

**ΠΑΓΚΥΠΡΙΕΣ ΕΞΕΤΑΣΕΙΣ
KEY**

Μάθημα: ΑΓΓΛΙΚΑ

**Ημερομηνία & Ώρα Εξέτασης: Τρίτη 25 Μαΐου 2010
7.30 π.μ. – 10.45 π.μ.**

I: WRITING SKILLS

(25 MARKS)

Write a composition of about 250 – 300 words:

School is a more important influence on a child's success in life than parents.
Write your opinion on the topic for your school magazine.

II: READING SKILLS

(40 MARKS)

A. Choose the best answer a, b, c or d according to the text:

(5 x 2= 10 marks)

1. Preschoolers become violent in their play
a. after watching violent scenes.
2. Young boys are sometimes
d. attracted to violent television heroes.
3. Elementary school children show a liking for frightening films to
c. get over their own fears.
4. The passage defines the "at risk" children as children who
b. have a big chance of becoming an aggressive adult.
5. The purpose of the passage is to
d. discuss the effects of television violence on children.

B. Answer the following questions on the passage:

(3 x 3 = 9 marks)

1. List three factors that, according to the passage, determine children's understanding of television.
 - a. The ways in which they process information,
 - b. the amount of mental effort they invest, and
 - c. their own life experiences.

2. Mention the three characteristics that attract preschoolers' attention when they watch television.
 - a. fast character movement
 - b. fast changes of scene
 - c. unexpected sights and sounds

3. Refer to three kinds of TV programmes elementary school children watch.
 - a. cartoons
 - b. horror movies
 - c. family programmes

C. Extended writing:

(15 marks)

Use information from the passage to describe the TV viewing tendencies and preferences of the majority of adolescents

- a. watch less television than they did when they were younger
- b. watch less with their families
- c. their interests at this age tend to revolve around independence and romance
- d. and they develop a preference for music videos and horror movies which deal with these topics although usually in negative ways
- e. Adolescents increasingly doubt the reality of television content
- f. And are much less likely to identify with television characters.

write your own views on how parents can encourage adolescents to be critical when watching television

(Suggested answers)

- g. By advising them concerning their television programme selection/choices
- h. By discussing what is beneficial/harmful/appropriate/inappropriate with their children
- i. By watching some good/educational programmes with their children to sensitise them to a variety of issues
- j. By explaining the dangers of indiscriminate and excessive television viewing
- k. By emphasising the importance of selective television viewing

Write about 80 - 100 words

D. Match the words in Column A, in bold in the passage, with the words / phrases in Column B, according to the passage:
(More words / phrases than needed are given.) (6 x 1 = 6 marks)

Column A		Column B
1. affects	f	a. effort
2. vivid	d	b. major activity
3. evil	h	c. expresses
4. attempt	a	d. striking
5. themes	g	e. small number
6. minority	e	f. influences
		g. topics
		h. bad

SECTION III: LANGUAGE USAGE**(15 MARKS)**

A. Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence. Do not change the words given. (5 x 1 = 5 marks)

1. The students are raising the money for charity. **(raised)**
The money **is being raised** by the students for charity.
2. I didn't expect the weather to be so bad. **(than)**
The weather **was / is worse than** I expected.
3. It's a month since I last saw a good film. **(for)**
I **haven't seen a good film for** a month.
4. "I have to get a new laptop tomorrow," she said **(that)**
She said **that she had to get** a new laptop the next day.
5. I really regret calling him a liar. **(only)**
If **only I hadn't called** him a liar.

B. Fill in the gaps in the following text with only ONE word. (10 x 0,5 = 5 marks)

Television Control Box

Parents will soon be offered the ultimate weapon to win the war over how much TV their children watch. Instead **1. of** constantly fighting to control viewing habits, they will have the job done for them **2. by** a coded electronic device. It will switch off the TV set after a specific period of time runs out, leaving the child to turn to other activities such **3. as** reading or even playing in the fresh air. The gadget, 'TV Allowance', **4. was** invented by Miami photographer Randal Levenson, a former engineer, **5. who** despaired of ever reducing his three children's screen time. 'There was a lot of anger **6. in / around** the house about the TV and Nintendo usage', said Mr Levenson. His response was **7. to** build the calculator-sized box **8. which / that** plugs into the TV. Mr Levenson now uses a code to set the four hours that his children can watch **9. every / each / per** week. Each child has his own code, and when his time is up, the screen goes blank. Mr Levenson can find out how **10. much** time is left by touching a button.

C. Fill in the gaps in the following text with the correct form of the words given in brackets. (10 x 0,5 = 5 marks)

Is education killing creativity?

There is a growing dissatisfaction with the educational system because it is not meeting the demands of the knowledge society. Several voices claim that the system **1. Emphasizes / emphasizes (EMPHASIS)** logical-mathematical skills, but neglects other types of talents such as dancing, music or painting. There is increasing **2. agreement (AGREE)** that educational systems have to change to adapt to the new demands of the 21st century and be different from now on. In order for creativity and **3. innovation (INNOVATE)** to flourish, schools and students will have to connect with their local surroundings while becoming **4. global (GLOBE)** players. This requires clear vision, leadership and the **5. ability (ABLE)** to cooperate with other institutions. Schools have to become learning **6. Organizations / organisations (ORGANISE)**. Teachers, like any **7. professional (PROFESSION)**, must become lifelong learners. They have to become mentors helping students to fulfill their creative and learning potential. Last but not least, assessment needs to be **8. rethought (RETHINK)**. It is necessary for **9. evaluators / evaluations (EVALUATE)** to include creativity among their criteria. Creativity has to be promoted and given **10. importance (IMPORTANT)**, not only rhetorically, but in practice.

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