

IV. ΔΕΙΓΜΑΤΑ ΕΞΕΤΑΣΤΙΚΩΝ ΔΟΚΙΜΑΣΙΩΝ
ΓΙΑ ΤΟ ΛΥΚΕΙΟ
ΜΕ ΒΑΣΗ ΤΟ Π.Δ. 246/ΦΕΚ Α΄ 183, 30/31-7-98

Ακολουθούν έξι δείγματα εξεταστικών δοκιμασιών που έχουν συνταχθεί κατά το Π.Δ. υπ' αριθ. 246, ΦΕΚ Α΄183, 30/31-7-98, σύμφωνα με το οποίο ο τρόπος εξέτασης στην ξένη γλώσσα συνίσταται στα εξής:

- I. Δίδεται στους μαθητές διδαγμένο **κείμενο** 150-180 λέξεων και τέσσερις κλειστές ή ανοικτές ερωτήσεις κατανόησής του. Κάθε ερώτηση μπορεί να αναλύεται σε περισσότερα υποερωτήματα, ιδιαίτερα όταν χρησιμοποιούνται κλειστού τύπου ερωτήσεις.
- II. Δίδονται τέσσερις διαφορετικού τύπου **παρατηρήσεις** γραμματικών και συντακτικών φαινομένων, μέσα από το κείμενο ή και εκτός κειμένου, τα οποία έχουν διδαχθεί κατά τη διάρκεια του διδακτικού έτους. Κάθε παρατήρηση μπορεί να έχει ως τέσσερα ερωτήματα με τη μορφή ερωτήσεων κλειστού τύπου.
- III. Ο μαθητής καλείται να παραγάγει **γραπτό λόγο** (καθοδηγούμενο ή ελεύθερο) 120-150 λέξεων.

Τα προτεινόμενα **δύο δείγματα για κάθε τάξη του Λυκείου** προκύπτουν από το διαφορετικό επίπεδο των γνώσεων των μαθητών, αποτέλεσμα της διαφοροποίησης του επιπέδου διδασκαλίας της Αγγλικής. Το πρώτο δείγμα (Α) προτείνεται για μαθητές/τριες που έχουν παρακολουθήσει Αγγλικά μόνο στο Γυμνάσιο, ενώ το δεύτερο (Β) για όσους έχουν ξεκινήσει την εκμάθηση της ξένης γλώσσας από το δημοτικό.

- Τα κείμενα για την κατανόηση του γραπτού λόγου (reading comprehension) είναι διδαγμένα αποσπάσματα από τα εγκεκριμένα βιβλία του ΥΠ.Ε.Π.Θ. ή από αυθεντικό υλικό που έχει διδαχθεί και καταχωρηθεί στο βιβλίο ύλης.

- Η επιλογή των γραμματικο-συντακτικών ασκήσεων εναρμονίζεται με τους γλωσσικούς στόχους που έχει θέσει ο διδάσκων.
- Η παραγωγή γραπτού λόγου διευκολύνεται με καθοδήγηση (ιδέες, φράσεις ή λέξεις κλειδιά κλπ.).
- Οι εκπαιδευτικοί μπορούν να χρησιμοποιούν την παραπάνω δομή του Π.Δ. και στις ωριαίες εξεταστικές δοκιμασίες, ώστε οι μαθητές να εθίζονται στο συνδυαστικό τρόπο αξιολόγησης κατά τη διάρκεια του έτους. *

* Στη σύνταξη των δειγμάτων των εξεταστικών δοκιμασιών που ακολουθούν βοήθησε η κ. Σοφία Γεωργιάδου, καθηγήτρια Αγγλικής Φιλολογίας του 3ου Ενιαίου Λυκείου Νέας Φιλαδέλφειας «Μίλτος Κουντουράς», την οποία ευχαριστούμε θερμά.

ΔΕΙΓΜΑ Α΄ ΓΙΑ ΜΑΘΗΤΕΣ/ΤΡΙΕΣ ΤΗΣ Α΄ ΛΥΚΕΙΟΥ

A. READING COMPREHENSION (30%)

RHODES

Rhodes, the largest of the Dodecanese islands, is not an ordinary holiday resort but a cosmopolitan place of international reputation. Indeed, this relatively limited space, endowed with innumerable natural beauties, is rightly considered a tourists' Paradise. Holidays here are not restricted to the three summer months, as the sunny period lasts much longer.

