

ΥΠΟΥΡΓΕΙΟ ΠΟΛΙΤΙΣΜΟΥ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΚΕΝΤΡΙΚΗ ΕΠΙΤΡΟΠΗ ΕΙΔΙΚΩΝ ΜΑΘΗΜΑΤΩΝ

ΚΟΙΝΗ ΕΞΕΤΑΣΗ ΟΛΩΝ ΤΩΝ ΥΠΟΨΗΦΙΩΝ  
ΣΤΗΝ ΑΓΓΛΙΚΗ ΓΛΩΣΣΑ

17 Ιουνίου 2015

**ΟΔΗΓΙΕΣ ΓΙΑ ΤΟΥΣ ΥΠΟΨΗΦΙΟΥΣ ΚΑΙ ΤΙΣ ΥΠΟΨΗΦΙΕΣ**

1. Να απαντήσετε σε όλα τα ερωτήματα στο τετράδιό σας ακολουθώντας την αρίθμηση των θεμάτων ως εξής:
  - A1. 1. ...  
2. ...
  - A2. Να γράψετε μόνο τον αριθμό του ερωτήματος και το γράμμα που αντιστοιχεί στη σωστή απάντηση, π.χ.  
4. – A  
5. ...
  - B1. Να γράψετε μόνο τον αριθμό του ερωτήματος και τη ζητούμενη λέξη.  
10. ...  
11. ...
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15. ...  
16. ...
  - B3. Να αντιστοιχίσετε τον αριθμό με το σωστό γράμμα και να γράψετε μόνο την αντιστοιχία, π.χ.  
20. – A  
21. ...
  - Γ. Να αναπτύξετε το ζητούμενο θέμα στο τετράδιό σας χωρίς να αντιγράψετε την οδηγία-εκφώνηση.
2. Να χρησιμοποιήσετε μόνο μπλε ή μαύρο στυλό διαρκείας και μόνο ανεξίτηλης μελάνης.

**Καλή Επιτυχία**

Διάρκεια εξέτασης: Τρεις (3) ώρες

Έναρξη χρόνου εξέτασης: Αμέσως μετά τη διανομή των θεμάτων

Δυνατότητα αποχώρησης: 11:45

**A. Read the text below and respond to tasks A1 and A2.**

If computers and search engines could understand metaphor and symbolism, would it make them more human? A new project tests the theory.



In 1989, American author Norman Cousins wrote that poetry was the key to preventing computers from dehumanising us: “The company of poets may enable the men who tend the machines to see a larger panorama of possibilities than technology alone may inspire. Poets remind men of their uniqueness.”

Twenty-six years later, researchers in the US are testing that idea, starting with search engines and image databases. Any nuance or metaphor gets lost on an engine such as Google: search “sorrow”, for example, and you’ll get pictures of people crying, whereas a human might associate a

more varied range of images, such as a foggy seascape or an empty forest. This is because computers use metadata (the data search engines associate with the millions of digital objects out there, from YouTube videos to Instagram pictures) in a completely different way to the human brain. Our human “metadata” tends to be far more symbolic and less literal. But what if an image bank was populated by poems? Can robots learn from our view of the world?

The Poetry for Robots project has created an online image bank of 120 pictures, which anyone can access in order to write poetry inspired by what they see. By feeding poems to the robots, the researchers want to “teach the database the metaphors” that humans associate with pictures, “and see what happens,” explains Corey Pressman from Neologic Labs, who are behind the project, along with Webvisions and Arizona State University.

The hope is that, with a big enough dataset, “we’ll be delighted to see we can teach the robots metaphors, that computers can be more like us, rather than the other way around,” says Pressman. “I’d like them to meet us more halfway.”

**A. ΚΑΤΑΝΟΗΣΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ**

**A1. Answer questions 1-3 based on the text above (up to 20 words each).**

(3 x 4 points = 12 points)

1. What is the main point of the text?
2. What would be a suitable title for this text?
3. According to the text, can computers become more human? Justify your response.

**A2. Choose the correct answer (A, B, or C) for items 4-9 below.**

(6 x 3 points = 18 points)

4. Where would you expect this article to appear?
 

A. A university textbook for computer programming	B. The technology section of a newspaper	C. A robotics scientific journal
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5. When was the study reported in the text conducted?
  - A. In 1989
  - B. In 2000
  - C. This year
6. The "Poetry for Robots" project involves
  - A. 120 pictures of poets and robots
  - B. 120 pictures to inspire poets to write poems to add to Google
  - C. 120 poems which will be fed into the robot
7. The purpose of the "Poetry for Robots" project is to
  - A. investigate whether computers can understand metaphor and symbolism
  - B. investigate whether robots can write poems
  - C. create a database of metaphors
8. Who was the "Poetry for Robots" project originally inspired by?
  - A. Researchers from Arizona State University
  - B. Scientists from Google
  - C. Norman Cousins
9. What is Pressman's vision for the future?
  - A. To make computers think more like humans
  - B. To make humans think more like computers
  - C. To help robots understand metaphors

## B. ΓΛΩΣΣΙΚΗ ΕΠΙΓΝΩΣΗ

B1. Use the correct form of the following words (A-H) to complete the gaps (10-14), in the following text, as in the example. There are TWO words you do not need.

(5 x 2 points = 10 points)

A.	active	B.	exhaust	C.	vary	D.	curious
E.	<del>eat</del>	F.	sleep	G.	fortunate	H.	anxious

The example is in *italics*.

We spend over a third of our time sleeping. But (10)\_\_\_\_\_ for many of us, sleep isn't a simple ON/OFF switch we can just (11) \_\_\_\_\_ at a moment's notice. Do you struggle to sleep even though you feel tired and (12) \_\_\_\_\_? Do you wake up in the middle of the night (13) \_\_\_\_\_ watching the clock, calculating how much time you've got left to sleep?

Insomnia in itself is not the problem but is usually a symptom of a (14) \_\_\_\_\_ of other potential problems. The trick is identifying the underlying cause of our insomnia and finding the right (ex.) treatment for that problem.

B2. Fill in the gaps with two words in the statements of Column B, so that they have a similar meaning with the statements of Column A, as in the example.

(5 x 2 points = 10 points)

<b>Example:</b> I will give you the day off provided you work on Saturday morning.	You can have the day off <u>on condition</u> that you work on Saturday morning.
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COLUMN A		COLUMN B
15.	Only Stuart didn't understand.	Apart from Stuart, _____ .
16.	Our trip has been cancelled because of a last minute scheduling conflict.	_____ a last minute scheduling conflict, our trip has been cancelled.
17.	I tried my hardest but I still couldn't understand.	However _____ I _____ I couldn't understand.
18.	It was the most remarkable creature I had ever seen.	_____ I seen such a remarkable creature.
19.	I graduated from college a year ago today.	I graduated from college _____ last year.

**B3. Choose the best options A-H (book titles) for items 20-24 (book extracts). There are TWO options you do not need.**

(5 x 2 points = 10 points)

BOOK EXTRACT		BOOK TITLE	
20.	How can we think we are adequately preparing students for life in the 21 <sup>st</sup> century if we have not learned how the 21 <sup>st</sup> century operates? How can we think we are connecting with our students when the materials and our instruction come from a non-digital time that kids can't relate to?	A.	PREPARING TO TEACH
21.	What makes it possible for students to understand and remember is the way they link ideas to form meaningful wholes. Big ideas that structure your courses can't be found in any one part of a lecture or seminar.	B.	PIONEERS OF SCIENCE
22.	All traditional architecture clearly distinguishes between the public and/or sacred buildings, on the one hand, and the utilitarian and/or private buildings, on the other.	C.	TOURIST CITY GUIDE
23.	The Dutch Institute for architecture (NAi) [F-10], Museumplein 25, located in a striking-looking building, is one of the largest centres of architecture in the world.	D.	UNDERSTANDING THE DIGITAL GENERATION
24.	A collection of 28 lectures on the history and progress of astronomy: Copernicus and the motion of the Earth; Tycho Brahe and his observatory; Kepler and the laws of planetary motion; Galileo and the invention of the telescope; Isaac Newton; etc.	E.	ELEMENTS OF ASTROPHYSICS
		F.	DEVELOPING DIGITAL MATERIALS
		G.	ARCHITECTURE: CHOICE OR FATE?

**Γ. ΠΑΡΑΓΩΓΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ**

**Produce a written text of 180-200 words.**

(40 points)

**TASK:** A European Youth organisation has launched a campaign through its e-magazine to combat bullying in schools throughout Europe. It is inviting young people to submit their opinions on how to stop bullying. You have recently witnessed a bullying incident in your school which resulted in the bully's punishment by the school authorities. You decide to write an article to the magazine to express your feelings towards bullying and suggest ways this phenomenon could be dealt with at school-level.

In your article,

- express your feelings towards the phenomenon of bullying in schools
- explain why punishment on its own is probably not enough to stop bullying
- suggest two ways that could help stop the phenomenon

**ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ**

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΚΕΝΤΡΙΚΗ ΕΠΙΤΡΟΠΗ ΕΙΔΙΚΩΝ ΜΑΘΗΜΑΤΩΝ

ΚΟΙΝΗ ΕΞΕΤΑΣΗ ΟΛΩΝ ΤΩΝ ΥΠΟΨΗΦΙΩΝ  
ΣΤΗΝ ΑΓΓΛΙΚΗ ΓΛΩΣΣΑ

18 Ιουνίου 2016

**ΟΔΗΓΙΕΣ ΓΙΑ ΤΟΥΣ ΥΠΟΨΗΦΙΟΥΣ ΚΑΙ ΤΙΣ ΥΠΟΨΗΦΙΕΣ**

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**Καλή Επιτυχία**

Διάρκεια εξέτασης: Τρεις (3) ώρες

Έναρξη χρόνου εξέτασης: Αμέσως μετά τη διανομή των θεμάτων

Δυνατότητα αποχώρησης: 11:45

**A. Read the text below and respond to tasks A1 and A2.**



You don't have to be too old to remember when everything online was

referred to as “cyber-this” or “cyber-that”. In fact, the proliferation of words nodding to “cyberspace” was so overwhelming that in 1998, the New York Times predicted that “cyber” would soon be on its way out. It just wasn't cool anymore.

In a way, the paper was right. Nobody really talks about cyberspace today – and web searches for the term have slumped over the past 10 years.

But phrases like “cyber attack” or “cyber crime” have actually become more popular in recent years. Curiously enough, cyber has come to be associated almost exclusively with things that are dark or threatening.

But while “cyber” has become niche and unfashionable, the words we use to refer to the internet generally have also evolved. A more subtle shift, perhaps, but a handful of linguists have noticed that we just don't talk explicitly about “the internet” or even “the web” as much as we used to.

“I hear a lot more about ‘online’, ‘I went online’, I didn't ‘go onto the internet’. Online in some ways I think has replaced some of the earlier locutions like ‘internet’ and ‘cyber’ because it's one simple label,” explains Naomi Baron, professor of Linguistics.

Of course, we also increasingly substitute the verb “to google” for phrases meaning to search online for information and say things like, “Let me ask Google” – even if Google isn't the search tool that actually gets used. You might also have heard a friend say, “I'll Facebook you” to mean they'll send a message. This “verbing” of brand names is not new – think of “to Hoover” or “to xerox” – but it certainly chimes with the common theme: that these technologies are becoming ever more ubiquitous and familiar. As such, the language associated with them does too.

Other terms have become shortened and less formal. We don't hyphenate “e-mail” anymore and hardly anyone, if they do mention “internet” in writing, will capitalise the “I”. There have also been changes in the language we use to interact with the web itself. Apps like Siri and Google Now encourage users to ask questions in a natural form of speech.

<http://www.bbc.com/future/story/20160401>

**A. ΚΑΤΑΝΟΗΣΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ**

**A1. Answer questions 1-3 based on the text above (up to 30 words each).**

(3 x 4 points = 12 points)

1. What would be a suitable title for this article?
2. What is the purpose of this article?
3. Would you expect this article to appear in a newspaper or a scientific journal? Justify your answer.

**A2. Choose the correct answer (A, B, or C) for items 4-9 below.**

(6 x 3 points = 18 points)

4. In the beginning, “cyber” was used

- A.** to refer to crime and other threatening situations.      **B.** rarely since it wasn't considered fashionable.      **C.** to refer to anything related to the web.

5. Why did the New York Times predict that “cyber” would eventually stop being used? Because...

- A.** the word “cyber” is associated with things that are dark and threatening.      **B.** there were too many words that used “cyber”.      **C.** it was never considered cool as a word.

6. Did the New York Times' prediction come true?

- A.** Yes, because no one uses the word today.      **B.** No, because over the past 10 years there has been an increase in web searches for the word.      **C.** Partly, because today the word “cyber” is still used in very specific situations relating to crime.

7. In paragraph 6, what does the word “verbing” mean ?

- A.** Turning verbs into brand names.      **B.** Turning nouns into verbs.      **C.** Verbalizing words associated with technology.

8. Apart from changes in the words we use to talk about technology, what other changes have occurred? Changes in

- A.** punctuation.      **B.** spelling.      **C.** syntax.

9. According to the text, what would you type if you wanted to find information about e.g. the symptoms of flu in apps like Siri and Google Now?

- A.** “Symptoms” and “flu”.      **B.** “What are the symptoms of flu” ?      **C.** “Flu”.

**B. ΓΛΩΣΣΙΚΗ ΕΠΙΓΝΩΣΗ**

**B1. Use the correct form of the following words (A-H) to complete the gaps (10-14) in the following text, as in the example. There are TWO words you do not need.**

(5 x 2 points = 10 points)

<b>A.</b>	print	<b>B.</b>	aware	<b>C.</b>	worth	<b>D.</b>	global
<b>E.</b>	potential	<b>F.</b>	<i>rapid</i>	<b>G.</b>	person	<b>H.</b>	increase

**The example is in *italics*.**

Electronic waste, or e-waste, is a (ex.) *rapidly* growing problem. As our desire for (10) \_\_\_\_\_ gadgets grows, we end up with more and more electronics in landfills, (11) \_\_\_\_\_ seeping toxic substances like lead and mercury into groundwater. Yet many are realising that the gadgets we chuck away can be ripped apart and transformed into something new – brand new technology, or even art.

Your old phone, (12) \_\_\_\_\_ or electric toothbrush may seem (13) \_\_\_\_\_, but to some people, it's a building material.

In 2012, we discarded 48.9 million tonnes of electrical and electronic products. If current trends continue, by 2017, the annual amount of e-waste produced (14) \_\_\_\_\_ will reach 65.4 million tonnes.

**B2. Use the correct form of the verbs in brackets to complete the gaps (15-19) in the text.**

(5 x 2 points = 10 points)

***Things You Use Everyday, Thanks to the Ancient Greeks***

You would think that in this day and age of techno-bliss that all of the really important inventions come from modern society. Not so. There are a plethora of items we use in our daily lives for which we have the ancient Greeks (15) \_\_\_\_\_ [thank]. They may not (16) \_\_\_\_\_ [perfect] the primitive inventions, but they did pave the way for many of our modern conveniences.

**The Alarm Clock**

Dating back to 428-348 BC, ancient Greek philosopher, Plato was the first to have an alarm clock. Not to be confused with the digital alarms that we rely on nowadays, his was a 'water clock'. The design was as such that after it (17) \_\_\_\_\_ [count] the desired time it would play notes from a water organ, quite the alarm clock!

**Automatic Doors**

Another invention that you use continually, clueless to its Greek origin, is automatic doors. Of course, the prototype for automatic doors (18) \_\_\_\_\_ [power] by steam, not electricity. Heron of Alexandria created a hydraulic system and installed it at an Alexandrian temple, complete with fire, water and steam, the ropes would (19) \_\_\_\_\_ [trigger] and pull open the doors.

**B3. Choose the best option A-F (Column B-headings) for items 20-24 (Column A-paragraphs). There is ONE option you do not need.**

(5 x 2 points = 10 points)

***Clear Signs You're a Perfectionist***

COLUMN A		COLUMN B	
20.	Perfectionists often spend more time than others choosing outfits, shopping, getting dressed, putting on makeup and looking in the mirror. But it's not just your time that suffers – this focus on looks can make perfectionists more vulnerable to eating disorders like anorexia and bulimia in an attempt to control every aspect of their bodies.	A.	You binge on junk food
21.	Perfectionism is one of the primary traits linked to chronically feeling sad and anxious, according to research published in the Review of General Psychology. Even more alarming, the scientists found that having perfectionistic tendencies significantly raised a person's risk of suicide.	B.	Meditation doesn't work for you

22.	Not even the most perfect perfectionist can maintain tight control over every aspect of their lives at all times. Eventually they crack under the pressure. One of the more common ways they cope is through eating compulsively, according to research published in the <i>Journal of Personality and Social Psychology</i> .	C.	People avoid you
23.	Perfectionists can have a serious dark side, according to a study published in the <i>Journal of Psychopathology and Behavioral Assessment</i> . Their high standards and critical nature can make them prone to being narcissistic, antisocial, and having an aggressive sense of humor, the researchers say.	D.	You're self-conscious about your appearance
24.	It makes sense that perfectionists would be more stressed out than more easy-going people – we live in an uncontrollably imperfect world, after all. But it turns out that not only are perfectionists more likely to be stressed, they're also less likely (or less able) to take advantage of proven stress-reduction techniques.	E.	You're depressed
		F.	You're burnt out

#### Γ. ΠΑΡΑΓΩΓΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ

Produce a written text of 180-200 words.

(40 points)

**TASK:** Malala Yousafzai, a young girl from Pakistan, is slowly recovering after being attacked for defending the right of girls to go to school.

Her plight has inspired people around the world who show support for Malala and her cause. You decide to write a letter to Malala in which you

- a) express your support for Malala and her cause
- b) argue for the right of all children to education and
- c) discuss why education is so important for the future of our world.

Sign your letter as Alex Georgiou.

**ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ**

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΚΕΝΤΡΙΚΗ ΕΠΙΤΡΟΠΗ ΕΙΔΙΚΩΝ ΜΑΘΗΜΑΤΩΝ

ΚΟΙΝΗ ΕΞΕΤΑΣΗ ΟΛΩΝ ΤΩΝ ΥΠΟΨΗΦΙΩΝ  
ΣΤΗΝ ΑΓΓΛΙΚΗ ΓΛΩΣΣΑ

22 Ιουνίου 2017

**ΟΔΗΓΙΕΣ ΓΙΑ ΤΟΥΣ ΥΠΟΨΗΦΙΟΥΣ ΚΑΙ ΤΙΣ ΥΠΟΨΗΦΙΕΣ**

1. Να απαντήσετε σε όλα τα ερωτήματα στο τετράδιό σας ακολουθώντας την αρίθμηση των θεμάτων ως εξής:
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4. – A  
5. ...
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**Καλή Επιτυχία**

Διάρκεια εξέτασης: Τρεις (3) ώρες

Έναρξη χρόνου εξέτασης: Αμέσως μετά τη διανομή των θεμάτων

Δυνατότητα αποχώρησης: 10:15

**A. Read the text below and respond to tasks A1 and A2.**



Knowing the extent of our influence as parents can make our task all the more daunting. The

endless rise of new parenting methods we hear about in the media can add to our sense of confusion and lack of confidence. Are parents sweating the “small stuff” and worrying over the less important aspects of what makes a successful child?

Does it really matter if a toddler throws food, eats quinoa or can recite poetry? I don’t believe it does. I call these things the “outside stuff”, whether it concerns appearances, manners, or anything that children can get a certificate for, it’s all relatively superficial.

For me the part you can’t afford to get wrong, that will make it all worthwhile, is the “inside stuff”. This is what you can’t see, but you can feel in your child: self-esteem, empathy, curiosity and affection.

As a child psychiatrist, I’m only too aware of the facts and figures on child mental health. These are stark: 75% of adult mental health problems begin before the age of 18, and 50% begin

before the age of 14.

The evidence is clear: if we want to promote psychological wellbeing, we need to look at what is happening much earlier than adolescence. If we want happy, healthy adults, we need first to raise happy, healthy children.

Where do these “inside” qualities come from? Is it something innate within the child? Is it genetic? Is it nurture? From a neurological perspective, how a child’s brain develops connects all these elements.

A child’s brain also has amazing capabilities to adapt, picking up foreign languages and musical instruments with much greater ease than adults.

They are emotional sponges, too, able to absorb the adult feelings and behaviour around them, so if music and language can be hard-wired into the brain in these early years of a child’s life, shouldn’t this also be the case for the “inside stuff”? And if so, then the critical part of parenting happens very early on. The saying: “Give me a child until he is seven and I will show you the man” couldn’t be truer. It is in these first seven years that parental involvement can have the most significant impact.

<https://www.theguardian.com/lifeandstyle/2017/jun/04/vital-but-invisible-early-lessons-that-last-a-lifetime>

**A. ΚΑΤΑΝΟΗΣΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ**

**A1. Answer questions 1-3 based on the text above (max. 30 words each).**

(3 x 4 points = 12 points)

1. What would be a suitable title for this article?
2. What is the main point of this article?
3. Based on the text, what advice would you give to young parents regarding their children’s upbringing?

**A2. Choose the correct answer (A, B, or C) for items 4-9 below.**

(6 x 3 points = 18 points)

4. Who is this text addressed to?  
 A. Psychologists.                      B. Parents.                      C. Educators.
5. According to the writer of this article, it is important that parents...  
 A. focus on their child's inner world.    B. provide their children with a healthy diet.    C. seek a specialist's advice to raise healthy children.
6. Findings from the research presented in the text reveal that...  
 A. most adult mental health problems begin well before the age of 18.    B. half of the adult mental problems begin after the age of 18.    C. 75% of the mental problems adults experience begin at the age of 14.
7. According to the writer of this article, a child's development is influenced by...  
 A. genetic factors.                      B. environmental factors.                      C. both genetic and environmental factors.
8. According to the text, children are like "emotional sponges" because they...  
 A. easily understand the feelings of grown-ups.    B. learn foreign languages easily.    C. learn how to play a musical instrument with ease.
9. According to the writer of this article, children's inner qualities...  
 A. can be instilled.                      B. are visible.                      C. cannot be learnt

**B. ΓΛΩΣΣΙΚΗ ΕΠΙΓΝΩΣΗ**

**B1. Use the correct form of the following words (A-H) to complete the gaps (10-14) in the following text, as in the example. There are TWO extra words you do not need.**

(5 x 2 points = 10 points)

<b>A.</b>	consume	<b>B.</b>	differ	<b>C.</b>	affect	<b>D.</b>	ideal
<b>E.</b>	attend	<b>F.</b>	particular	<b>G.</b>	<b><i>say (example)</i></b>	<b>H.</b>	energy

**The example is in bold and *italics*.**

The **(ex.) *saying*** goes that you are what you eat, so when it comes to exam time it makes sense to think carefully about what you are feeding your body. Food is fuel and knowing what to eat and drink ahead of exams can make all the **(10)** \_\_\_\_\_ to your performance.

A key factor in how well you do in an exam is "cognitive function" which pretty much means the functioning of the brain. This includes variables such as memory and **(11)** \_\_\_\_\_ and it can be easily affected by how much, and what type of food you do or do not eat.

So where to start? Well, the first thing to consider – which is (12) \_\_\_\_\_ important for morning exams – is to eat breakfast. Evidence suggests that breakfast (13) \_\_\_\_\_, when compared to skipping breakfast, enhances cognitive function in children, adolescents and adults – and that missing breakfast can impair your cognitive function and exam performance. So you should always make sure you eat something before an exam – (14) \_\_\_\_\_ about two hours beforehand.

**B2. Fill in the gaps with two words in the statements of Column B, so that they have a similar meaning with the statements (15-19) of Column A, as in the example.**

(5 x 2 points = 10 points)

<b>Example:</b> She almost won the race.		She <u>came close</u> to winning the race.
COLUMN A		COLUMN B
15.	The children were warned not to cross the park at night.	The children were warned _____ the park at night.
16.	It never occurs to my sister to call me.	My sister never _____ calling me.
17.	A large number of the songs, which Phil recorded, became hits.	Phil recorded a number of songs, _____ which became hits.
18.	They cancelled the football match because of the heavy rainfall.	The football match was cancelled _____ the heavy rainfall.
19.	You'd have passed your test if you hadn't been so nervous.	_____ your nervousness, you'd have passed your test.

**B3. The sentences about the Wright brothers have been jumbled up. Choose from items A – F and decide on the correct order by writing the number of the item (20-24) and the letter corresponding to each sentence in the order in which they should appear. There is ONE extra option you do not need to use.**

(5 x 2 points = 10 points)

### The Wright brothers

A. The Wrights, however, refused to follow this advice or to alter their plans, as they were certain their machine embodied the principles of aviation and they were confident of their success.

B. When finally they made their first ascent from the desert tract beside the sea, to be borne aloft for almost a whole minute (59 seconds), a great change was effected in the nation's attitude.

C. The Wright Brothers, mechanics and bicycle shop owners from Dayton, were laughed at by people saying that a practicable flying machine would never be built and counseling them to stay on the ground.

D. Always working on different mechanical projects and keeping up with scientific research, the Wright brothers closely followed the research of German aviator Otto Lilienthal.

E. Those who had formerly been skeptical and had prophesied that the Wright machine would remain forever stationary on the earth, were loudest in their praise of the aviation pioneers.

F. As a result, the brothers, each a man of mettle and each the perfect complement to the other, set out with their ingenious device but with very little capital.

20.		21.		22.		23.		24.	
-----	--	-----	--	-----	--	-----	--	-----	--

#### Γ. ΠΑΡΑΓΩΓΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ

**Produce a written text of 180-200 words.**

(40 points)

**TASK:** A European Youth magazine is asking teenagers to express their views on the following question: "In what ways can social media affect your relationships with friends?" Write an article for the magazine, in which you

- a) express your opinion on the topic, and
- b) justify your view, by providing three examples from your own experience.

You do not need to provide a title.

Do not sign the article.

**ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ**

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΚΕΝΤΡΙΚΗ ΕΠΙΤΡΟΠΗ ΕΙΔΙΚΩΝ ΜΑΘΗΜΑΤΩΝ

ΚΟΙΝΗ ΕΞΕΤΑΣΗ ΟΛΩΝ ΤΩΝ ΥΠΟΨΗΦΙΩΝ  
ΣΤΗΝ ΑΓΓΛΙΚΗ ΓΛΩΣΣΑ

22 Ιουνίου 2018

ΟΔΗΓΙΕΣ ΓΙΑ ΤΟΥΣ ΥΠΟΨΗΦΙΟΥΣ ΚΑΙ ΤΙΣ ΥΠΟΨΗΦΙΕΣ

1. Να απαντήσετε σε όλα τα ερωτήματα στο τετράδιό σας ακολουθώντας την αρίθμηση των θεμάτων ως εξής:
  - A1. 1. ...  
2. ...
  - A2. Να γράψετε μόνο τον αριθμό του ερωτήματος και το γράμμα που αντιστοιχεί στη σωστή απάντηση, π.χ.  
4. – A  
5. ...
  - B1. Να γράψετε μόνο τον αριθμό του ερωτήματος και τη ζητούμενη λέξη.  
10. ...  
11. ...
  - B2. Να γράψετε μόνο τον αριθμό του ερωτήματος και τις ζητούμενες λέξεις.  
15. ...  
16. ...
  - B3. Να αντιστοιχίσετε τον αριθμό με το σωστό γράμμα και να γράψετε μόνο την αντιστοιχία, π.χ.  
20. – A  
21. ...
  - Γ. Να αναπτύξετε το ζητούμενο θέμα στο τετράδιό σας χωρίς να αντιγράψετε την οδηγία-εκφώνηση.
2. Να χρησιμοποιήσετε μόνο μπλε ή μαύρο στυλό διαρκείας και μόνο ανεξίτηλης μελάνης.

Καλή Επιτυχία

Διάρκεια εξέτασης: Τρεις (3) ώρες

Έναρξη χρόνου εξέτασης: Αμέσως μετά τη διανομή των θεμάτων

Δυνατότητα αποχώρησης: 11:45

**A. Read the text below and respond to tasks A1 and A2.**

Scientists have proposed a new way of looking out for marks of aliens in the universe. And it could help us see life forms we'd completely miss otherwise.

Space agencies including Nasa have been active in launching new tools to study the universe, such as the James Webb Telescope. That will provide information on the atmospheric makeup of planets far away – but we might not be sure how to use that information.

Until now, scientists have mostly been looking for oxygen in the atmosphere. If that's found, then it's likely that there's the chance for life on that planet, since we know from life on Earth that oxygen is key.

But we might be missing other important markers (also known as biosignatures) that could indicate such worlds are supporting life. As such, planets might have life on them that we wouldn't spot using just oxygen.

"This idea of looking for atmospheric oxygen as a biosignature has been around for a long time. And it's a good strategy – it's very hard to make much

oxygen without life," said Joshua Krissansen-Totton, an author of the paper published in *Science Advances*. "But we don't want to put all our eggs in one basket. Even if life is common in the cosmos, we have no idea if it will be life that makes oxygen. The biochemistry of oxygen production is very complex and could be quite rare."

To do the research, the scientists looked at the history of life on Earth, and the kinds of gases that were around when life first appeared. They found that the planet had a complex mix of different gases, not only oxygen, and that looking for that cocktail could be a far more reliable marker of life on a planet.

"Our study shows that this combination would be a compelling sign of life. What's exciting is that it is also all doable and may lead to the historic discovery of an extraterrestrial biosphere in the not-too-distant future", said co-author David Catling, professor of Earth and Space Sciences.

*<https://www.independent.co.uk>  
(2018)*

**A. ΚΑΤΑΝΟΗΣΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ**

**(30 points)**

**A1. Answer questions 1-3 based on information from the text (max. 30 words each).**

(3 x 4 points = 12 points)

1. What would be a suitable title for this text?
2. What is the purpose of this text?
3. According to the text, what makes it possible to discover extraterrestrial life forms in the future?

**A2. Choose the correct answer (A, B or C) for items 4-9, based on information from the text.**

(6 x 3 points = 18 points)

4. Information on the atmospheric makeup of distant planets
  - A. would become known if tools were launched into space.
  - B. is currently not available to scientists.
  - C. is now systematically used in scientific studies.
5. Oxygen in a planet's atmosphere
  - A. indicates that there is life on that planet.
  - B. definitely proves that there is life on that planet.
  - C. does not relate to life on that planet.
6. Considering oxygen to be an important marker for life is
  - A. a fairly recent theory.
  - B. an unfounded theory.
  - C. not a new theory.
7. The phrase "But we don't want to put all our eggs in one basket" here means that scientists do not want to
  - A. limit their study of biosignatures to oxygen.
  - B. study the atmosphere of all faraway planets.
  - C. include all gases in their study of biosignatures.
8. According to the study presented in the text, the most reliable life marker on a planet would be the presence of
  - A. a cocktail of gases, excluding oxygen.
  - B. a cocktail of gases, including oxygen.
  - C. oxygen alone.
9. David Catling claims that the study he conducted with his team can
  - A. result in findings of great importance.
  - B. have immediate results.
  - C. contribute to the formation of exciting theories.

**B. ΓΛΩΣΣΙΚΗ ΕΠΙΓΝΩΣΗ**

**(30 points)**

**B1. Use the correct form of the following words (A-H), to complete the gaps (10-14) in the following text, as in the example. There are TWO words you do not need.**

(5 x 2 points = 10 points)

A.	retrieve	B.	create	C.	<i>joy</i> (example)	D.	painless
E.	seem	F.	avoid	G.	demand	H.	hinder

The example is in **bold** and *italics*.

Daydreaming is one of life's great **(ex.) joys**. You can indulge in it when you're stuck in a boring meeting or a long queue. This **(10)** \_\_\_\_\_ harmless pastime, however, is a double-edged sword. Some research has found that it boosts **(11)** \_\_\_\_\_ but other studies suggest that it is bad for your mental health and could lower your intelligence.

On the positive side, in a psychology experiment, students performed better after a break which involved completing simple tasks, known to promote daydreaming, than after a break filled with **(12)** \_\_\_\_\_ tasks known to reduce daydreaming.

One of the downsides to daydreaming is that it can be a **(13)** \_\_\_\_\_ to learning. If the daydreamer's attention is diverted away from words on the page and directed to the content of the daydream, information **(14)** \_\_\_\_\_ can be seriously affected.

**B2. Fill in the gaps with two words in the statements of column B, so that they are similar in meaning to the statements (15-19) of column A, as in the example.**

(5 x 2 points = 10 points)

<b>Example:</b> He must take his medicine now.		It <u>is essential</u> that he should take his medicine now.
<b>COLUMN A</b>		<b>COLUMN B</b>
<b>15.</b>	It is believed that the latest educational reform has resulted in more creative classes.	The latest educational reform is believed _____ resulted in more creative classes.
<b>16.</b>	The phone rang just as I entered the room.	_____ I entered the room when the phone rang.
<b>17.</b>	They will need two days to fix the car.	It _____ them two days to fix the car.
<b>18.</b>	The accident was caused by drinking-and-driving.	Drinking-and-driving _____ the accident.
<b>19.</b>	The manager should think about experience when hiring new staff.	The manager should take experience _____ when hiring new staff.

**B3. Choose the best option A-F (Column B-headings) for items 20-24 (Column A-paragraphs). There is ONE option you do not need.**

(5 x 2 points = 10 points)

**Climate Change Affects Biodiversity**

<b>COLUMN A</b>		<b>COLUMN B</b>	
<b>20.</b>	The link between climate change and biodiversity has long been established. Although throughout Earth's history the climate has always changed, with ecosystems and species coming and going, rapid climate change affects the ability of ecosystems and species to adapt and so biodiversity loss increases.	<b>A.</b>	Bleak prospects
<b>21.</b>	From a human perspective, the rapid climate change and accelerating biodiversity loss jeopardize human security, as there could be a major change in the food chain upon which we depend, water sources may change, recede or disappear, medicines and other resources we rely on may be harder to obtain, as the plants they are derived from may disappear, and so on.	<b>B.</b>	Effects may not be so dramatic, after all

22.	The UN's Global Biodiversity Outlook 3, in May 2010, summarized some concerns over climate change and ecosystems: "The impact of climate change on biodiversity is likely to become a progressively more significant threat in the coming decades. A major issue is the loss of Arctic sea ice while higher concentrations of carbon dioxide in the atmosphere will lead to further ocean acidification".	C.	The pace of climate change matters
23.	"Moreover, current levels of climate change are already taking their toll on ecosystems. In addition to rising temperatures, more frequent extreme weather conditions and changing patterns of rainfall and drought also interfere with biodiversity".	D.	Effects on the human species
24.	Some species may benefit from climate change (including, from a human perspective, an increase in diseases and pests, which is not a welcome change, of course) but, in any case, the rapid nature of the change suggests that most species will not find it as beneficial, as most will not be able to adapt.	E.	Current effects of changing weather patterns
		F.	'Selective' survival

## Γ. ΠΑΡΑΓΩΓΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ

(40 points)

**TASK:** As far back as 1956, Ray Bradbury's novel *Fahrenheit 451* presents a future American society where books are outlawed and burnt when found. This makes access to knowledge and information impossible.

As a reader of a student magazine discussing Bradbury's book, you decide to write an **article** (180-200 words) in which you:

- express your opinion on people's right to knowledge and information, providing **two arguments** to justify it
- describe **two ways** in which your life would be affected if you could no longer access paper books or electronic sources of information.

You do not need to provide a title.

Do not sign the article.

**ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ**

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΚΕΝΤΡΙΚΗ ΕΠΙΤΡΟΠΗ ΕΙΔΙΚΩΝ ΜΑΘΗΜΑΤΩΝ

ΚΟΙΝΗ ΕΞΕΤΑΣΗ ΟΛΩΝ ΤΩΝ ΥΠΟΨΗΦΙΩΝ  
ΣΤΗΝ ΑΓΓΛΙΚΗ ΓΛΩΣΣΑ

21 Ιουνίου 2019

ΟΔΗΓΙΕΣ ΓΙΑ ΤΟΥΣ ΥΠΟΨΗΦΙΟΥΣ ΚΑΙ ΤΙΣ ΥΠΟΨΗΦΙΕΣ

1. Να απαντήσετε σε όλα τα ερωτήματα στο τετράδιό σας ακολουθώντας την αρίθμηση των θεμάτων ως εξής:
  - A1. 1. ...  
2. ...
  - A2. Να γράψετε μόνο τον αριθμό του ερωτήματος και το γράμμα που αντιστοιχεί στη σωστή απάντηση, π.χ.  
4. – A  
5. ...
  - B1. Να γράψετε μόνο τον αριθμό του ερωτήματος και τη ζητούμενη λέξη.  
10. ...  
11. ...
  - B2. Να γράψετε μόνο τον αριθμό του ερωτήματος και τις ζητούμενες λέξεις.  
15. ...  
16. ...
  - B3. Να αντιστοιχίσετε τον αριθμό με το σωστό γράμμα και να γράψετε μόνο την αντιστοιχία, π.χ.  
20. – A  
21. ...
  - Γ. Να αναπτύξετε το ζητούμενο θέμα στο τετράδιό σας χωρίς να αντιγράψετε την οδηγία-εκφώνηση.
2. Να χρησιμοποιήσετε μόνο μπλε ή μαύρο στυλό διαρκείας και μόνο ανεξίτηλης μελάνης.

Καλή Επιτυχία

Διάρκεια εξέτασης: Τρεις (3) ώρες

Έναρξη χρόνου εξέτασης: Αμέσως μετά τη διανομή των θεμάτων

Δυνατότητα αποχώρησης: 11:45

**A. Read the text below and respond to tasks A1 and A2.**

Psychologists have highlighted empathy's central place in the bank of social and emotional skills that young people need to develop. Research reveals the significance of these life skills, showing that social and emotional skills are more significant for young people's academic attainment than their IQ. Our brains are plastic and 98 per cent of us are capable of building our empathy skills at any time in our lives.

Teaching empathy is key because, in doing so, we alert children to ways of modifying their relationships with one another that benefit the whole school community. Anyone who has read to a class a compelling story knows the power of it: stories cast a spell.

The demands of the curriculum mean that focused social and emotional learning is often squeezed, or completely neglected. Using stories as our starting point produces a lighter touch – listeners are drawn in and able to reflect on human behaviour and motives. If we simply lecture children about caring for each other, they won't engage in the same way. Also, using stories protects the children in the class who are vulnerable: we explore characters in a story, allowing

difficult home lives to be held at arm's length. This is not to say that other approaches to developing greater empathy are of no value, but simply to underline the power of stories in seeding the ground.

Our children are growing up in a society with a major empathy deficit. Hate crimes are at their highest level since records began and there are growing concerns about the empathy-draining effects of social media.

If children become more capable in recognising complex emotions, they have a vocabulary for life with which to meet the difficulties they will face and, crucially, we help them to be more aware of the needs of the people around them. Equipping young people with strong empathy skills can be a major engine for social change, because understanding others helps us to become better citizens, partners and workmates. Some 94 per cent of employers say that social and emotional skills are as important in the workplace as academic qualifications, and all frameworks for these skills highlight the importance of relating well to others.

*<https://www.tes.com/news>  
(2019)*

**A. ΚΑΤΑΝΟΗΣΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ**

**(30 points)**

**A1. Answer questions 1-3, based on information from the text (max. 30 words each).**

(3 x 4 points = 12 points)

1. What would be a suitable title for this text?
2. What is empathy?
3. Why is empathy important?

**A2. Choose the correct answer (A, B or C) for items 4-9, based on information from the text.**

(6 x 3 points = 18 points)

4. Who would be interested in reading this text?  
**A.** Psychologists                      **B.** Education providers                      **C.** Children
5. According to the text, which of the following statements is true?  
**A.** People with social and emotional skills have a higher IQ.      **B.** Social and emotional skills are more important than school achievement.      **C.** Social and emotional skills can boost school achievement.
6. The best way to teach empathy at school is  
**A.** by telling students about empathy.      **B.** by asking students to read short stories.      **C.** through storytelling.
7. According to the text, in schools the development of empathy skills  
**A.** is a major focus of the curriculum.      **B.** is not paid proper attention to.      **C.** is important only for vulnerable students.
8. Stories  
**A.** are the only way to develop empathy skills in school.      **B.** are powerful for setting the basis for the development of empathy skills.      **C.** can develop children's complex vocabulary skills.
9. In the workplace,  
**A.** academic qualifications and emotional and social skills are equally valued.      **B.** emotional and social skills are more significant than academic qualifications.      **C.** emotional and social skills are better developed.

**B. ΓΛΩΣΣΙΚΗ ΕΠΙΓΝΩΣΗ**

**(30 points)**

**B1. Use the correct form of the following words (A-H), to complete the gaps (10-14) in the following text, as in the example. There are TWO words you do not need.**

(5 x 2 points = 10 points)

<b>A.</b>	exhilarate	<b>B.</b>	interest	<b>C.</b>	<del>connect</del> (example)	<b>D.</b>	proper
<b>E.</b>	inherent	<b>F.</b>	fascinate	<b>G.</b>	anxious	<b>H.</b>	concern

The example is in **bold** and *italics*.

**Social media affect our health**

A number of studies suggest that, as well as making us more **(ex.) connected** than ever before and giving us **(10)** \_\_\_\_\_ hits of dopamine, social media usage is associated with symptoms of depression, **(11)** \_\_\_\_\_ and loneliness in some people.

