreporting. That said, it's quite difficult to actually make money off stolen works of art. Yet, the types of objects stolen from the Louvre – eight pieces of priceless jewelry – could give these thieves an upper hand.

A narrow market of buyers

Stolen paintings can't be sold on the art market because thieves can't convey what's known as a "good title," the ownership rights that belong to a legal owner. Furthermore, no reputable auction house or dealer would sell stolen art, nor would responsible collectors purchase stolen property. Nevertheless, stolen works sometimes unknowingly end up in the hands of collectors.

In the 1960s, in New York City, an employee of the Guggenheim Museum stole a Marc Chagall painting from storage. But the crime wasn't even discovered until a stock inventory was taken years later. Unable to locate the work, the museum simply removed it from its records. In the meantime, collectors Jules and Rachel Lubell bought the piece for US\$17,000 from a gallery. When the couple requested that an auction house review the work for an estimate, a former Guggenheim employee recognised it as the missing painting. The Guggenheim Museum demanded that the painting be returned, and a controversial court battle followed. In the end, the parties settled the case, and the painting was returned to the museum after an unrevealed sum was paid to the collectors.

A heist's sensational fascination

The Louvre theft didn't involve paintings, though. The thieves came away with royal jewels, including a sapphire crown, a necklace and a single earring from a matching set linked to 19th-century French queens Marie-Amélie and Hortense

Art theft is usually a crime of opportunity, and it tends to take place not in the heavily guarded halls of cultural institutions but in storage units. Most large museums and cultural institutions do not display all the objects within their care. Instead, they sit in storage.

The 7-minute heist at the Louvre on October 19, 2025, captured global attention. To me, the biggest mistake the thieves made wasn't abandoning the crown they dropped, essentially leaving clues for the authorities. Rather, it was the brazen and shameless nature of the heist itself that captured the world's attention, all but ensuring that French detectives and international law enforcement will be on the lookout for new pieces of gold and gems being offered up for sale in the years to come.

Adapted from: <https://theconversation.com/youve-just-stolen-a-priceless-artifact-what-happens-next-267947>

1. With the authorities hot in pursuit, the problem was how the thieves could ____ their stolen goods.

- A. barter
- B. **profit from**
- C. hide away
- D. exchange

2. What the writer finds particularly concerning is that the rate of ____.

- A. art theft is really low
- B. recovery of stolen artifacts is strikingly high
- C. **reclamation of stolen artwork is remarkably low**
- D. looted art reporting is globally high

3. The theft of the Marc Chagall painting was not discovered immediately because ____.

- A. **an inventory check had not been carried out for years**
- B. the storage units had not been opened for years
- C. the painting had been removed from the records
- D. the painting was well hidden in the building

4. The Marc Chagall painting was returned to the Guggenheim Museum when ____.

- A. a Guggenheim employee recognised it
- B. the thieves were taken to court
- C. an amount of money was given to the auction house
- D. **an amount of money was given to the collectors**

5. The writer suggests that the biggest mistake made by the thieves was that ____.

- A. they left clues behind by abandoning the crown
- B. **they attracted public interest with their outrageous act**
- C. they offered new pieces of gold and gems for sale
- D. they were recognised by the French detectives and police

TASK 8

(15 marks)

Read the following article about the importance of colours in the natural world.

Write a summary about the different ways colours are used by animals.

Your summary should be about 100 words long (and no more than 120 words long).

You should use your own words as far as possible.

Why are Animals so Colourful?

Neon green, ultraviolet, rainbows – the variety of colours animals can make seems endless. From the blue, yellow and red mandrill monkey to the tie-dyed panther chameleon, nature hosts a parade of vibrant and gorgeous animals. But why do animals display such a broad palette of colours, and how do they do it?



The mandrill monkey has a bright blue snout thanks to carefully arranged collagen fibres, while chameleons have shifting rainbow skin because of nanocrystals. Many animals hold clues that could help explain why colourful displays evolved. Research published in 2022 showed that brightly coloured terrestrial vertebrates such as mammals, birds and reptiles can generally be divided into two groups: nocturnal animals and daytime animals.

In the case of nocturnal animals, colour can communicate to predators that they are poisonous and would not be a good dinner choice – a phenomenon called aposematism. The word comes from the Greek “apo” meaning “away” and “sema” meaning “sign” or “signal,” so it literally means “a signal to stay away.” This is connected to the animals’ nocturnal lifestyle, as bright colours help to frighten opportunistic predators away while these animals are sleeping during the day, which makes them more vulnerable.

Meanwhile, the study found that daytime animals, particularly birds, typically use colour as a way to attract mates. “It is likely that mating signals evolve in species that can see those colours,” said John J. Wiens, professor of ecology and evolutionary biology at the University of Arizona. This importance of colour in mating rituals may explain why so many bird species display breathtaking combinations of shades and colours. For example, the Wilson’s bird of paradise boasts reds, blues and yellows brilliant enough to remain and catch the attention of the female.

Other species use colour for the opposite purpose: camouflage. Patterns such as the stripes of zebras or the spots of leopards create disruptive colouration, which breaks up the outline of the body and helps animals hide and become harder to track. Many other animals utilise colours to blend into their environments, aiding in survival by evading predators and ambushing prey. Chameleons, for example, can completely change colour to match their surroundings and make it impossible for predators or hunters to find them. Others rely on countershading, another form of camouflage in which the body is darker on top and lighter underneath. This reduces the appearance of shadows, making their bodies appear flatter and less visible to predators.

Colour also plays an important role in recognition and identification. Specific patterns and markings can help animals recognise members of their own species and avoid mating with the wrong one. “One thing that colour is used for is to distinguish one species from another,” said Vinodkumar Saranathan, an evolutionary biologist at Yale-NUS College in Singapore. “Because if you’re male or female and you mate with the wrong species, that is a lost opportunity.” This may explain why there is such an explosion of colour in insects, which include more than one million species.

In mandrill monkey groups, bright colours are a sign of dominance and high social status. The stronger or more dominant males usually have more intense colours. The bright colours act like a visual message saying: “I’m powerful and healthy.” This can help avoid fights because other males can recognise dominance quickly.

Colour can even help animals regulate temperature. Darker colours absorb more heat, while lighter colours reflect it. Some cold-blooded animals darken their skin during cooler parts of the day to warm up more quickly. This is an important survival mechanism as it helps animals control their body temperature efficiently.

The animal kingdom provides boundless inspiration. “Everything that we think of that we can engineer, nature has already been there, done that, millions of years ago,” Saranathan said, a reminder that nature has long mastered the science of colour.

Adapted from: <https://www.livescience.com/animals/why-are-animals-so-colorful>

Animals use colours:

- to communicate to predators that they are poisonous and would not be a good dinner choice
- as a way to attract mates
- for camouflage
- for recognition and identification
- as a sign of dominance and high social status
- help to regulate their temperature

https://archeia.moec.gov.cy/sm/976/summary_assessment_criteria.pdf

TASK 9**(15 marks)**

You have recently given a successful class presentation about a common teenage problem. Write an email to an English-speaking friend telling them about it.

In your email, you should:

- describe the teenage problem you presented.
- refer to the solutions you suggested.
- describe what made your presentation successful.

Your email should be between 150-200 words long.

https://archeia.moec.gov.cy/sm/976/writing_assessment_criteria_class_c.pdf

TASK 10**(15 marks)**

Your school magazine is inviting students to write essays in English on the following topic:

“Home is my journey towards personal growth.”

Write an essay to explore this idea, giving reasons to support your viewpoints.

Here are two comments from students in your school which you may use, but you are free to use any ideas of your own.

The people I interact with, the places I visit, the lessons I learn and the freedom I earn make my home.

Negative behaviours and experiences are inevitable, but whatever contributes to personal development is home.

Your essay should be between 200-250 words long.

https://archeia.moec.gov.cy/sm/976/writing_assessment_criteria_class_c.pdf

ΤΕΛΟΣ ΠΡΟΤΕΙΝΟΜΕΝΩΝ ΛΥΣΕΩΝ