

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΚΕΝΤΡΙΚΗ ΕΠΙΤΡΟΠΗ ΕΙΔΙΚΩΝ ΜΑΘΗΜΑΤΩΝ

**ΚΟΙΝΗ ΕΞΕΤΑΣΗ ΟΛΩΝ ΤΩΝ ΥΠΟΨΗΦΙΩΝ ΣΤΗΝ ΑΓΓΛΙΚΗ ΓΛΩΣΣΑ**

24 Ιουνίου 2010

**ΟΔΗΓΙΕΣ ΓΙΑ ΤΟΥΣ/ΤΙΣ ΥΠΟΨΗΦΙΟΥΣ/ΕΣ**

1. Να απαντήσετε σε όλα τα ερωτήματα στο τετράδιό σας, ακολουθώντας την αρίθμηση των θεμάτων. Δηλαδή:
  - A1. 1. ...  
2. ...
  - A2. 4. Να γράψετε μόνο το γράμμα που αντιστοιχεί στη σωστή απάντηση, π.χ. 4 – C.
  - B1. 10. Να γράψετε μόνο τη ζητούμενη λέξη.  
11. ...
  - B2. 15. Να γράψετε μόνο τις ΔΥΟ ζητούμενες λέξεις.  
16. ...
  - B3. 20. Να αντιστοιχίσετε τον αριθμό με το σωστό γράμμα, π.χ. 20 – F.
  - 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: 18.00

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

## TV may hamper baby talk



A new study provides fresh evidence that television is bad for babies. It found that parents don't talk as much to their infants when a television is turned on—even if it is just audible in the background. That might explain why exposure to television seems to hinder a child's ability to learn language.

"Every word that is uttered to a baby is actually important," said Dr Dimitri Christakis, lead researcher of the Seattle Children's Research Institute, in the USA. Language acquisition starts on the first day of a child's life. Hearing words, and interacting with caregivers, lays the foundation for language development.

The study involved 329 children between two months and four years of age. On randomly selected days, the children wore a small audio-recording device

which captured everything they heard or said. An analysis of those recordings revealed that each additional hour of television exposure led to a decrease of about 770 words the child heard from an adult during the recording session.

The presence of an audible TV also put a damper on the infants, who uttered fewer words or sounds like ga-ga and goo-goo. "Some of these reductions are likely due to children being left in front of the television screen, but others likely reflect situations in which adults, though present, are distracted by the screen and are not interacting with their infant," the researchers write in the journal *Archives of Pediatrics & Adolescent Medicine*.

In some respects, the findings don't seem all that surprising, Dr Christakis said in an interview, but he added that many parents are under the mistaken belief that TV viewing—especially infant-oriented DVDs—helps kids learn.

"I don't fault parents because there has been a very aggressive marketing campaign to try to convince them that these baby DVDs are really good for their baby's brain and can teach them all kinds of things," he said. However, the results of his study clearly show that "when the TV is on, parents and children are interacting less, not more," he said, stressing that kids learn best through interaction. "The richness of the child's language environment is decreased by the presence of an audible TV," he said. "Television displaces talk—children talk less and are spoken to less."

*Globe Life*, Jun. 04, 2009

**A1. Answer questions 1-3 with information from the article (up to 15 words each).**

(3 x 4 = 12 points)

1. When do we begin learning to talk, according to this article?
2. Why do some people think that DVDs made especially for kids can make them smarter?
3. According to Dr Christakis, what is the ideal way for children to acquire language?

**A2. Choose the best answer (A, B, or C) for items 4–9 with information from the article.**

(6 x 3 = 18 points)

4. Television may be harmful for children even when
 

|                     |                               |                       |
|---------------------|-------------------------------|-----------------------|
| A. it's turned off. | B. nobody is listening to it. | C. parents forbid it. |
|---------------------|-------------------------------|-----------------------|
5. Dr Christakis
 

|   |  |  |
|---|--|--|
| A. is interested in psychological research. | B. is head of research at an American institution. | C. does research at a children's clinic. |
|---|--|--|
6. One of the research findings was that television exposure
 

|                                      |  |   |
|--------------------------------------|--|---|
| A. makes adults be unkind to babies. | B. leads adults to neglect their chores. | C. is the cause of reduced adult talk to infants. |
|--------------------------------------|--|---|
7. The study shows that babies left in front of the TV screen
 

