

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΠΟΛΙΤΙΣΜΟΥ
ΔΙΕΥΘΥΝΣΗ ΑΝΩΤΕΡΗΣ ΚΑΙ ΑΝΩΤΑΤΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
ΥΠΗΡΕΣΙΑ ΕΞΕΤΑΣΕΩΝ

ΓΡΑΠΤΗ ΕΞΕΤΑΣΗ
ΣΥΜΦΩΝΑ ΜΕ ΤΟΥΣ ΠΕΡΙ ΑΞΙΟΛΟΓΗΣΗΣ ΥΠΟΨΗΦΙΩΝ ΓΙΑ ΔΙΟΡΙΣΜΟ ΣΤΗ
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ΥΠΕΡΒΑΙΝΕΙ ΤΗΝ ΚΛΙΜΑΚΑ Α8 ΤΟΥ ΚΥΒΕΡΝΗΤΙΚΟΥ ΜΙΣΘΟΛΟΓΙΟΥ ΚΑΙ ΓΙΑ
ΤΙΣ ΟΠΟΙΕΣ ΑΠΑΙΤΕΙΤΑΙ ΩΣ ΒΑΣΙΚΟ ΠΡΟΣΟΝ ΠΑΝΕΠΙΣΤΗΜΙΑΚΟ ΔΙΠΛΩΜΑ
Ή ΙΣΟΤΙΜΟ ΠΡΟΣΟΝ

Μάθημα: ΑΓΓΛΙΚΑ

Ημερομηνία: Σάββατο, 23 Οκτωβρίου 2010

Διάρκεια: 1 ώρα και 30 λεπτά

ΤΟ ΔΟΚΙΜΙΟ ΑΠΟΤΕΛΕΙΤΑΙ ΑΠΟ ΕΞΙ (6) ΣΕΛΙΔΕΣ
ALL ANSWERS MUST BE WRITTEN IN THE ANSWER BOOK

PART I: COMPOSITION

(40 MARKS)

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

Social discrimination is considered as one of the major global issues of the 21st century.
Write an article for a magazine expressing your views on the issue.

PART II: READING COMPREHENSION

(30 MARKS)

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

Promoting youth access to the labour market

As the economic **downturn** has caused a massive rise in unemployment rates in EU27, it is clear that young people have been hit disproportionately hard. Today, more than 5.5 million young people under 25 are unemployed, equivalent to 21.4 percent, which is twice as high as the overall unemployment rate. Unfortunately, time is not bringing salvation to Europe's young people: unemployment rates are expected to rise even further.

Youth unemployment is one of Europe's most pressing problems. We risk losing a generation to social exclusion, while gambling with the economic and social future of the EU. Youth unemployment **imposes** heavy social and economic costs on our societies, resulting in the loss of opportunities for economic growth, erosion of the tax base which undermines investment in infrastructure and public services, increased welfare costs and

underutilised investment in education and training. Europe's youth is a treasure chest of unused human resources. The economic and social outlook calls for action.

Starting your working age life as unemployed creates long-term personal **scars**. Studies clearly indicate that those who are unemployed, when young, continue to suffer from its harmful impacts later in life. Furthermore, when unemployment rises, poverty, illness, crime and suicide rates go up. We cannot accept to lose Europe's young to social exclusion.

The economic crisis has created barriers for youth to access the labour market and create an adult, independent life. Since the 1980s, there has been a special focus on labour market barriers experienced by youth. Some facts indicate the scale of the problem. Young workers are not only more often unemployed than adult workers, they are also more often employed in precarious, temporary jobs of low quality, with lower wages and less social security. Furthermore, young workers experience lower standards on occupational health and safety and are at least 50 percent more likely to be injured in the workplace than their more experienced counterparts.

The good news is that there is much to gain if we manage to include young people in the labour force and in society. Promoting more and better jobs for young people has several positive impacts. It unleashes multiplier effects throughout our economies and societies, **boosts** investment and consumer demand as well as assures more stable and cohesive social ties across generations. Last but not least, decent work and inclusion, shift young people from social dependence to self sufficiency, helping them to escape poverty and enabling them to actively contribute to society.