In Rhodes everyone can choose their preferred type of holiday - the intensity of an excellently equipped major resort or the peace and quiet of a small, traditional seaside or mountain village. Swimming in the crystal-clear waters of Rhodes is equally fascinating on populous beaches or on isolated pebbled seashores.

Lovers of history will be drawn to the remarkable monuments all over the island, signs of its long past. Those who prefer mobility will find an adequate network of roads enabling them to reach almost every corner of the island. Daily air and sea communications with other islands, numerous tourist agencies open limitless horizons to the traveller.

By its present reality, Rhodes would resemble a rose (rhodon in Greek) rather than the mythical nymph after whom the island was allegedly named.

The Tourist Guide of Greece. Copyright 1997. Plus Network Services S.A.

COMPREHENSION QUESTIONS

QUESTION 1

Match the words of the first column with their explanation of the second column (5 points).

A	B
1. ordinary	a. the general opinion about the qualities of something
2. equipped	b. usual
3. isolated	c. separate, away from others
4. restricted	d. supplied with what is needed
5. reputation	e. kept within limits

QUESTION 2

According to the passage decide whether the following statements are true (T) or false (F). Tick the right box (5 points).

	True	False
1. Rhodes has many natural beauties.	<input type="checkbox"/>	<input type="checkbox"/>
2. People all over the world know about Rhodes.	<input type="checkbox"/>	<input type="checkbox"/>
3. There are only sandy beaches in Rhodes.	<input type="checkbox"/>	<input type="checkbox"/>
4. A tourist can visit the island only during the summer.	<input type="checkbox"/>	<input type="checkbox"/>
5. It is very easy to visit the nearby islands.	<input type="checkbox"/>	<input type="checkbox"/>

QUESTION 3

«In Rhodes everyone can choose their preferred type of holiday». **Explain in not more than 30 words the meaning of this sentence**

(10 points).

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QUESTION 4

Write in not more than 50 words, why someone should visit Rhodes

(10 points).

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B. GRAMMAR AND STRUCTURE (30%)

EXERCISE 1

Complete the following sentences with the correct form of the verbs in parenthesis (10 points).

1. If I (know) the answer, I would tell you.
2. John (paint) the bathroom when Mary
(come back) from work.
3. The aeroplane (take off) by the time I
(arrive) at the airport.
4. Guess who (come) to dinner tonight!
5. I don't know when I (see) you again.
6. (you / hear) about the accident on the motorway?
7. Carol usually (drink) wine but she
..... (drink) beer now.

EXERCISE 2

Rephrase the following sentences starting with the words given (6 points).

1. I don't speak Spanish as well as George.
George
2. He didn't study, so he did not get good marks.
If he
3. It's better for you not to sleep late.
You
4. When did father last visit the doctor?
When was
5. You must have your homework ready in an hour.
Your
6. What a pity Judy is not coming to the party.
I wish

EXERCISE 3

a) Fill in the gaps with Infinitive or Gerund (4 points).

1. Diana hates (play) chess but she loves Backgammon.
2. I am sorry (say) that the dinner is canceled.
3. Her mother makes her (clean) her room every Sunday.
4. We enjoy (lie) in the sun for hours.

b) Match the items of Column A with those of B so that they make sense. (4 points).

A	B
1. He's the Italian guy	a. whom you are talking is right behind you.
2. The local park	b. who is staying with John's family.
3. I like parties	c. which go on till very late.
4. The person about	d. where we played as children has been built over.

EXERCISE 4

Fill in the blanks in the text below choosing answers from columns a, b or c.

Virtual Reality (VR) is a special kind of computer which (1) over the last few years. It allows you to go somewhere new or try a different activity without even leaving your seat!

The place you want to go to or the activity you want to do (2) from your seat. First, a helmet with special goggles must (3) on your head. Then a special glove (4) on your hand. The direction can be changed with this glove. If you don't have the glove, a joystick or mouse can (5) instead. More advanced ideas (6) at the moment.

	a	b	c
1.	was developed	has been developed	is being developed
2.	is chosen	is being chosen	was chosen
3.	being put	put	be put
4.	is being worn	is worn	worn
5.	being used	be used	to use
6.	are tested	are being tested	are testing

C. WRITING (40%)

Your best friend is on holidays abroad and he has left you his motor bike. Unfortunately, your friend's motor bike was damaged in an accident. **Write a letter of 120 - 150 words describing the situation, apologising for the damage in the motor bike and offering to fix it** (40 points).

