



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ
ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ

Ministry of Education & Religious Affairs, Culture & Sports

English Language Certification

LEVEL

B1&B2

on the scale set by the Council of Europe

MODULE

1

Reading comprehension and language awareness

Period

May 2013

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 about *William Tell* and choose the best answer (A, B, or C) for items 1-2.

1. The best subtitle for this text is:
 - A. A Swiss Hero
 - B. A Brave Soldier
 - C. A Remarkable Leader.
2. The writer presents the William Tell story as
 - A. a legend.
 - B. a fairy tale.
 - C. a historical fact.

IMPORTANT PEOPLE

William Tell



William Tell has inspired storytellers and musicians. We first come across his name in a 15th century text which says that Tell lived in the 14th century and saved the Swiss from the tyrannical Austrians. The text includes the famous story of the apple.

One day, the story goes, the Austrian governor, Gessler, put up a pole in the village square, put his hat on top of it, and said that all the villagers had to bow before the hat. When Tell passed by the hat without bowing, he was arrested. As a punishment, he had to shoot an apple off the head of his son. If he refused, both he and his son would be executed. Gessler promised Tell his freedom if he was successful in his effort.

Tell managed to shoot the apple off his son's head, without harming him. But Gessler saw that before shooting, Tell had prepared two arrows in his crossbow, not one; after the shot, he asked Tell why. Tell replied that if he had killed his son, he would have used the second arrow to kill Gessler. Gessler was angry, and decided to imprison Tell. But while Gessler's men were taking Tell to prison on a boat, there was a storm and the soldiers were afraid that their boat would sink. They had to free Tell, so he could steer the boat too. But Tell jumped from the boat and escaped. Later, he found Gessler and killed him. This action started the rebellion that led to the creation of Switzerland.

In 1354, people say that William Tell died trying to save a child from drowning. Whether this is true or not, whether Tell is a real historical figure or not, he is regarded as someone who helped to free Switzerland from Austria.

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

3. How do we first learn about William Tell?
 - A. From written records.
 - B. From children's stories.
 - C. From traditional songs.
4. Why did Gessler ask Tell to shoot the apple? Because Tell
 - A. had tried to kill him.
 - B. refused to obey him.
 - C. was popular with the Swiss.
5. After Tell had shot the apple on his son's head,
 - A. he attacked Gessler.
 - B. he spent time in a jail.
 - C. he was arrested.
6. Today, the Swiss remember William Tell because
 - A. he saved a lot of lives.
 - B. he helped his country.
 - C. he led an army against Austria.

ACTIVITY 2

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

A. guess	B. earn	C. cause	D. continue	E. find	F. spend
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Hi, Terri!

Good to hear from you. Thanks so much for (7) taking the time to write. Working for the World Health Organization must be fantastic, and I can (8) imagine how busy you are!

My news? Not good. Ever since I lost my job, I've been trying to (9) get one, but nothing has come up yet, though I have been looking across the states. A lot of people are out of work, but it seems that engineers and architects are not needed. The economic crisis has (10) done a lot of harm to the construction business and not only. I (11) keep hoping that something will come up because our savings are gone. If I can't find anything in my line of work, I will have to find something else. Any ideas?

Cheers,
Trev

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. by	B. from	C. as	D. in	E. of	F. to
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DVD Reviews
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This is a wonderful fairy-tale adaptation (12) _____ Shakespeare's comedy, which I think young and old will enjoy. As it is performed (13) _____ the Royal Shakespeare Company, all actors are excellent, but Alex Jennings (14) _____ Oberon is really good: he *is* the fairy king. For 2 hours this film took me (15) _____ another world, with fairies, magic woods, Amazons and Athenian aristocrats. (16) _____ spite of the lack of subtitles, I could still follow and enjoy it, even as a 'non-native' English speaker.

Film Details:
Directed by Adrian Noble - Produced in 1996

Cast:
Lindsay Duncan, Alex Jennings

Genres:
Comedy - Romance

ACTIVITY 4**4.1** Read the text below and choose the best answer (A, B, or C) for items 17-19.

17. The best subtitle for this text is:

- A. Are they the originals? B. Lost forever? C. Where do they belong?

18. The aim of the text is to

- A. criticize the Greeks for wanting the Marbles back. B. praise the Marbles of the Parthenon. C. inform readers that there is a debate about the Marbles.

19. The first part of the text talks about whether the Parthenon Marbles are

- A. kept safe. B. shown properly. C. in the British Museum.

The Parthenon Marbles

The way that the Parthenon Marbles are displayed in the British Museum has often raised questions. For example, some of us wonder why there is almost no information for the unaware visitor about where the rest of the marbles are, and how the marbles got to be in the British Museum. The Greeks argue that they belong back in Greece, where they would be better displayed, in the new Acropolis Museum.

In London, the marbles are placed inside, whereas on the Acropolis in Athens, their original place was on the outside walls of the building. The New Acropolis Museum, the Greeks argue, has made sure that the marbles in Athens are displayed in such a way so as to remind the visitor how they were in the first place.

The British Museum has always said that they have looked after the sculptures well, but many of us know that this is not true. In the 1930s, the sculptures were 'cleaned' because people wrongly believed that they were originally white. The so-called 'cleaning' ignored the fact that the sculptures are made out of Pentelic marble and, as a result, become darker after some time. The sculptures also showed bits of colour when the surface was destroyed.

The cleaning was done because Lord Duveen, who paid for the building of the galleries where the Marbles are kept, thought it would be a good idea. The cleaning, however, caused serious damage. Sadly, the British Museum kept the truth secret, and only admitted the damage when the facts were revealed in the book, *Lord Elgin and the Marbles* (Oxford University Press, 1998).

For the Greek arguments in this debate see: www.culture.gr

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

According to the text...		A	B	C
		TRUE	FALSE	NOT STATED
20.	the British Museum gives visitors the wrong impression about the marbles.			
21.	the marbles are beautifully placed in the British Museum.			
22.	the New Acropolis Museum has hundreds of visitors daily from all over.			
23.	the original Parthenon marbles were white.			
24.	Lord Duveen intended to improve the appearance of the marbles.			
25.	the British Museum has been dishonest about the damage to the marbles.			

ACTIVITY 5

5.1 Read the text and choose the best answer (A, B, or C) for items 26-30.

language and technology x The Future of Language x
 voxy.com/blog/index.php/2012/03/language-technology/

Google

voxy™ NEWS TEACHERS STUDENTS

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News

Language and the internet

In previous posts, I have shown how the English language has been changing over time. These changes have been greater in vocabulary and style than in grammar. The first big change came in the 15th century, because of the printing press, which began to standardise vocabulary, spelling and punctuation. In the 19th century, telephones created new kinds of dialogue, as people could speak to each other at greater distances. Then radio and TV in the early 20th century introduced us to more new styles with sports commentators, chat shows and interviews.

However, in this post, I want to argue that it is the internet that has had the biggest impact, both in the way we speak and the way that we teach English. Just think of the different technologies and the way we communicate in using them: the World Wide Web, email, chat rooms, instant text messaging, virtual worlds, games, blogging and twitting.



We do not speak or communicate in the same way when we are blogging, as I am doing now, or when we are texting. Each digital technology has its own way of using the English language. Different styles of communication are appearing as fast as technologies are being introduced, and will continue to appear. The changes are very much dependent on the means through which we use language. So, for example, new "words" like 'lol' (laugh out loud), and 'brb' (be right back) are a result of the need to cut down phrases and text as fast as possible.

The biggest changes concern the words of a language, the vocabulary we use but there are also changes in grammar though these changes are much slower. Despite the grammar rules that we teach, language use changes and our grammar rules cannot make it stay the same. No one and nothing can stop language from changing just as no one can stop societies and cultures from changing.