All Member States must take action and fight youth unemployment with policy priorities and strategies that reflect the national specificities. But at the same time the EU needs to unite around common strategies. Meeting the youth challenge requires an integrated and coherent approach that combines interventions at macro and micro economic levels, focuses on labour supply and demand and addresses both quantity and quality of employment. A coherent mix of educational, financial, employment and social policies is needed. With economic and political investments in new jobs, education and training, stronger social security systems, a more dynamic labour market and decent work – we can transform the European labour market and reorient the **current** trends towards a better future for the youth.

Let's put youth at the top of the political agenda. Let's take up the challenge. Let's turn Generation Lost to Generation Hope.

(source: www.europarl.europa.eu/sides/getDoc?type=REPORT)

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

(7 x 3 = 21 marks)

1. Paragraph one states the fact that

- a. all young people cope with changes in the labour market.
- b. Member States should develop jobs for young people.
- c. reviewed policies will facilitate access of young people to the labour market.
- d. the current economic turmoil increases youth unemployment.

2. "We risk losing a generation to social exclusion" (paragraph 2) means that young people will
- a. be employed in the future.
 - b. become part of the society.
 - c. find it difficult to join the society.
 - d. seek employment abroad.
3. "Europe's youth is a treasure chest of unused human resources" (paragraph 2) means
- a. the chest contains a fortune.
 - b. European human resources have been used.
 - c. policies have abused Europe's youth.
 - d. youth capital has not been fully utilised so far.
4. Barriers caused by harsh economic conditions
- a. provide full participation of young people.
 - b. offer additional economic security.
 - c. deny access to occupational opportunities.
 - d. promote employability to all EU citizens.
5. According to the text
- a. young people enter the labour market via atypical and insecure forms of employment.
 - b. employers exploit young people with high skill levels across the EU.
 - c. employers enable young people to commence an economically independent life.
 - d. it is impossible for young people to find permanent employment.
6. In order to create more opportunities for youth employment, the writer
- a. provides guidelines for youth oriented policies.
 - b. addresses the issue of transition from education to employment.
 - c. promotes an independent lifestyle for young people.
 - d. proposes the cooperation with youth organisations across EU.
7. 'Let's take up the challenge' (last paragraph) calls for
- a. the opening of avenues for the previous generation.
 - b. fostering solidarity among young people.
 - c. educational improvement of the unemployed.
 - d. a wide mobilization for investing in youth.

B. Decide whether the following statements are True or False according to the text: (4 x 1 = 4 marks)

1. Young people often face discrimination on the grounds of their age.
2. Young workers are more prone to health hazards at the workplace rather than more skilled workers.

3. Employers provide intensive programmes to increase young people's access to the labour market.
4. Member States are called to establish targeted labour market policies that secure the respectful occupation of young people.

C. Choose the best alternative, A, B or C according to the text:

(5 x 1 = 5 marks)

1. What does "**downturn**" (in bold, paragraph 1) mean?
 - A. production
 - B. distribution
 - C. recession
2. What does "**imposes**" (in bold, paragraph 2) mean?
 - A. occupies
 - B. inflicts
 - C. estimates
3. What does "**scars**" (in bold, paragraph 3) mean?
 - A. marks
 - B. motions
 - C. advances
4. What does "**boosts**" (in bold, paragraph 5) mean?
 - A. arranges
 - B. raises
 - C. lacks
5. What does "**current**" (in bold, paragraph 6) mean?
 - A. contemporary
 - B. traditional
 - C. obsolete

PART III: USE OF ENGLISH

(30 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 2 = 10 marks)

1. I got the impression that they weren't having fun.
seem
 They having fun.
2. You must do exactly what the manager tells you.
carry
 You must instructions exactly.

3. Candidates are not allowed to use their mobile phones during the examination.
circumstances
Under to use their mobile phones during the examination.
4. Two of the players were sent off, but they still won the game.
despite
They won the game two of the players were sent off.
5. He tried very hard to stop smoking.
effort
He up smoking.

B. Fill in the gaps in the following text with only ONE word :

(10 x 1 = 10 marks)

Effective Negotiating

We are always negotiating, not only in business but also in our private lives. Rarely, in fact, **1.** any form of decision reached without some form of negotiation.

But, **2.** we practise the art of negotiating on a regular basis, it is always useful to review what we already subconsciously know. The following tips provide you **3.** strategies for negotiating effectively, no matter **4.** situation you find yourself in. Firstly, try to make it a win-win situation. Start **5.** the attitude that all parties should get something **6.** of the deal. Look at the common ground, **7.** only at the gaps between you.

Secondly, try to find out what is cheap for you but valuable **8.** your negotiating partner and vice versa. Exchanging something you don't want for something you actually do want is, of course, the aim of **9.** parties involved.

Thirdly, be aware of your BATNA, your "Best Alternative to a Negotiated Agreement". You won't always get **10.** very deal you wanted so you need to bear in mind your best alternative if the negotiation fails.

C. Fill in the gaps in the following text with the correct form of the words given in capitals in brackets:

(10 x 1 = 10 marks)

Child Labour

Child workers, some as young as 10, have been found working in a textile factory in conditions described as close to slavery to produce clothes that appear destined for one of the major high street **1. (RETAIL)**.

Speaking to a British newspaper, the children described long hours of **2. (PAY)** work and threats and beatings. The company said it was **3. (AWARE)** that clothing intended for its stores had been **4. (PROPER)** outsourced to a sweatshop that used child labour. It further announced it had withdrawn the garments involved until it had investigated the alleged wrongdoings of the **5. (ETHIC)** code it imposed on manufacturers three years ago.

The discovery of these children working in **6. (APPAL)** conditions in the area of Delhi has **7. (NEW)** concerns about the outsourcing by some retail chains of their garment production to India, recognised by the United Nations as one of the world's hotspots for child labour. According to one estimate over 20 percent of India's economy is **8. (DEPEND)** on children, which comes to a total of 55 million **9. (YOUNG)** under 14 working. **10. (CONSUME)** in the West should not only be demanding answers about how their goods are produced, but also should be looking into their consciences at how they spend their money and whether cheap prices in the West are worth the suffering caused to so many children.

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Μάθημα: ΑΓΓΛΙΚΑ

Ημερομηνία: Σάββατο, 23 Οκτωβρίου 2010

Διάρκεια: 1 ώρα και 30 λεπτά

KEY

PART I: COMPOSITION

(40 MARKS)

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

Social discrimination is considered as one of the major global issues of the 21st century. Write an article for a magazine expressing your views on the issue.

PART II: READING COMPREHENSION

(30 MARKS)

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

Promoting youth access to the labour market

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

(7 x 3 = 21 marks)

1. d. the current economic turmoil increases youth unemployment.
2. c. find it difficult to join the society.
3. d. youth capital has not been fully utilised so far
4. c. deny access to occupational opportunities.

5. a. Young people enter the labour market via atypical and insecure forms of employment.
6. a. Provides guidelines for youth oriented policies.
7. d. a wide mobilization for investing in youth.

B. Decide whether the following statements are True or False according to the text: **(4 x 1 = 4 marks)**

1. True
2. True
3. False
4. True

C. Choose the best alternative, A, B or C according to the text: **(5 x 1 = 5 marks)**

1. Downturn = c. recession
2. Imposes = b. Inflicts
3. Scars = a. marks
4. Boosts = b. raises
5. Current = a. contemporary

PART III: USE OF ENGLISH **(30 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 2 = 10 marks)

1. They **didn't seem to be** having fun.
2. You must **carry out the manager's** instructions exactly.
3. Under **no circumstances are candidates allowed** to use their mobile phones during the examination.
4. They won the game **despite the fact that** two of the players were sent off.
5. He **made a big/a great/ every effort to give** up smoking.

B. Fill in the gaps in the following text with only ONE word :

(10 x 1 = 10 marks)

Effective Negotiating

1. is
2. although/while/as
3. with
4. what
5. with
6. out
7. not
8. to/for
9. all/both/the
10. the

C. Fill in the gaps in the following text with the correct form of the words given in capitals in brackets:

(10 x 1 = 10 marks)

Child Labour

1. retailers
2. unpaid
3. unaware
4. improperly
5. ethical
6. appalling
7. renewed
8. dependant/dependent
9. youngsters
10. consumers