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ΔΕΙΓΜΑ Β' ΓΙΑ ΜΑΘΗΤΕΣ/ΤΡΙΕΣ ΤΗΣ Α' ΛΥΚΕΙΟΥ

A. READING COMPREHENSION (30%)

GRAFFITI ART

Man has always scribbled and drawn on wall; for example, the graffiti of prehistoric man has become a museum piece. If man draws on walls now, his graffiti does not become a museum piece. It is wiped off walls as soon as it is put there. Yet aerosol art has become a serious business to a growing number of young people and their messages are on the wall - in the same way as prehistoric man used to use his wall paintings as a way of communicating.

Graffiti art, or graff to use its slang or popular name, takes a number of forms. It can be an individual scribble, often just the initials of the artist, or something which is much larger, and like a mural. Each artist has her or his own tag, or signature, and each piece of graff is tagged.

For some artists, graff is a reaction, while for others it is a thought-out expression. Either way the graffiti has the personal stamp of the young person on it and it is an expression of her or his feelings. The motivation behind a piece of graff can be happiness or sadness, frustration or relief. For this reason, graff is very close to the hearts of young people.

by R.Nolasco, 1992

COMPREHENSION QUESTIONS

QUESTION 1

Match the words of the first column with their explanation of the second column (5 points).

A	B
1. graffiti	a. disappointment
2. wipe off	b. informal words used in every day speech
3. scribble	c. drawings or writing on a public wall
4. prehistoric	d. exchanging information
5. communication	e. causing somebody to act
6. slang	f. concerning the time before recorded history
7. frustration	g. first letters of a person's name
8. relief	h. write fast or carelessly
9. motivation	j. lessening of pain, distress or anxiety
10. initials	k. remove by rubbing its surface

QUESTION 2

According to the passage decide whether the following statements are true (T) or false (F). Tick the right box (5 points).

	True	False
1. Drawing on walls is a new fashion.	<input type="checkbox"/>	<input type="checkbox"/>
2. Very few young people use graffiti today.	<input type="checkbox"/>	<input type="checkbox"/>
3. Every artist has his or her signature.	<input type="checkbox"/>	<input type="checkbox"/>
4. Prehistoric people used to communicate by drawing on walls.	<input type="checkbox"/>	<input type="checkbox"/>
5. Young people express their feelings with graffiti.	<input type="checkbox"/>	<input type="checkbox"/>

QUESTION 3

What are the main forms of graffiti art mentioned in the text? Why do young people draw on walls? **Answer briefly in your own words** (10 points).

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QUESTION 4

Describe in not more than 50 words a piece of graffiti you have seen or imagined (10 points).

The following questions are to help you:

- *Where have you seen it?*
- *Do you think it carries a political or social message? Is it funny or interesting and why?*
- *What appeal does it have to you? How do you feel about it? (importance of colour, shape)*

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B. GRAMMAR AND STRUCTURE (30%)

EXERCISE 1

Fill in the gaps with the suitable relative pronoun. Choose from *who, which, whose, where* (5 points).

Homer was a great Greek poet (1) ----- lived in the eighth century B.C. We know very little about his life. He wrote two big epic poems (2) -----survived through all these centuries. The Odyssey tells us about the difficulties (3) ----- Odysseus faced on his way from Troy, (4) ----- the Trojan war took place, to his kingdom , the small island of Ithaki. The beautiful Kirki (5) ----- turned his soldiers into pigs did not want to let him go away. He had to fight with Poseidon(6) ----- wanted to punish him and made the voyage dangerous for his ship. The Iliad (7) ----- was written later tells us about the anger of Achilles, (8) ----- mother was a goddess, against Agamemnon (9) ----- was the king of Mycenae, during the Trojan war. Both poems show us the adventures and heroic lives of Greek and Trojan heroes and the every day lives and customs of the people (10) ----- lived during the Dorian Age.

EXERCISE 2

Put the verbs in parenthesis into the correct tense (10 points).