Social networking giant Facebook responded to these **(12)** \_\_\_\_\_ in a blogpost last month, claiming that it's down to how you use social media rather than social media itself being **(13)** \_\_\_\_\_ bad. That's true – many technologies have the capacity to cause harm if used **(14)** \_\_\_\_\_. But that doesn't mean that we shouldn't interrogate the design and impacts of social media in their current form, making sure that time spent on Facebook is time well spent.

**B2. Fill in the gaps with two words in the statements of column B, so that they are similar in meaning to the statements (15-19) of column A, as in the example.**

(5 x 2 points = 10 points)

<b>Example:</b> I don't want to take part in the project.		I <u>would rather</u> not take part in the project.
<b>COLUMN A</b>		<b>COLUMN B</b>
<b>15.</b>	But for her support, I would never have managed.	If _____ been for her support, I would never have managed.
<b>16.</b>	Although I had worked on the project, my boss found me inadequate.	Despite _____ worked on the project, my boss found me inadequate.
<b>17.</b>	You should definitely not give up trying.	By _____ should you give up trying.
<b>18.</b>	I am sorry for not calling you back.	I _____ calling you back.
<b>19.</b>	I'm sure he'll get a promotion very soon.	I'm sure it won't be _____ he gets a promotion.

- B3. Find the paragraph in column B (options A-F), which best follows each of the paragraphs in column A (items 20-24). There is ONE option you do not need.**

(5 x 2 points = 10 points)

**How can city dwellers help with climate change? Buy less stuff**

COLUMN A		COLUMN B	
<b>20.</b>	Cities can play a major role in the global effort to curb climate change, a new report says -	<b>A.</b>	And because, as the researchers found, a hefty portion of those emissions can be traced back to consumer goods, food, and energy produced outside city limits, one of the best things cities can do is help their residents pull back on consumption.
<b>21.</b>	Even the most forward-thinking cities have a long way to go to neutralize their carbon emissions, the report says. That's partly because, for years, cities have been doing carbon math wrong, adding up only the carbon costs that occur within city limits.	<b>B.</b>	A t-shirt, for example, might get made of cotton grown in India; be manufactured in China using coal energy to power the sewing machines; packed up in yet another country with oil-based plastic packaging.
<b>22.</b>	To keep emissions in check, the report suggests, cities should aim to trim their carbon emissions by 50 percent in the next 11 years, and then by a total of 80 percent by 2050.	<b>C.</b>	and a major step they can take is helping their inhabitants consume a whole lot less stuff by making changes in the way cities are run.
<b>23.</b>	But city dwellers - especially those in wealthy cities in developed countries - tend to buy more, fly more, and use a lot more energy than people who live in rural areas.	<b>D.</b>	And when city dwellers' consumption habits are added up, it turns out that urbanites have a carbon toll about 60 percent higher than previous calculations suggested.
<b>24.</b>	A real assessment of someone's carbon footprint takes the carbon footprint of these "consumed" products into account.	<b>E.</b>	All the things they buy - from the clothes to the food to the electronics and more - have their own complicated and often substantial planetary costs that aren't always immediately obvious.
		<b>F.</b>	But much of city dwellers' climate impact actually comes from the things they eat, use, or buy that originate far outside the city - from food to clothes to electronics and more.

**Γ. ΠΑΡΑΓΩΓΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ**

**(40 points)**

**TASK:** Fifteen-year-old Greta Thunberg has made herself widely known for her brave protests against the climate crisis. In her speeches, addressed to high-standing officials, she has stressed the seriousness of environmental problems and cried out for immediate action.

You decide to write an e-mail to Greta (180-200 words) in which you:

- a) express your support for her work and admiration for her courage
- b) explain how she has inspired you to take action on a personal level against the climate crisis.

Provide at least two examples of environmental action.

Sign as Alex.

.

**ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ**

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΚΕΝΤΡΙΚΗ ΕΠΙΤΡΟΠΗ ΕΙΔΙΚΩΝ ΜΑΘΗΜΑΤΩΝ

ΚΟΙΝΗ ΕΞΕΤΑΣΗ ΟΛΩΝ ΤΩΝ ΥΠΟΨΗΦΙΩΝ  
ΣΤΗΝ ΑΓΓΛΙΚΗ ΓΛΩΣΣΑ

1 Ιουλίου 2020

ΟΔΗΓΙΕΣ ΓΙΑ ΤΟΥΣ ΥΠΟΨΗΦΙΟΥΣ ΚΑΙ ΤΙΣ ΥΠΟΨΗΦΙΕΣ

1. Να απαντήσετε σε όλα τα ερωτήματα στο τετράδιό σας ακολουθώντας την αρίθμηση των θεμάτων ως εξής:
  - A1. 1. ...  
2. ...
  - A2. Να γράψετε μόνο τον αριθμό του ερωτήματος και το γράμμα που αντιστοιχεί στη σωστή απάντηση, π.χ.  
4. – A  
5. ...
  - B1. Να γράψετε μόνο τον αριθμό του ερωτήματος και τη ζητούμενη λέξη.  
10. ...  
11. ...
  - B2. Να γράψετε μόνο τον αριθμό του ερωτήματος και τις ζητούμενες λέξεις.  
15. ...  
16. ...
  - B3. Να αντιστοιχίσετε τον αριθμό με το σωστό γράμμα και να γράψετε μόνο την αντιστοιχία, π.χ.  
20. – A  
21. ...
  - Γ. Να αναπτύξετε το ζητούμενο θέμα στο τετράδιό σας χωρίς να αντιγράψετε την οδηγία-εκφώνηση.
2. Να χρησιμοποιήσετε μόνο μπλε ή μαύρο στυλό διαρκείας και μόνο ανεξίτηλης μελάνης.

Καλή Επιτυχία

Διάρκεια εξέτασης: Τρεις (3) ώρες

Έναρξη χρόνου εξέτασης: Αμέσως μετά τη διανομή των θεμάτων

Δυνατότητα αποχώρησης: 11:30

**A. Read the text below and respond to tasks A1 and A2.**

When Sean Blanda started working remotely in 2017, the attraction of a “digital nomad” lifestyle – working at your laptop on the beach, say – wasn’t lost on him. But after two years of working from home, Blanda, an editorial director for a tech company based in Philadelphia, knows only too well the many pitfalls of this way of life, with the greatest being isolation.

“You’ll need a lot of quiet self-confidence,” he recently wrote on Twitter. “You won’t get the positive reinforcement you’d normally rely on from body language and the ‘vibe’ from being in an office.”

Beyond the lack of interaction with colleagues – there are no ideas by osmosis, no overhearing others talking – there is also the lack of interaction with the wider world. “The main way most of us are connected to our local, geographical communities is through work,” Blanda says. “When you remove that – when you’re not commuting, you don’t bump shoulders, you don’t meet the guy who happens to have a cousin on your block and now you’re friends – you have to work harder to feel connected.”

Indeed, there are problems with blurring the line between work and home. Working alone may mean greater flexibility and fewer interruptions, but it is in those small interactions with colleagues that connections are made. In addition, the biggest hurdle when you are alone is that there is no one to help you regain perspective when things are not going according to plan. Not knowing when to say no to work – or how to switch off for the day – can quickly lead to being overwhelmed.

And yet, in spite of the obvious challenges of bringing your work home, it seems it is worth it: the vast majority of remote workers report enjoying the way they live and work. Of the 100-odd remote workers interviewed in a study, only about six said that they would return to the office given the chance. Everyone else loved it. Some of the interviewees pointed out that, after all, they had worked so hard to make their house a home that it is naturally where they feel best. And that may be about as good as working life can get.

*www.theguardian.com*

**A. ΚΑΤΑΝΟΗΣΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ**

**(30 points)**

**A1. Answer questions 1-3, based on information from the text (max. 30 words each).**

(3 x 4 points = 12 points)

1. What is a possible title for this text?
2. What is the main aim of this text?
3. What seems to be one of the biggest problems in working from home and why?

**A2. Choose the correct answer (A, B or C) for items 4-9, based on information from the text.**

(6 x 3 points = 18 points)

4. What kind of text is this?  
**A.** A report                                      **B.** A newspaper article                      **C.** A literary text
5. A “digital nomad” is a person who  
**A.** is glued to his/her home and works on his/her computer.      **B.** travels around with his/her computer.      **C.** goes from one job to another with his/her computer.
6. You need a lot of self-confidence when working from home because  
**A.** there is nobody there to say ‘bravo’.      **B.** the job is more demanding.      **C.** you don’t have the reassurance of body language at the workplace.
7. Which of the following statements is true?  
**A.** When you work from home, interaction with colleagues is simpler.      **B.** When you work from home, it is harder to be in touch with the world at large.      **C.** When you work from home, you may lose interest in people around you.
8. When working from home, you may be overwhelmed because  
**A.** you may not know when to stop work.      **B.** you may be panic-stricken when things don’t work properly.      **C.** you may work less than you had originally planned.
9. Which of the following phrases best expresses the main idea in the last paragraph?  
**A.** “it seems it is worth it”.      **B.** “they would return to the office”.      **C.** “they had worked so hard”.

**B. ΓΛΩΣΣΙΚΗ ΕΠΙΓΝΩΣΗ**

**(30 points)**

**B1. Use the correct form of the following words (A-H) to complete the gaps (10-14) in the following text, as in the example. There are TWO words you do not need.**

(5 x 2 points = 10 points)

<b>A.</b>	insulate	<b>B.</b>	intimate	<b>C.</b>	substance	<b>D.</b>	<b><i>culture</i>(example)</b>
<b>E.</b>	expensive	<b>F.</b>	isolate	<b>G.</b>	entire	<b>H.</b>	unfortunate

The example is in **bold** and *italics*.

**Cinema may never be the same again**

Ever since the first cinemas were built, film has been the great egalitarian art form. Wealthy people went, the middle classes didn't sniff, but you could also take a date if you weren't rich and wanted a night out. Film's **(ex.) *cultural*** function is **(10)** \_\_\_\_\_ allied to price. If it wasn't cheap, its power would diminish. This is one of the things that drew me and many others to it: going to the movies is for everyone.

That's over. Maybe not quite yet, maybe not **(11)** \_\_\_\_\_, but it's hard to foresee a future in which film-going as we know it doesn't become an elite experience. Poorer people will be priced out because the best form of **(12)** \_\_\_\_\_ from risk is with distance. And – as with houses or airplanes or iClouds – space is far from **(13)** \_\_\_\_\_.

Traditional cinema exhibition is doomed. And this, of course, will affect the sort of movies studios make. Nothing big-budget or risky will be green-lit unless it has a **(14)** \_\_\_\_\_, guaranteed small-screen audience.

**B2. Fill in the gaps with two words in the statements of column B, so that they are similar in meaning to the statements (15-19) of column A, as in the example.**

(5 x 2 points = 10 points)

<b>Example:</b> As soon as he got in, he saw the stranger pointing a gun at him.		<b>On getting</b> in, he saw the stranger pointing a gun at him.	
<b>COLUMN A</b>		<b>COLUMN B</b>	
<b>15.</b>	Skiing is a safe sport but you absolutely need to obey the rules on the slope.	Skiing is a safe sport as _____ you obey the rules on the slope.	
<b>16.</b>	I am really sorry I gave you such short notice.	I honestly _____ giving you such short notice.	
<b>17.</b>	He is so set in his ways he will most probably not accept your suggestion of a change.	He is so set in his ways he is highly _____ accept your suggestion of a change.	
<b>18.</b>	The wind blew away the roof of the house.	The house _____ roof blown away by the wind.	
<b>19.</b>	Giving up at this point is out of the question.	By no means _____ to give up at this point.	

- B3. Find the paragraph in column B (options A-F), which best follows each of the paragraphs in column A (items 20-24). There is ONE option you do not need.**

(5 x 2 points = 10 points)

**Peer pressure in adolescence: Choose your friends wisely**

COLUMN A		COLUMN B	
20.	Remember that parental favourite: "If all your friends jumped off a cliff, would you follow them?"	A.	Research has shown that risk-taking behaviour such as smoking, risky driving and substance abuse are far more likely in the presence of a group of friends than when alone. And people tend to spend more waking hours with peers in adolescence than in any other stage of life, both face to face and online. So, it seems that parental concern is justified.
21.	Peer pressure has rather negative connotations in society and in the media. But do parents really have a valid reason to be concerned about the negative influence of peers in adolescence?	B.	Adolescents played an economic game in a group, in which they had to divide coins between themselves and the group. During some rounds, online peers provided feedback on these decisions by clicking on 'Like'. The findings show that the changes in prosocial behaviour depended on the type of decisions liked by the peer group.
22.	Fortunately, this is just one side of the story.	C.	Obviously, the expected answer is a fierce "No, of course not".
23.	However, less attention has been paid to the effects of peer influence on the development of prosocial behaviour, e.g. volunteering or cooperation.	D.	Those same friends who encourage a teenager to jump off a cliff might equally tell him to stay safely on the edge of the cliff, do well at school or volunteer for an important cause.
24.	All in all, scientific evidence shows that parents have valid reasons to worry about negative peer influence.	E.	These findings imply that hanging out with the right crowd in adolescence may actually be beneficial.
		F.	Nevertheless, there may also be a positive side to peer influence, such that it might also lead to an increase in positive behaviour.

**Γ. ΠΑΡΑΓΩΓΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ**

**(40 points)**

**TASK:** You are taking part in an online discussion on ‘Healthy Lifestyle’ and you have decided to submit an article (180-200 words) on this issue in which you:

a) discuss the importance of healthy eating habits and physical exercise

and

b) suggest ways in which young people can adopt a healthy lifestyle.

You do not need to provide a title.

Do not mention your name anywhere in the article and do not sign it.

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**ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ**

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΚΕΝΤΡΙΚΗ ΕΠΙΤΡΟΠΗ ΕΙΔΙΚΩΝ ΜΑΘΗΜΑΤΩΝ

ΚΟΙΝΗ ΕΞΕΤΑΣΗ ΟΛΩΝ ΤΩΝ ΥΠΟΨΗΦΙΩΝ  
ΣΤΗΝ ΑΓΓΛΙΚΗ ΓΛΩΣΣΑ

29 Ιουνίου 2021

ΟΔΗΓΙΕΣ ΓΙΑ ΤΟΥΣ ΥΠΟΨΗΦΙΟΥΣ ΚΑΙ ΤΙΣ ΥΠΟΨΗΦΙΕΣ

1. Να απαντήσετε σε όλα τα ερωτήματα στο τετράδιό σας ακολουθώντας την αρίθμηση των θεμάτων ως εξής:
  - A1. 1. ...  
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4. – A  
5. ...
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Καλή Επιτυχία

Διάρκεια εξέτασης: Τρεις (3) ώρες

Έναρξη χρόνου εξέτασης: Αμέσως μετά τη διανομή των θεμάτων

Δυνατότητα αποχώρησης: 11:30

**A. Read the text below and respond to tasks A1 and A2.**

Where you are, what you're doing, and who you are with all affect your personality in the moment. Over time, these influences can accumulate, shaping the kind of person you become. But you don't have to accept this state of affairs passively.

The poet Maya Angelou said, "Stand up straight and realize who you are, that you tower over your circumstances." She was certainly right in the sense that we can be canny about how we choose to spend our time: we can shape our circumstances so that they work for, not against, us.

For instance, if you would like to develop a more open-minded, sociable warm personality, an important way to achieve this is to strive to place yourself into situations that lift your mood. This may sound obvious, but if you think honestly for a moment, how often are you strategic when planning your time?

Rather than gritting your teeth as you endure yet another spell of boredom, try making a greater effort to plan ahead and seek out the sunlit places that promise more joy.

Psychologists at the University of Sheffield in England tested this approach recently. They conducted a study and gave half of their participants the

following situation-selection instruction before the weekend and asked them to repeat it three times and to commit to doing it: "If I am deciding what to do this weekend, then I will select activities that will make me feel good and avoid doing things that will make me feel bad!"

On Monday, all the participants provided a breakdown of what they'd spent the weekend doing and the emotions they'd experienced. The key finding was that those who followed the instruction experienced more positive emotions over the weekend. This was particularly the case for the participants with more neurotic personalities, who said they usually struggled to regulate their emotions. If you would like to be less neurotic, this could be a particularly useful approach for you.

The situation-selection strategy is not all easy sailing, though. An unfortunate and important obstacle to taking this more strategic approach to life and our own personality development is that a lot of the time, we are not very good at anticipating how different situations will make us feel.

Adapted from  
[www.sciencefocus.com](http://www.sciencefocus.com) (20 May 2021)

**A. ΚΑΤΑΝΟΗΣΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ**

**(30 points)**

**A1. Answer questions 1-3, based on information from the text (max. 30 words each).**

(3 x 4 points = 12 points)

1. What would be a suitable title for this text?
2. What is the purpose of the text?
3. According to the text, is it possible to choose the situations we will find ourselves in? Justify your answer.