Whether it is cave men's drawing on a wall or sending a 'tweet' to the other side of the world, the English language is something that will never be permanent: it will change, as people interact, either face-to-face or from a distance, using new technologies.

Of course, the internet is having an impact on all languages, not just English. What is more, the internet which used to be predominantly in English, using mainly the Latin alphabet, is becoming multilingual. In fact, some people argue that the internet offers small languages, languages in danger of extinction, a new opportunity for preservation.

Digital technology allows language to be recorded in a medium which teenagers consider to be 'cool'. Our language learners are, after all, the critical generation for endangered languages, because they are the parents of the next generation of speakers; if their interest goes, the language goes. Finally, as I have argued in this post, the internet encourages innovation in language, as it involves participants from a wide variety of cultures meeting in diverse contexts. In short, the internet, is bringing new life to English and to other languages.

Posted by Theresa | March 27, 2013

32 comments

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26. The aim of this article is to
 A. criticise. B. express a viewpoint. C. give advice.
27. This text was probably written by a
 A. student. B. computer expert. C. teacher.
28. This text suggests that language change is
 A. confusing. B. natural. C. slow.
29. A main idea throughout the text is that
 A. young people speak differently. B. language isn't static. C. English is a strong language.
30. The text tells us that major language change
 A. is a modern phenomenon. B. began with cave dwellers. C. is inevitable.

5.2 Read the text again and choose the best answer (A, B, or C) for items 31-35.

31. Which aspect of language have TV and radio influenced most?
 A. Listening. B. Writing. C. Speaking.
32. The writer suggests that the influence of the internet on language has been
 A. on the way we spell. B. in favour of English. C. on various levels.
33. Cave drawings, according to the text, were a form of
 A. 'tweeting'. B. communication. C. language change.
34. What impact does the internet have on endangered languages?
 A. It is a threat. B. It helps to protect them. C. It changes them.
35. The main point the writer makes is that the internet has played an important role in
 A. language development. B. promoting English. C. language homogeneity

ACTIVITY 6

Read texts 36-41 and decide what event they are referring to (A-H). Use each of the options only once. There are two options you do not need.

A.	A political speech	B.	A photo exhibition	C.	Training sessions	D.	A theatrical performance
E.	An art exhibition	F.	A book presentation	G.	Art lecture	H.	A fashion show

36.	Chris Mane presents the <i>21 Speakers that Shaped our World</i> . It includes famous speeches by Churchill, Bin Laden, Ghandi, Obama, Rudd, Solzhenitzyn to name but a few.	
37.	Giving talks in schools helps young people form their life-long attitudes towards animals. Animal Aid organizes workshops which provide you with the guidance and information you need to equip you to give school talks. Let us instruct you, so you can prevent animal cruelty.	
38.	The Instituto Cervantes in Manchester and Redeye present from the 23rd of March until the 10th of May 2013 "Connections" –an exhibition which brings together the work of 8 UK-based artists. Visit it and see the two worlds, the British and the Hispanic, through the lens. A rich and varied kaleidoscopic where the personal view of each artist brings new information about these two cultural worlds.	
39.	The "Old Vic" in Columbus, Ohio stages live productions of fables, fairy tales, popular stories, musicals and children's classics for children ages four and up. Next season's productions feature the tale "Thumbelina" by H.C. Andersen.	
40.	Michael Landy's seven large-scale kinetic sculptures show a contemporary representation of the lives of the saints. The sculptures have been made from three-dimensional casts of fragments of National Gallery paintings, combined with car boot sale and flea market finds.	
41.	For Barbara Bui's Spring collection, bottoms were a binary proposition. If this sounds limiting, Bui provided enough evidence to the contrary. For one thing, the leather pants came in a range of second-skin stretch legging, mannish trouser, and an in-between tailored fit. Like many other designers this season, Bui was drawn to organza, except she layered hers, blouse plus blazer or blouse on blouse. This worked well, achieving the desired transparent effect with added dimension.	