1. When water (freeze), it (change) into ice.
2. I (meet) him while I (go) to the office.
3. We (study) two of Shakespeare's plays at present.
4. «She (not write) to me since she (leave) Greece.
5. The teacher (get) very angry when she (realise) what the boys (do).

EXERCISE 3

a) Complete the sentences choosing one of the following words: *much, many, little, few, a few* (5 points).

1. How ----- eggs do you need for the cake?
2. There were very ----- people at the concert.
3. Hurry up! We have very ----- time to get to the station.
4. Will you buy bread, please? There isn't ----- at home.
5. I can speak ----- words of Spanish, but I am not very fluent.

b) Put the correct form of *make* or *do* in the blank spaces (5 points)

1. Will you ----- me a favour and close the door , please?
2. Everyone must ----- their beds in the morning before leaving.
3. Have you ----- your homework yet?
4. I'll ----- a cake because my grandparents are visiting us.
5. I usually ----- the shopping at the supermarket on Friday evening.

EXERCISE 4

Bessy Jones, a young actress in the TV programme «Round the Corner», has an interview with a reporter. **Put in the reporter's questions** (5 points).

eg. Reporter: *Do you enjoy acting?*
Bessy: Yes, I enjoy acting very much.

Reporter:(1)
Bessy: I started acting when I was twelve.

Reporter:(2)
Bessy: I don't know how long it will go on.

Reporter:(3)

Bessy: I am not going to tell you. How much money I earn is my own business.

Reporter:(4)

Bessy: Of course, they are!

Reporter:(5)

Bessy: I don't know. I haven't got any at the moment.

ΔΕΙΓΜΑ Α΄ ΓΙΑ ΜΑΘΗΤΕΣ/ΤΡΙΕΣ ΤΗΣ Β΄ ΛΥΚΕΙΟΥ

A. READING COMPREHENSION (30%)

AN ANATOMY OF FEAR

Many childhood fears, such as fear of animals, darkness, storms, doctors and strangers, disappear as the child gets older. The important thing is to talk about them and get adults to take them seriously. However, as people get older, a few may suffer badly from phobias. These are unreasonable fears which send your body and mind into panic. The more common phobias are the fear of heights, spiders, closed places, driving a car, flying in planes, speaking in public, injections and blood. There are endless uncommon phobias including a fear of running water, swallowing solid food, and even going to the hairdresser's. There is even the case of the tennis player who wore gloves because he had a phobia about fuzz, and the wool that tennis balls are covered with is fuzzy.

Everyone is mildly phobic about something. For example, I can't stand flying in aeroplanes, although I do it when I have to. But when your phobia spoils your life, it is time to do something about it.

Stephen Frazer Reports

COMPREHENSION QUESTIONS

QUESTION 1

a) Match the nouns of the first column with their explanation of the second column. There is an extra noun (2 ½ points).

A	B
1. storm	a. confused hysterical actions of fear
2. adult	b. short fine hair
3. spider	c. force a drug into somebody with a syringe
4. injection	d. violent weather conditions
5. fuzz	e. mature, old enough to vote or marry
6. panic	

b) Match the verbs of the first column with the appropriate explanation of the second column. There is an extra verb (2 ½ points).

A	B
1. include	a. allow food to go down the throat
2. suffer	b. bear
3. disappear	c. ruin, harm
4. spoil	d. feel pain or sorrow
5. stand	e. have something as part of a whole
6. swallow	

c) Arrange the following adjectives according to the size of trouble a person has regarding «fear». *terrified, worried, afraid, paralysed, uncertain, panicked* (3 points).

Start from: *paralysed*

QUESTION 2

According to the text decide whether the following statements are true (T) or false (F). Tick the right box (10 points).

	True	False
1. As the person grows up, childhood fears get weaker.	<input type="checkbox"/>	<input type="checkbox"/>
2. There is logic in suffering from phobias.	<input type="checkbox"/>	<input type="checkbox"/>
3. To be afraid to visit the hairdresser's is usual.	<input type="checkbox"/>	<input type="checkbox"/>
4. The tennis player of the text wears gloves to avoid cold.	<input type="checkbox"/>	<input type="checkbox"/>
5. Slight fears about something are common for everybody.	<input type="checkbox"/>	<input type="checkbox"/>

QUESTION 3

Why do you think children can be afraid of animals? Answer briefly in your own words (5 points).