**A2. Choose the correct answer (A, B or C) for items 4-9, based on information from the text.**

(6 x 3 points = 18 points)

4. Where is this text likely to appear? In a  
**A.** textbook on psychology. **B.** popular science magazine. **C.** lifestyle magazine.
5. According to the text, the situations you generally find yourselves in  
**A.** make you passive. **B.** influence your personality. **C.** affect your personality momentarily.
6. The quotation by the poet Maya Angelou implies that  
**A.** we need to stand up for our rights. **B.** we need to realize our circumstances. **C.** we can take control of our circumstances.
7. According to the text, people  
**A.** do not always choose to spend their time doing things that make them happy. **B.** make conscious efforts to do things that bring them joy. **C.** like to feel bored than to plan to do things that bring them joy.
8. In the study conducted by psychologists at the University of Sheffield, half of the participants were asked to select activities that made them feel good during the weekend and the other half  
**A.** were asked to stay at home. **B.** were not given any instructions. **C.** were asked to do things that made them feel bad.
9. According to the results of the University of Sheffield study,  
**A.** all the participants experienced pleasant emotions during the weekend. **B.** only the participants with neurotic personalities experienced pleasant emotions during the weekend. **C.** those participants who consciously chose to do things that made them happy during the weekend experienced positive emotions.

**B. ΓΛΩΣΣΙΚΗ ΕΠΙΓΝΩΣΗ**

**(30 points)**

**B1. Use the correct form of the following words (A-H) to complete the gaps (10-14) in the following text, as in the example. There are TWO words you do not need.**

(5 x 2 points = 10 points)

<b>A.</b>	contradict	<b>B.</b>	infect	<b>C.</b>	believe	<b>D.</b>	<del>tend</del> (example)
<b>E.</b>	visible	<b>F.</b>	harm	<b>G.</b>	transmit	<b>H.</b>	benefit

The example is in **bold** and *italics*.

**Are humans naturally clean and tidy creatures?**

Thousands of years ago, our ancestors were already using latrines and tidying their hair with combs, suggesting we have some deep-rooted tidy **(ex.) *tendencies***. Yet people today still engage in gross habits, such as eating lunch over a keyboard or failing to wash their hands after visiting the loo.

The reason for these **(10)** \_\_\_\_\_ is that our natural inclination for cleanliness and good hygiene isn't borne from reason, but driven by our sense of disgust. This emotion protects us from the risk of **(11)** \_\_\_\_\_, but it's far from foolproof or logical – it's triggered by certain sights, smells and **(12)** \_\_\_\_\_, rather than any objective measure of hygiene. Generally speaking, people are more bothered by dirt they can see and smell, even if it's **(13)** \_\_\_\_\_, rather than germs that are **(14)** \_\_\_\_\_, even if more deadly.

**B2. Fill in the gaps with two words in the statements of column B, so that they are similar in meaning to the statements (15-19) of column A, as in the example.**

(5 x 2 points = 10 points)

<b>Example:</b> Please, switch off the library lights and then you can leave.		Please, switch off the lights <b><u>before leaving</u></b> the library.	
<b>COLUMN A</b>		<b>COLUMN B</b>	
<b>15.</b>	Erika left but she didn't even say goodbye.	Erika left _____ even _____ goodbye.	
<b>16.</b>	When I started my speech, I forgot everything I wanted to say.	When I started my speech, I couldn't _____ I wanted to say.	
<b>17.</b>	If I were you, I wouldn't buy such an expensive camera! It's a waste of money!	In my opinion, it's _____ buying such an expensive camera! It's a waste of money!	
<b>18.</b>	The teacher has tolerated the student's behavior for a long time.	The teacher has _____ with the student's behavior for a long time.	
<b>19.</b>	I still can't believe it! Everyone came to my party apart from Cathy.	I still can't believe it! Everyone came to my party with the _____ Cathy.	

**B3. This is a children’s story called ‘Stone Soup’ written by Leanne Guenther, based on a Portuguese fable.**

**The paragraphs of the story have been jumbled up. Put paragraphs A-E in the correct order by writing the number of the item (20-24) and the letter corresponding to each paragraph in the order in which they should appear.**

(5 x 2 points = 10 points)

**This is how the story begins**

*A kindly, old stranger was walking through the land when he came upon a village. As he entered, the villagers moved towards their homes locking doors and windows.*

**A.** By now, hearing the rumor of food, most of the villagers had come out of their homes or watched from their windows. As the stranger sniffed the “broth” and licked his lips in anticipation, hunger began to overcome their fear. “Ahh,” the stranger said to himself rather loudly, “I do like a tasty stone soup. Of course, stone soup with cabbage -- that’s hard to beat.”

**B.** As he left, the stranger came upon a group of village children standing near the road. He gave the silken bag containing the stone to the youngest child, whispering to a group, “It was not the stone, but the villagers that had performed the magic.”

**C.** The stranger smiled and asked, “Why are you all so frightened? I am a simple traveler, looking for a soft place to stay for the night and a warm place for a meal.” “There’s not a bite to eat in the whole province,” he was told. “We are weak and our children are starving. Better keep moving on.”

**D.** Soon a villager approached hesitantly, holding a small cabbage he’d retrieved from its hiding place, and added it to the pot. “Wonderful!!” cried the stranger. “You know, I once had stone soup with cabbage and a bit of salt beef as well, and it was fit for a king.” The village butcher managed to find some salt beef... And so it went, through potatoes, onions, carrots, mushrooms, and so on, until there was indeed a delicious meal for everyone in the village to share. The village elder offered the stranger a great deal of money for the magic stone, but he refused to sell it and traveled on the next day.

**E.** “Oh, I have everything I need,” he said. “In fact, I was thinking of making some stone soup to share with all of you.” He pulled an iron cauldron from his cloak, filled it with water, and began to build a fire under it. Then, with great ceremony, he drew an ordinary-looking stone from a silken bag and dropped it into the water.

<b>20.</b>		<b>21.</b>		<b>22.</b>		<b>23.</b>		<b>24.</b>	
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**Γ. ΠΑΡΑΓΩΓΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ**

**(40 points)**

**TASK:** You have decided to spend part of your summer vacation doing volunteer work and would like your friend Alex from Spain to join you. Write an email (180-200 words) to Alex in which you:

a) describe the kind of volunteer work you would like to do during the summer

and

b) try to convince your friend that it’s a good idea for the two of you to do this kind of volunteer work together.

Sign as George/Georgia.

**ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ**

**ΠΑΝΕΛΛΑΔΙΚΕΣ ΕΞΕΤΑΣΕΙΣ 2021**  
**ΕΙΔΙΚΟ ΜΑΘΗΜΑ : ΑΓΓΛΙΚΑ**  
**ΑΠΑΝΤΗΣΕΙΣ**

**A1.**

1. Improve your personality by redefining your routines
2. The purpose of the text is to show people that by choosing to experience positive situations, they can change their mood and improve their personality.
3. Yes, the text calls this 'situation-selection strategy' and suggests we be 'canny' about how we organise our time and recommends we 'seek out places that offer more joy'.

**A2.**

4. B
5. B
6. C
7. A
8. B
9. C

**B1.**

10. contradictions
11. infection
12. beliefs
13. harmless
14. invisible

**B2.**

15. without saying
16. remember what /recall what
17. not worth
18. put up
19. exception of

**B3.**

20. C
21. E
22. A
23. D
24. B

**ΠΑΝΕΛΛΑΔΙΚΕΣ ΕΞΕΤΑΣΕΙΣ 2021**  
**ΕΙΔΙΚΟ ΜΑΘΗΜΑ : ΑΓΓΛΙΚΑ**  
**ΑΠΑΝΤΗΣΕΙΣ**

**Γ. ΠΑΡΑΓΩΓΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ**

Hi Alex,

I hope you and your family are well. The reason I'm writing is that I've decided to spend August as a volunteer in Greece and I thought that you might want to join me.

I am interested in volunteering with Archelon, the organization that helps protect sea turtles throughout Greece. We are both keen on nature conservation and so I thought that this would be the perfect opportunity for us to get some firsthand experience. We would go to the island of Zakynthos and help protect the baby turtles there. There is a small fee to participate but this includes accommodation. We will be taught to do a variety of different tasks and I'm sure we will learn a lot from it. It won't be all work, of course, and there will be other volunteers there, too, so we will have the chance to socialize and have fun.

So, what do you say? I think it will be a fabulous adventure and a great opportunity for us to spend time together while doing something good for the planet. I really hope you agree to join me. Let me know your answer as soon as you can.

Best wishes  
George/Georgia