ACTIVITY 7**7.1** Read the text below and choose the best answer (A, B, or C) for items 42-43.

42. The text below is written from the point of view of
 A. the green movement. B. the government. C. local populations.
43. The author's attitude towards environmental issues is
 A. sympathetic. B. critical. C. neutral.

Wildlife Warrior

**Margaret Robinson, ex-vice president of the Global Wildlife Organisation.
 Michael Antony reports.**

Margaret Robinson is ex-vice president for species conservation at the Global Wildlife Organisation (GWO). In 2002, Robinson was made assistant director of DANGER, a branch of the GWO, which is dedicated to stopping the catastrophic worldwide trade of protected species. She was trained in field biology, but most of her time these days is spent in London where she runs GWO's campaign to save endangered species. Fighting for endangered species, however, has taken Robinson all over the world, where she helps report on the heartbreaking loss of some of our most important plants and animals. Asked if she ever gets depressed doing her job, Robinson replied: 'I have to say, especially now that I've been involved in it for quite a few years, that the progress you make allows you to keep up your optimism. I use the tiger as an example, a species that has been subjected to a crisis in conservation fairly recently. Throughout this century, the tiger has been on a steep decline, but if you look broadly, you'll see its populations going up because of specific actions taken in this century. This suggests that human decisions make a difference. We just have to believe we can persuade individuals, local populations and governments to make the right decisions to keep the numbers going in the right direction!'

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

44. Margaret Robinson is
 A. a biologist. B. a campaigner. C. the president of GWO.
45. Robinson's job means she has to
 A. stay in London. B. travel a lot. C. move house a lot.
46. Because of human action this century, tigers are now
 A. safe from extinction. B. more popular. C. less wild than before.

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

47. Robinson was made director of DANGER, *a branch* of the GWO.
 A. a supporter B. a part of C. an office
48. She helps report on the *heartbreaking* loss of some of our most important plants and animals.
 A. big B. pessimistic C. depressing
49. I've been *involved in it* for quite a few years
 A. feeling like this B. thinking about it C. doing this
50. The expression "...the progress you make allows *to keep up your optimism*" means:
 A. to be hopeful B. to be enthusiastic C. to feel secure

ACTIVITY 8

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

How to behave towards people with mobility problems

We are often not sure how to approach disabled people to help or to avoid giving offence. Here are simple rules of thumb to help you.



- You should not talk to the disabled person through a third person: speak (51) _____ (**direct**) to disabled people as you would to anybody else.
- Although we should always treat disabled people (52) _____ (**respect**) we don't have to be serious all the time. Disabled people do not lose their sense of humour.
- Try not to touch or lean on the disabled person's wheelchair, especially if you don't know the person well: it is like a complete (53) _____ (**strange**) touching or leaning on you!
- Try to put yourself in the position of a disabled person: your (54) _____ (**behave**) towards them should be natural.
- You can show (55) _____ (**sympathetic**) towards disabled people without 'feeling sorry for them'.

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) She **k** _ _ _ _ _ loudly but nobody answered, so she opened the door and went in..
b) She was **k** _ _ _ _ _ down by a car as she was crossing the road.
57. a) Look left and right before you **c** _ _ _ _ the road.
b) Don't be **c** _ _ _ _ at me, I didn't mean to upset you!
58. a) If you don't **m** _ _ _ an effort, how can you expect to learn the language?..
b) I'm sorry to have upset you; how can I **m** _ _ _ it up to you?.
59. a) She's such a **s** _ _ _ _ off - she can't resist grabbing attention all the time.
b) I'm playing a small part in the Christmas **s** _ _ _ _ but I'm not singing!
60. a) Can you lend me a **c** _ _ _ _ _ of euros to get a cup of tea?
b) How long have Terry and Kelly been a **c** _ _ _ _ _?

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