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QUESTION 4

Explain the meaning of the last sentence of the text in not more than 50 words: «But when your phobia spoils your life, it is time to do something about it» (7 points).

The following cues are to help you:

- *How can a phobia spoil your life?*
- *What can you do to face this problem?*
- *Give an example from your experience.*

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B. GRAMMAR AND STRUCTURE (30%)

EXERCISE 1

Choose the correct form of the verbs (singular or plural) in the following sentences: (5 points).

1. The trousers you bought for me **doesn't** / **don't** fit me.
2. Politics **is** /**are** one of the most important aspects of the study of history.
3. Three days **isn't**/ **aren't** long enough for a good holiday.
4. Can I borrow your scissors? Mine **isn't**/ **aren't** sharp enough.
5. English **is/are** my best subject at school.

EXERCISE 2

Sylvia has just had an interview for a job. **Look at the interviewer's notes and write down what his questions were** (10 points).

1. I left school three years ago.

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2. My best subject was music.

.....

3. I live in Brighton.

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4. Yes, I have got a car.

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5. Yes, I would like to work evenings.

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EXERCISE 3

Fill in the gaps of the following text with the suitable word choosing from the following: *someone (body), anyone (body), no-one (body)* (5 points).

Paul and Beth stopped at a small petrol station in Scotland. (1) came to serve them. They couldn't see (2) « (3) must be here, because they've left the office door open. Perhaps there is (4) in the office. Go and see, Beth. If you find (5), tell them we want some petrol». Beth knocked, but (6) answered. She went in, but she couldn't see (7)» Is (8) there? (9) answered. Then she saw a notice. «If (10) is here, we are closed», it said.

EXERCISE 4

Put the verbs in parenthesis into the correct tense (10 points).

1. According to the weather forecast, it (rain) tomorrow.

2. The sun (rise) in the east.

3. Yesterday evening Tom (have) a bath, when the phone (ring).

4. Look! Somebody (climb) the tree over there.

5. I can't (find) my bicycle. Probably somebody (take) it.

6. Ann (spend) a lot of money yesterday. She (buy) a dress, which (cost) £ 50.

C. WRITING (40%)

ΔΕΙΓΜΑ Β' ΓΙΑ ΜΑΘΗΤΕΣ/ΤΡΙΕΣ ΤΗΣ Β' ΛΥΚΕΙΟΥ

A. READING COMPREHENSION (30%)

EURORAILING

Rail travel allows you to explore the hidden corners of the continent, especially areas where rural lines are still open and trains are still the most common form of public transport. It is also a relaxing way to travel, whether you're using it as a cheap bed for the night, or as a ring-side seat for a series of stunning views.

The golden rule is not to try to cram too much into the time available. Trying to see the whole of Europe in a month, by spending every night on a train and an afternoon in each capital city will result in an unsatisfactory blur of shallow impressions. Instead, try to vary your route, mixing visits to cities with relaxing spells on the beach or in the countryside.

These ideas are really just common sense, but it's amazing how often they're overlooked. But the most important tip of all is - have fun!

by Simon Haines and Barbara Stewart, 1994

COMPREHENSION QUESTIONS

QUESTION 1

Match the words of the first column with the appropriate explanation of the second column. There are two extra words (5 points).

A	B
1. explore	a. impressive
2. rural	b. not deep
3. relaxing	c. not consider
4. stunning	d. piece of advice
5. cram	e. of the countryside, not urban
6. overlook	f. something unclear and indistinct
7. blur	g. force too much
8. shallow	h. period of time
9. spell	i. way planned to get from place to place
10. route	j. that can be used
11. tip	
12. available	

QUESTION 2

According to the passage decide whether the following statements are right (R) or wrong (W). Tick the right box (10 points).

	Right	Wrong
1. When you travel by train, you have the opportunity to see unknown places of the country.	<input type="checkbox"/>	<input type="checkbox"/>
2. Rail travel is particularly tiring.	<input type="checkbox"/>	<input type="checkbox"/>
3. According to the author, it's a good idea to see many cities in a month.	<input type="checkbox"/>	<input type="checkbox"/>
4. You can have variety in your trip by relaxing on the beach or in the countryside.	<input type="checkbox"/>	<input type="checkbox"/>
5. The author believes his travel tips are original and unique.	<input type="checkbox"/>	<input type="checkbox"/>

QUESTION 3

Name two advantages of rail travel. Answer briefly in not more than 30 words (5 points).

