

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ

Ministry of Education, Lifelong learning and Religious Affairs  
**English Language Certification**

**LEVEL**

**B1&B2**

on the scale set by the Council of Europe

**MODULE**

**1**

Reading comprehension and language awareness

**Period**

**November 2011**

**ATTENTION**

- Do not open this booklet until the exam begins.
- Try to answer all the questions.
- Mark your answers on Answer Sheet 1 [ΑΠΑΝΤΗΤΙΚΟ ΕΝΤΥΠΟ 1].
- Provide **ONE** answer for each item.
- You have **85 minutes** to complete this exam.

**ACTIVITY 1****1.1 Read the text and choose the best answer (A, B, or C) for items 1-2.**

1. The writer
  - A. gives detailed advice to UK visitors.
  - B. compares British and German customs.
  - C. explains how the English language works.
2. The writer is probably someone who has
  - A. lived in England.
  - B. moved to England.
  - C. a family in England.

**Culture and Customs**

## Politeness

By Willy Wiedenmyer

It's really true what people say about English politeness: it's everywhere. When squeezing past someone in a narrow space, people say 'sorry'. When getting off a bus, English passengers say 'thank you' to the driver. In Germany, people would never dream of doing this: bus drivers are just doing their job!



I used to think the German way, until I was in Britain for a few years. I understood that there were more polite ways of treating people and I began to adopt some of those ways too!

When people buy something in a shop, both customer and shop assistant usually thank each other, twice or more. In Germany, it would be unusual to hear more than one 'thank you' in such a conversation. British students thank their lecturers when leaving

the room. English employers thank their employees for doing their jobs, but Germans think that paying their workers money is already thanks enough!

But there is another side to British politeness. One word that comes to mind here is 'artificial'. Although it is enjoyable to talk with friendly people, it has often made me wonder what the English really think. In fact, this confused me throughout my stay in England. Everyone at the University I attended seemed to like me and people in my class were kind and friendly but I found it hard to understand who was really my friend and who was 'just being polite'.

I must say that British politeness is a little puzzling to me. For example, I often wonder why the English lose it when they drink too much. And then I think: maybe, drinking is a good excuse for being rude once in a while... After all, having to be polite all the time can be stressful, right?

WORLDtravel

15

**1.2 Read the text again and choose the best answer (A, B, or C) for items 3-6.**

3. The writer
  - A. used to apologise a lot.
  - B. feels more polite now.
  - C. hates to be rude.
4. The writer says Germans, compared to the British,
  - A. have bad manners.
  - B. say 'thank you' less often.
  - C. think more about money.
5. How do the English change when they drink too much?
  - A. They become loud.
  - B. They joke a lot.
  - C. They are less polite.
6. The writer is confused by English politeness and wonders if
  - A. it's necessary.
  - B. it causes tension.
  - C. it's overemphasised.

**ACTIVITY 2**

Read the information in the text below and match the meaning of each underlined word or phrase (7-11) with options A-F. There is one option you do not need.

A. warn	B. familiarize with	C. live
D. allow	E. go back	F. teach

## Guide dogs



Guide dogs help blind people to (7) lead an independent life. Guide dogs for the blind become eyes for their owner and help them through their daily life, making sure it's safe for them to cross the road, and (8) alerting them if there is an obstacle. Guide dogs are permitted to disobey. If their owner says, 'Forward,' and there is a bike or a lamp-post in the way, the dog won't move. It waits.

Guide dogs for the blind are (9) trained at birth. For the first 18 months of their lives, they live with a foster family that teaches them to obey, to find their way around public places and to (10) get used to being around people.

At 18 months of age, the dog (11) returns to the guide dog organization for training that lasts four to six months. Finally, the blind or visually-impaired person comes to the guide dog school to learn how to work with their new companion.





www.guidedogs.com

**ACTIVITY 3**

Read the text below and for each gap (12-16) choose the best option (A-F). Use each option only once. There is one option you do not need.

A. with	B. from	C. in	D. of	E. after	F. to
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## Delphi



Delphi is an archaeological site on Mount Parnassus (12) \_\_\_\_\_ the valley of Phocis.

In Greek mythology, Delphi was the site of the Delphic oracle. Later, it became a major site for the worship of the god Apollo, (13) \_\_\_\_\_ he killed the Python, a deity who lived there. 'Python' (which comes (14) \_\_\_\_\_ the verb pythein, 'to rot') is claimed by some scholars to be the original name of the site.

It was due to Python that the Games were called Pythian – games that took place every four years, bringing together athletes from all over the Greek world to compete with one another. The victors at Delphi were presented (15) \_\_\_\_\_ a laurel crown which was cut from a tree by a boy who re-enacted the killing (16) \_\_\_\_\_ the Python.

**ACTIVITY 4**

**4.1** Read the text below and choose the best answer (A, B, or C) for items 17-19.

17. Another title for this would be:  
 A. From real books to e-books    B. The power of the printed word    C. Becoming a digital native
18. The aim of the text is to  
 A. amuse the reader.    B. express an opinion.    C. report research.
19. What would the writer like readers to do after reading this text?  
 A. Buy an e-book.    B. Read a novel.    C. Write a reply.

**A Book Blogger's Diary**  
 Books & Reviews, Authors & Publishers, Contests & More!

E-books are causing a lot of controversy about reading but the debate about the power of the written word goes back a long time. Here's my take on the issue.

4 Oct

Before Gutenberg invented the printing press in 1440, few people actually read books. They were read to them. Then the printing press made it possible for anyone who could read to actually read books for themselves. Critics worried that people would no longer read aloud and that the wonderful experience of sharing books would die. Religious leaders feared that ordinary people who read the Bible for themselves might come up with their own opinions and would threaten their authority. Now we come to e-books. I admit I am a bit ignorant, technologically speaking, but I am thought by my more Neolithic friends to be almost a digital native!

Of course, I have a mobile phone and a laptop, but I don't think it's worth forking out a lot of money on another new toy. I do love to read, and am fascinated with the new digital reading devices on the market. But reading e-books is not for me. I am still reading novels the old-fashioned way.

Anyway, I've been thinking about what e-books and real books might mean for the way we read and I would like to share my views with you. I look forward to your input in the comments section.

POSTED BY ALEX AT 09:36 AM    0 People said

**4.2** Read the text again, and decide if statements 20-25 are True (A), False (B), or Not Stated (C).

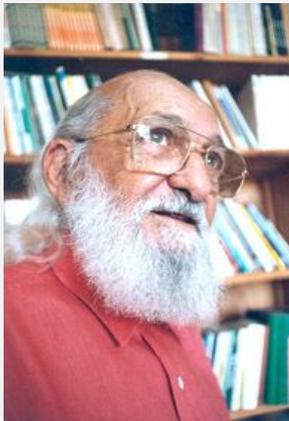
STATEMENTS		A	B	C
		TRUE	FALSE	NOT STATED
20.	People have been discussing e-books for a long time.			
21.	Printed books gave people more freedom.			
22.	Books made people more critical of the church.			
23.	The printing press created more jobs.			
24.	The writer's friends think he knows little about technology.			
25.	The author reads both e-books and real books.			

**ACTIVITY 5**

Read the text below and choose the best answer (A, B, or C) for items 26-35.

## Paolo Freire:

Paulo Freire, a Brazilian theorist and practitioner of critical pedagogy, was born in 1921 to a middle class family in Recife.



Freire became familiar with poverty and hunger during the 1929 Great Depression. In 1931, the family moved to the less expensive city of Jaboatão dos Guararapes. In school, he ended up four grades

behind, while his social life revolved around playing football with kids in the neighbourhood, whose poverty left a mark on him. These experiences would shape his concerns for the underprivileged and would help to develop his particular educational viewpoint.

Freire stated that poverty and hunger severely affected his own ability to learn. This influenced his decision to dedicate his life to improving the lives of the poor: 'I didn't understand anything because of my hunger. I wasn't dumb. It wasn't lack of interest. My social condition didn't allow me to have an education. Experience showed me once again the relationship between social class and knowledge'.

Eventually, his family's misfortunes turned around and their prospects improved, allowing Freire to enrol at Law School. He also studied philosophy and the psychology of language. Although he qualified as a lawyer, he never actually practised law but instead worked as a teacher in secondary schools, teaching Portuguese.

In 1946, Freire was appointed Director of the Department of Education and Culture in the State of Pernambuco. Working primarily among the illiterate poor, Freire began to develop his unique approach to teaching as liberation. In Brazil at that time, literacy was a requirement for voting in presidential elections and Freire aimed, through education, to create active citizens able to change the world they lived in.