|                                  |                                  |                                  |
|----------------------------------|----------------------------------|----------------------------------|
| A. utter fewer sounds and words. | B. are fascinated by the images. | C. become totally disinterested. |
|----------------------------------|----------------------------------|----------------------------------|
8. This study confirms that television
 

|                         |                              |                              |
|-------------------------|------------------------------|------------------------------|
| A. hinders interaction. | B. encourages socialization. | C. stops babies from crying. |
|-------------------------|------------------------------|------------------------------|
9. According to this article, the more talk babies hear
 

|                              |   |                                  |
|------------------------------|---|----------------------------------|
| A. the more they feel loved. | B. the richer their language development. | C. the less language they learn. |
|------------------------------|---|----------------------------------|

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

(5 x 2 = 10 points)

|            |             |               |            |
|------------|-------------|---------------|------------|
| A. combine | B. instinct | C. cruel      | D. produce |
| E. promote | F. centre   | G. confidence | H. compete |

**Example:** This piece of evidence is central to our case.

|     |  |
|-----|--|
| 10. | It was a wonderful _____ because the participants were not there just to win, but to show the audience what they can do with their mind and body.                                |
| 11. | Animal _____ is severely punished in this country. In fact, offenders may be imprisoned.   |
| 12. | The city is marvelous. As you walk through its streets, you step right into history and in minutes you waltz into the here-and-now. It's an exquisite _____ of past and present. |
| 13. | When I saw him coming towards me, with a bouquet of flowers, I acted _____ and fell into his arms!   |
| 14. | She's such a hard worker and so good at what she does that it's only fair that she should get a _____. She deserves it!  |

**B2. Fill in the TWO gaps in the formal statements of Column B, so that they have a similar meaning with the informal statements of Column A, as in the example. (5 x 2 = 10 points)**

**Example:** It's not just that the law says I should wear my seat belt; I feel safer with it. | A basic safety feature of an automobile is the seat belt, and it is **required by** law.

|     | A. SPOKEN FORM  | B. WRITTEN FORM   |
|-----|---|---|
| 15. | I'm really sorry about causing trouble to all of you.                                 | Deborah apologized for _____ trouble to others.                                 |
| 16. | Bob told us that, if he can get time off work now, he'd like to speed up his wedding. | Robert's wedding might be earlier, _____ he can get a leave of absence.         |
| 17. | We all accept your apologies. Just don't do it again!                                 | His apologies will be accepted on _____ he doesn't do it again.                 |
| 18. | I feel disappointed with my parents when they don't appreciate my efforts.            | Children are often disappointed by adults when _____ to value their endeavours. |
| 19. | There are very few documents telling us about how water polo began.                   | There is very little documentation _____ the origins of water polo.             |

**B3. Match items 20-24 (Column 1) with options A-G (Column 2) to make complete statements. In Column 2 there are two options you do not need. (5 x 2 = 10 points)**

| COLUMN 1 |   | COLUMN 2 |  |
|----------|---|----------|--|
| 20.      | What seems to matter more than the class size or the textbook, the teaching method or the technology, _____ | A.       | you can generally tell who is a good teacher and who is not. |
| 21.      | Many people believe that the ability to teach, to inspire young minds, is an ability that _____             | B.       | as a remedy to teacher ineffectiveness.                      |
| 22.      | Others say that teaching is an ability that can be developed, that it can be taught, _____                  | C.       | for many reasons was overlooked or denied.                   |
| 23.      | If nothing is more important than hiring good teachers and firing bad ones, _____                           | D.       | is the quality of the teacher.                               |
| 24.      | Measuring teacher performance based on the test scores of their pupils has been proposed _____              | E.       | but the big question is how.                                 |
|          |   | F.       | only few people possess.                                     |
|          |   | G.       | then why is it such a difficult thing to do?                 |

**C. Produce a written text. (40 points)**

**TASK:** Imagine that your name is Angelos/Angela. A good friend of yours has done something that's annoyed you. You didn't say anything at the beginning, but now you understand that if you keep it inside, it will hurt your friendship. So, you've decided to write an **email** (about 200 words)

- **to explain** what annoyed you **and why**
- **to tell** him/her **what you expect** of him/her now.

(Do NOT sign your email with your real name. Sign as Angelos/Angela)

**ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ**