

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΠΟΛΙΤΙΣΜΟΥ
ΔΙΕΥΘΥΝΣΗ ΑΝΩΤΕΡΗΣ ΚΑΙ ΑΝΩΤΑΤΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

ΠΑΓΚΥΠΡΙΕΣ ΕΞΕΤΑΣΕΙΣ

Μάθημα: ΑΓΓΛΙΚΑ

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

ΤΟ ΔΟΚΙΜΙΟ ΑΠΟΤΕΛΕΙΤΑΙ ΑΠΟ ΠΕΝΤΕ (5) ΣΕΛΙΔΕΣ

Να απαντήσετε σε όλα τα ερωτήματα.

I: WRITING SKILLS

(25 MARKS)

Write a composition of about 250 – 300 words on the following topic:

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)

Read the passage below and do ALL the exercises that follow:

Television Violence: Its Impact on Children

Children of different ages watch and understand television differently. This depends on the ways in which they process information, the amount of mental effort they invest, and their own life experiences. These factors must all be examined in relation to various age groups to gain an understanding of how television violence **affects** them.

At the preschool age, children begin watching television with an “exploration” approach. They search for meaning in the content, but are especially attracted to vivid production characteristics, such as fast character movement, fast changes of scene, and unexpected sights and sounds. Because television violence is accompanied by **vivid** production characteristics, preschoolers tend to seek and pay attention to cartoon violence. They behave more aggressively than usual in their play after watching any high-action cartoon or after watching violent television.

As children grow, they will not become more aggressive themselves if the violence they see is portrayed as **evil**, as causing human suffering, or as resulting in punishment or disapproval. However, they are especially likely to show increased aggression from watching violent television if they believe the violence reflects real life, if they identify with a violent hero, as young boys often do, or if they engage in aggressive fantasies.

Elementary school children still watch cartoons but also begin watching more family programmes. Moreover, they develop a surprising taste for horror movies, perhaps deliberately scaring themselves in an **attempt** to overcome their own fears. Because of this, they are also likely to become more tolerant of violence in the real world.

During adolescence, secondary school children watch less television than they did when they were younger, and also watch less with their families. Their interests at this age tend to revolve around independence and romance, and they develop a preference for music videos and horror movies which deal with these topics, although usually in negative ways. Adolescents increasingly doubt the reality of television content and are much less likely to identify with television characters. The small percentage of those who continue to believe in the reality of television and to identify with its violent heroes are the ones who will probably be more aggressive, especially if they continue to fantasise about aggressive-heroic **themes**.

It is certainly true that television violence does not account for all the causes of children's aggression. It is also true that some children are much more influenced by television violence than others. It is these children who will potentially be more aggressive as adults. But the effect of television violence leads these "at-risk" children to be even more aggressive than they would otherwise be. Although this group might be a **minority** of viewers, they are likely to be the majority of aggressors. This fact makes them and the violent content of television worthy of our attention.

A. Choose the best answer a, b, c or d according to the passage:
(5 x 2 = 10 marks)

1. Preschoolers become violent in their play
 - a. after watching violent scenes.
 - b. after watching TV in an exploratory way.
 - c. because of wrong messages.
 - d. as a result of their immaturity.

2. Young boys are sometimes
 - a. influenced by their parents' viewing habits.
 - b. keen on watching reality shows.
 - c. able to control their choice of programmes.
 - d. attracted to violent television heroes.

3. Elementary school children show a liking for frightening films to
 - a. tell others scary stories.
 - b. fight violence in the real world.
 - c. get over their own fears.
 - d. escape from boredom.

4. The passage defines the “at risk” children as children who
 - a. watch non-violent shows many hours every day.
 - b. have a big chance of becoming an aggressive adult.
 - c. scare themselves by watching horror films.
 - d. have a strong preference for cartoons.

5. The purpose of the passage is to
 - a. explain the main causes of children’s aggression.
 - b. identify the characteristics of a violent programme.
 - c. inform about the importance of tolerance in childhood.
 - 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 (3) factors which, according to the passage, determine children’s understanding of television.
2. Mention the three (3) characteristics that attract preschoolers’ attention when they watch television.
3. Refer to three (3) kinds of TV programmes elementary school children watch.

C. Extended writing: (15 marks)

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

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

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	a. effort
2. vivid	b. major activity
3. evil	c. expresses
4. attempt	d. striking
5. themes	e. small number
6. minority	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 brackets and other words to complete each sentence. Do not change the words given. (5 x 1 = 5 marks)

- The students are raising the money for charity. **(raised)**
The money by the students for charity.
- I didn't expect the weather to be so bad. **(than)**
The weather I expected.
- It's a month since I last saw a good film. **(for)**
I a month.
- "I have to get a new laptop tomorrow," she said. **(that)**
She said a new laptop the next day.
- I really regret calling him a liar. **(only)**
If 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.** constantly fighting to control viewing habits, they will have the job done for them **2.** 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.** reading or even playing in the fresh air. The gadget, 'TV Allowance', **4.** invented by Miami photographer Randal Levenson, a former engineer, **5.** despaired of ever reducing his three children's screen time. 'There was a lot of anger **6.** the house about the TV and Nintendo usage', said Mr Levenson. His response was **7.** build the calculator-sized box **8.** plugs into the TV. Mr Levenson now uses a code to set the four hours that his children can watch **9.** week. Each child has his own code, and when his time is up, the screen goes blank. Mr Levenson can find out how **10.** 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.** (**EMPHASIS**) logical-mathematical skills, but neglects other types of talents such as dancing, music or painting. There is increasing **2.** (**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.** (**INNOVATE**) to flourish, schools and students will have to connect with their local surroundings while becoming **4.** (**GLOBE**) players. This requires clear vision, leadership and the **5.** (**ABLE**) to cooperate with other institutions. Schools have to become learning **6.** (**ORGANISE**). Teachers, like any **7.** (**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.** (**RETHINK**). It is necessary for **9.** (**EVALUATE**) to include creativity among their criteria. Creativity has to be promoted and given **10.** (**IMPORTANT**) not only rhetorically, but in practice.

- THE END -