In 1961, he was appointed director of the Department of Cultural Extension of Recife University. It was this position that gave him his biggest opportunity to really apply his theories, when 300 farm workers were taught literacy skills in just 45 days. In response to this experiment, the Brazilian government put Freire's approach into practice by the creation of thousands of 'cultural circles' across the country.

In 1964, a military coup put an end to that effort and the dictators imprisoned Freire as a traitor. Unable to stay safely in his own country, Freire went to Chile as a political refugee, where he worked for five years. In 1968, he published his most famous book, *Pedagogy of the Oppressed*, in Portuguese. It wasn't published in Brazil, until 1974. On the strength of the reception of his work, Freire was offered a visiting professorship at Harvard University in 1969.

In 1980, he was able to return to Brazil where he was appointed Secretary of Education for São Paulo.

26. The main aim of this text is to  
 A. criticise Freire's ideas.                      B. describe Freire's character.                      C. sum up Freire's life.
27. Paulo Freire's work is probably read by  
 A. pupils.    B. educators.    C. parents.
28. Why did Freire's family leave Recife?  
 A. Because they were poor.                      B. So Paulo could go to school.                      C. In order to find work.
29. Freire's ideas were influenced by  
 A. Brazilian football.                              B. the poor.    C. his teachers.
30. Paulo didn't do well at school because of  
 A. lack of motivation.                              B. poor teaching.                                      C. social conditions.
31. Freire's main aim as a teacher was to teach  
 A. law.    B. political theory.                                      C. the illiterate poor.
32. The aim of the 'cultural circles' was to teach  
 A. reading and writing.                              B. farming techniques.                                      C. Brazilian culture.
33. Why did Freire go to Chile?  
 A. To be free.    B. To publish his books.                                      C. To find work.
34. Another subtitle for this text could be:  
 A. Looking at the education history of Brazil.                      B. Education as the practice of freedom.                      C. The childhood of a great teacher.
35. Imagine that the text continues into the next page. Guess what it is probably about.  
 A. Brazilian education during the dictatorship.                      B. The educational system in Chile.                      C. How Freire changed education in Brazil.

**ACTIVITY 6**

Read the extracts from newspaper articles (items 36-41) and match them with the topics (options A-H). There are two options you do not need.

A. An epidemic	B. Digital technology	C. A new music CD	D. Financial news
E. A journey	F. A war	G. A basketball match	H. A court case

36.	It opens with percussion and string instruments. Recorded back in the band's native Kentucky, it's a much warmer, welcoming collection than their previous work.	
37.	We would make daily explorations into the wilderness of the National Park. Between excursions, we would simply sit on the deck, watching the river flow, as the forest drifted past.	
38.	Global online interaction will increase by 2015 as the number of electronic gadgets linked to the system climbs to 15 billion, according to a forecast by networking consultants.	
39.	The Ministry of Defence says allied helicopters have been used for the first time in the campaign, hitting enemy troops near key strategic positions.	
40.	Four new cases were identified yesterday, bringing the total to 11 people being treated for the infection. Medical experts are desperately working to find the source of the outbreak.	
41.	The US teenager, Brad Williams, 19, who was found guilty last year of abducting and holding to ransom his wealthy French partner, Elise Canard, has won his appeal against the 25-year prison sentence, of which he had only served nine months.	

**ACTIVITY 7**

**7.1** Read the text below and choose the best answer (A, B, or C) for items 42-43.

42. The article below

- A. gives advice.
- B. reports facts.
- C. gives a personal opinion.

43. The author

- A. makes predictions about the future.
- B. compares past and present.
- C. expresses satisfaction with the present.

REALlife

36

**Greek shoppers change habits**

**S**hopping lists, super-market hopping and an increased sensitivity to shelf prices are among the signs that Greek consumers in these times of financial crisis are changing their habits when it comes to how they shop, what they spend and what they buy.



These are the most recent findings of an annual research

project carried out by the Athens University of Economics and Business on a random sample of 1,928 households.

One of the most significant changes in this year's report is that 93.3 percent of respondents said that they have already made up their minds about what they will buy in advance of going shopping. Random purchases are becoming rarer: in the past, unable to resist the temptation of the colourful shelf displays, shoppers would happily buy things from the supermarket they had not

intended to get when they set out. But at a time when money is short, people tend to avoid buying anything but the bare essentials. As a result, there is much less waste than in the past when people felt more carefree.

Another important finding is that only 60 percent of those with mental or written shopping lists specifically intend to buy particular well-known brand names when they get to the supermarket. Cheaper, less well-known brands or local supermarket products, are becoming more popular.

**7.2** Read the text again and choose the best answer (A, B, or C) for items 44-46.

44. Greek shoppers are changing their shopping habits because

- A. there is greater variety of goods.
- B. there are new shopping centres.
- C. they want to spend less money.

45. When most people go to the supermarket

- A. they are not sure what they want to buy.
- B. they buy more than is necessary.
- C. they buy only the things they need.

46. According to research, famous brand names

- A. are no longer popular.
- B. are becoming less popular.
- C. are becoming more popular.

**7.3** What do the phrases in italics mean? Choose the best answer (A, B, or C) for items 47-50.

47. People are showing an *increased sensitivity* to shelf prices means that they are  
 A. more aware of prices.                      B. more interested in prices.                      C. more concerned with prices.
48. Researchers investigated a *random sample* of population means that they asked  
 A. a certain number of people chosen by chance.                      B. anyone who volunteered for the study.                      C. a statistically valid number of people.
49. More people are now able to *resist* the shopping *temptation* means that they  
 A. don't give in to their shopping desires.                      B. want to buy only cheap stuff.                      C. are careless shoppers.
50. People are now buying the *bare essentials* means that they buy  
 A. the most important things.                      B. only what they need.                      C. the plainest stuff.

**ACTIVITY 8**

Use the correct form of the words in parentheses to complete the items 51-55, as in the example.

The screenshot shows a web browser window with the following content:

- Browser title: Who we are | Custom Web Design, SEO, E-Commerce, Web Applications | Generation Y - Mozilla Firefox
- Address bar: www.generation-y.gr/en/contact/1-who-we-are
- Page header: Home (with house icon) and CONTACT (with telephone icon)
- Main heading: GENERATION Y
- Graphic: A box containing the text "Prepare yourself to Change The World" where "Change" is in large black letters, "The" is in blue, and "World" is in green and red.
- Text block:
 

The term **(0)** Generation (generate) Y first appeared in 1993 to describe people born in the late 70s or early 80s. By 2010 many of them had reached their thirtieth birthday. I'm one of them. I'm one of those people who are very **(51)** \_\_\_\_\_ (confidence) with computers because we grew up with them. We feel **(52)** \_\_\_\_\_ (comfort) with all kinds of technology because it was there from the moment we were born.

We are the credit-card generation, who got used to buying now and paying later. We are a generation of **(53)** \_\_\_\_\_ (consume) who are used to spending, not saving... money, goods or energy. We're the generation that has experienced economic development which has now turned into a banking and financial crisis. This means that **(54)** \_\_\_\_\_ (employ) is difficult to find. Being unemployed could mean having time for leisure activities and **(55)** \_\_\_\_\_ (entertain), but most of us stay home and surf on our computers desperate and alone. Isn't it about time we did something about the world that we live in? Let's change it!

**ACTIVITY 9**

Think of **ONE** word that can go with **BOTH** sentences (56-60) in each set. The first letter of the word is given.

56. a) Don't delay. It's best to **s** \_\_\_\_\_ while the iron is hot. It might be too late tomorrow.  
b) The port workers are threatening to come out on **s** \_\_\_\_\_ over pay and conditions.

57. a) The band's songs have all been huge **h** \_\_\_ with teenagers.  
b) On average, their website gets a thousand **h** \_\_\_ a week.

58. a) She studied **f** \_\_\_ arts and music at London University.  
b) I felt a bit dizzy this morning but I feel just **f** \_\_\_ now.

59. a) We had **h** \_\_\_ hopes and expectations of her and she hasn't disappointed us.  
b) I think it's **h** \_\_\_ time you got your hair cut.

60. a) Let's **r** \_\_\_ our sleeves up and get down to work.  
b) We need another **r** \_\_\_ of wallpaper to finish decorating the living room.

**ΣΑΣ ΥΠΕΝΘΥΜΙΖΟΥΜΕ ΟΤΙ ΠΡΕΠΕΙ ΝΑ ΜΕΤΑΦΕΡΕΤΕ ΟΛΕΣ ΤΙΣ ΑΠΑΝΤΗΣΕΙΣ ΣΤΟ ΕΝΤΥΠΟ 1**

**ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ**