

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΠΟΛΙΤΙΣΜΟΥ
ΔΙΕΥΘΥΝΣΗ ΜΕΣΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
ΚΡΑΤΙΚΑ ΙΝΣΤΙΤΟΥΤΑ ΕΠΙΜΟΡΦΩΣΗΣ

ΤΕΛΙΚΕΣ ΕΝΙΑΙΕΣ ΓΡΑΠΤΕΣ ΕΞΕΤΑΣΕΙΣ
ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ:2021-2022

Μάθημα: Αγγλικά

Επίπεδο: Ε3

Διάρκεια: 2 ώρες

Ημερομηνία: 02.06.2022

Υπογραφή Καθηγητή: _____

Βαθμός ολογράφως : _____

Βαθμός αριθμητικά: _____

ΟΝΟΜΑΤΕΠΩΝΥΜΟ ΜΑΘΗΤΗ/ΤΡΙΑΣ: _____

ΤΟ ΕΞΕΤΑΣΤΙΚΟ ΔΟΚΙΜΙΟ ΑΠΟΤΕΛΕΙΤΕ ΑΠΟ (8) ΣΕΛΙΔΕΣ

Part I: Composition

(30 marks)

1. Write **an email** to a friend, telling him/her about a new shopping mall near your house.
(80-100 words)

(15 marks)



2. Write **an article** about environmental pollution and what we can do to stop this huge problem. (80 – 100 words) **(15 marks)**



Part II: Reading Comprehension **(30 marks)**

Read the 3 passages and then do ALL the exercises that follow.

Passage 1



Learning to love a vegetable

We have a strange relationship with food if you think about it. We often love the foods that are bad for us, and we hate the ones that are good for us. Why don't we like all foods the same?

We love junk food because it is full of either sugar or fat or both. Sugar and fat aren't good for us, but they have a lot of flavour, so when we taste them, we usually like the food that contains them straight away. One study gives an example of how we can learn the flavours of healthy foods when we add some sugar and fat to them first.

To explain this, let's take Mikey, who is 8 years old. Mikey didn't like carrots, at all. He tried, cold and uncooked carrots once, and he told his mum, that he hated them. One day, his mum decided to cook some carrots with a little sugar and butter. She asked him to try a cooked piece of carrot. She was surprised to see that he liked it a lot. Cooked carrots were so delicious and Mickey began to eat them more often, and soon he liked them as much as he liked pizza and burgers. He even started to like the taste of uncooked carrots.

The study says that we like some flavours straight away, like sugar and butter, but we can learn to like other flavours when we taste them again and again. So, with the example of the cooked carrots, the flavours of sugar and butter were there, which Mikey liked. After he ate cooked carrots several times, he began to like the natural flavour of carrots, even uncooked with nothing added at all.

It seems like a lot of trouble to go through, just to get someone to like the taste of carrots. Why is it so important? Vegetables are full of vitamins, which help us fight infections, such as cold or the flu. They also make our bodies stronger, so we're less likely to break an arm or leg if we fall. But when we cook them, they lose some of those vitamins. So, it's better to eat some uncooked vegetables every day, and it certainly helps if we like their taste!

(Adapted from Sterling English, Upgrade your English A2, progress test 3)

A. Choose the best answer according to passage 1. (5x2=10 marks)

1. What does the writer NOT understand about our relationship with food?

- A. that we hate unhealthy foods because they are bad for us.
- B. that we don't love all foods no matter what they are.
- C. that we only like healthy foods because they are healthy.

2. What happens when we eat foods with sugar and fat?

- A. We always like them straight away.
- B. We often enjoy those foods immediately.
- C. We want to eat something healthy later on.

3. Why did Mikey like the cooked carrots?

- A. He always eats his mum's cooking.
- B. They didn't look like carrots anymore.
- C. Cooked carrots tasted better.

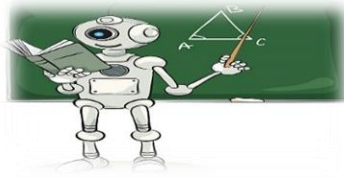
4. How did Mikey start to like the natural favour of carrots?

- A. He started eating them uncooked.
- B. He started having them with burgers and pizza.
- C. He ate them cooked many times first.

5. What's the difference between cooked and uncooked vegetables?

- A. Uncooked vegetables are better for us.
- B. Cooked vegetables have more vitamins.
- C. Cooked vegetables are easier to eat.

Passage 2



Robot teachers

If you think of the jobs robots could never do, you would probably put doctors and teachers at the top of the list. It's easy to imagine robot cleaners and factory workers, but some jobs need human connection and creativity. But are we underestimating what robots can do? In some cases, they can perform better than doctors at diagnosing illness. Also, some patients might feel more comfortable sharing personal information with a machine than with a person. Could there be a place for robots in education too?

British education expert Anthony Seldon thinks so. Seldon even has a date for the robot takeover of the classroom: 2027. He predicts robots will do the main job of transferring information and teachers will be like assistants. Intelligent robots can read students' faces, movements, and even brain signals. Then can also offer the information to each student according to the student's level.

One thing is certain, though. A robot teacher is better than no teacher at all. In some parts of the world, there aren't enough teachers and about 15 percent of children under the age of 14 don't go to school. That problem could be partly solved by robots because they can teach anywhere and won't get stressed, or tired, or move somewhere for an easier, higher-paid job.

For some people though, it's not a popular opinion and it's unlikely that robots will ever be able to take care of children, understand how students feel, or be able to really connect with humans like another human can.

Perhaps the question is not 'Will robots replace teachers?' but 'how can robots help teachers?' Perhaps, they can use software to organize and answer emails, arrange meetings, and update calendars. Teachers waste a lot of time doing non-teaching work, including more than 11 hours a week marking homework. If the time teachers spend marking homework and writing reports, could be reduced, teachers would have more time and energy for the parts of the job humans do best.

(Adapted from: <https://learnenglish.britishcouncil.org/skills/reading/intermediate-b1/robot-teachers>)

B. Complete the table below with the information in passage 2.

(10x1=10 marks)

Jobs	teachers	(1)	(2)	(3)
What Robots can do	perform better than doctors	(4)	(5)	(6)
What Robots cannot do	(7)	(8)	Move somewhere for an easier, higher-paid job.	
How Robot can help teachers	(9)	(10)		

Passage 3

A visit to a castle



John's class at school are studying castles in history. So, last week their history teacher, Mrs. Samantha, took them to visit an old castle on a hill next to the sea. They went by bus and stopped at the bottom of the hill.

Mrs. Samantha pointed to the castle at the top of the hill and said, 'There is no road up there, so we have to walk.'

The children were tired and thirsty when they arrived at the castle. But Mrs. Samantha had fresh orange and apple juice for them. The visit was very interesting because Mrs. Samantha showed them all the different parts of the castle and explained its history.

On the way down the hill, John's friend said, 'Let's have a race.' So John and his friends started to run.

'Stop running!' shouted Mrs. Samantha. But the boys ran faster and faster and then John fell and hurt his leg. It wasn't broken, but it hurt a lot and he couldn't walk very well.

Fortunately, Mrs. Samantha saw a farmer on his horse. She went close to him and asked for his help and the farmer let John ride his black and white horse down the hill to the bus stop.

John felt really sorry he hadn't listened to his teacher, but he was very happy about the experience. All the children said it was a great visit and asked their teacher to take them on another visit soon!

C. Put a (✓) in the correct box to say whether the following statements are TRUE or FALSE according to passage 3. (5x2=10 marks)

		TRUE	FALSE
1	The castle that they visited was near the river.		
2	Mrs Samantha gave everyone orange and mango juice when they arrived at the castle.		
3	The children visited at the different parts of the castle.		
4	John hurt his leg because he fell over while he was running down the hill.		
5	John went back to the bus stop on a farmer's motorbike.		

A. Read the following article and choose the correct alternatives from the box.

(6x0.5=3 marks)

Dear Diary,

I have travelled to many countries but France is my favourite. It's a magical place. I arrived here, in Paris yesterday, with some of my friends and we are having (1) _____ wonderful time. We have already visited the Eiffel Tower and the famous Louvre Museum. I (2) _____ a nice bag with a picture of Mona Lisa for my mum and a cool T-shirt with Disney heroes from the Disneyland for my little brother.

Tomorrow we're taking a boat and we're traveling down (3) _____ river Seine. I can't wait! I hope all my friends are well enough to come, too. Some of them ate two boxes of chocolates and a huge ice cream yesterday and they had to spend half of the day (4) _____ bed with a stomach-ache!

France is beautiful and (5) _____ French are very polite and elegant! I am pretty amazed by the way they dress. It's a pity I cannot speak French.

Anyway, I have to go now, my friends (6) _____ for me!

Love,

Tiffany

1	A. a	B. the	C. -
2	A. buy	B. bought	C. was buying
3	A. -	B. the	C. a
4	A. on	B. at	C. in
5	A. the	B. them	C. they
6	A. wait	B. are waiting	C. were waiting

B. Underline the correct form of the verbs in the following dialogue.

(7x1=7 marks)

Booking a flight to Rome

An old customer is ringing a travel agent to book a flight.

- Good morning. This is the 'Dreams Travel'. How can I help you?
- Hello, this is Mark Mercury from GKC. We **(1) have / are having** an account with you.
- That's right.
- I **(2) would / could** like to book a flight to Rome on 7 July. **(3) Do you think / Are you thinking** there are any seats left?
- I'm not sure. Just a moment please, I **(4) will check / will be checking** the availability for you. Ok. There's availability on the 7th on an early morning flight with British Airways.
- How early?
- It **(5) leaves / leave** at 6.30 and **(6) is arriving / arrives** at 9.00. Would that suit you?
- Yes, that would be fine. Could you charge it to our account?
- Certainly. I'll just give you the booking reference number. It's BA8152511R
- BA8152511R. Ok, thanks very much. Goodbye.
- Goodbye and **(7) have / had** a nice trip.

(Adapted from: https://www.esprintables.com/vocabulary_worksheets/communication_booking_a_flight_205350/)

C. Complete each of the following sentences, using the words given in brackets, in such a way that it means the same as the sentence before it. (5x2=10 marks)

1. If I were you, I'd study harder for my exams. (should)

You _____ for your exams.

2. They haven't had a party since 2020. (had)

The last time _____ was in 2020.

3. "I can't find my dog." The boy complained. (couldn't)

The boy complained that _____ dog.

4. I will be very sad if you don't invite me to your party. (unless)

I will be very sad _____ to your house.

5. This is the most beautiful country I've ever visited. (never)

I _____ such a beautiful country.

D. Choose the correct adjective. (7x1=7 marks)

Last summer, my family and I went to a (1) **beautiful / exciting** hotel in Protaras. I was (2) **excited / sad** because it was so new and modern. The decoration was amazing with (3) **lively / tiring** colours and I was pretty sure that we were going to have a (4) **great / horrible** time there. We spent our days at the hotel playing, swimming, relaxing, exercising and exploring the place. The garden was enormous and full of colourful flowers and tall exotic palm trees. The swimming pool was (5) **huge / dirty** and we were so excited about it because we could play so many games in it. In the evening we preferred to eat out at the (6) **busy / confusing** restaurants by the sea. We walked a lot and bought souvenirs from the (7) **local / boring** street shops. I definitely want to go there again this summer!

E. Match the questions with the answers. (7x1=7 marks)

- 1. 'Why are you laughing?'
- 2. 'Is John at home?'
- 3. 'Have you finished your homework?'
- 4. 'Can I borrow your history book?'
- 5. 'Where did you stay in Paris?'
- 6. 'What's wrong?'
- 7. 'Can you give me a hand with this?'

- a. 'Oh, I didn't, it was just a day trip.'
- b. 'Not yet, but I'm going to.'
- c. 'It's funny.'
- d. 'I don't feel well.'
- e. 'Sure, here you are.'
- f. 'Of course, just a minute.'
- g. 'No, he's gone to the football match.'

F. Complete the text with the correct form of the words in brackets. (6x1=6 marks)

People in Africa

(1) _____ (**child**) on African farms get up very early in the morning, they have breakfast and then they walk to school. Some of them must walk a long way. They have their lessons in English, but it isn't their native language.

After school they collect water and take it home. They help their parents with the farm work. They haven't got televisions, (2) _____ (**computing**) or tablets, so in the evenings, they sing (3) _____ (**tradition**) songs and dance with their family and friends. They have an excellent (4) _____ (**relation**) with each other.

Not everyone in Africa lives in a small countryside (5) _____ (**commune**). Some people live in modern (6) _____ (**build**) in busy towns and big cities.

GOOD LUCK!