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QUESTION 4

«The golden rule is not to try to cram too much into the time available».

Comment on the above sentence in not more than 50 words (10 points).

The following steps can help you:

- *Explain the meaning of the sentence.*
- *Give an example.*
- *Say whether you agree or disagree with the statement and why.*

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B. GRAMMAR AND STRUCTURE (30%)

EXERCISE 1

Rewrite the following sentences using the verbs *need, must, could, should, may* in place of the underlined expressions. Make any necessary changes (5 points).

1. John was able to ride a bicycle when he was five years old.

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2. You ought to do your homework in time.

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3. It is forbidden to drive when you are drunk.

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4. It is possible that it will be cloudy tomorrow.

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5. It's not necessary for you to help me with my homework.

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EXERCISE 2

a) Underline the correct form of the verb (active or passive) in the sentences that follow (2,5 points).

1. The thieves **were entered/entered** the house through the bathroom window.
2. A house **has been robbed/robbed** tonight.
3. Water **is frozen/freezes** at zero degrees C.
4. Steam **produces/is produced** when water boils.
5. The homework **will correct/will be corrected** next week.

b) Complete the sentences using the Passive Voice (5 points).

1. Everyone knows he is a journalist.
He
2. She helped her daughter complete her homework.
Her daughter
3. They report that the burglar is in prison.
The burglar
4. We had persuaded him to give the money back.
He
5. The neighbours saw the thief leave the shop at 11 o'clock.
The thief

EXERCISE 3

Join the following sentences into one using the relative pronouns *who, which, that, whose* (5 points).

1. Mr Smith ordered an advanced technology computer. He is the production manager of the company.
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2. Hydrocarbons are called pollutants. They seriously add to the air pollution.
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3. The machine is out of operation. It has a malfunction.
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4. Show me your students. Their projects were prized.
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5. I've got a friend. His sister is a designer.

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EXERCISE 4

a) Complete the following sentences with the correct form of the verbs in parenthesis (2,5 points).

1. If you (improve) your grades, I (give) you the money I promised.
2. What (you do) if you were the Prime Minister of your country?
3. If the operators had not made so many mistakes, the accident (not occur).
4. If I (not drink) so much last night, I would not have had this awful headache.

b) Make third Conditional sentences out of the following situations (10 points).

1. She came on time. She didn't miss the train.
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2. Many children were illiterate at my parents' time. The Ministry of Education didn't open new schools.
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3. She didn't see the road sign. She didn't go straight to the village.
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4. He didn't study medicine. He did not become a surgeon.
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5. He drank very much last night. He crashed the car.
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ΔΕΙΓΜΑ Α΄ ΓΙΑ ΜΑΘΗΤΕΣ/ΤΡΙΕΣ ΤΗΣ Γ΄ ΛΥΚΕΙΟΥ

A. READING COMPREHENSION (30%)

WHOSE FINGER IS ON THE BUTTON IN YOUR HOUSE?

Deciding what to watch on TV is a battle of wills that is fought in homes all over the world. According to psychologists, it is much more serious than simply deciding between a soap opera and a sports programme, or between pop music and politics. This television conflict is part of a bigger power game which goes on in homes, even though most of the players are unaware that they are playing a game at all. The game is called, *Who's boss?*

«Family power struggles are fascinating», says Dr Lewis. «Of course, some people are more dominant than others and the most dominant personality in a family tries to lead. These days, even though so many couples make a conscious effort to have a true and equal partnership, men generally have a greater need to appear to be in physical control. Women, on the other hand, are not as interested in physical control as in emotional control. On the whole, they're more manipulative and can make the man think something was his idea in the first place».

So, next time you've got your finger on the button, think about the power game you're playing.

by Simon Haines and Barbara Stewart, 1994

COMPREHENSION QUESTIONS

QUESTION 1

Match the words of the first column with the appropriate explanation of the second column. There are two extra words (5 points).

A	B
1. wills 2. soap opera 3. conflict 4. power 5. unaware 6. boss 7. fascinating 8. dominant 9. conscious 10. partnership 11. manipulative 12. emotional	a. not knowing, ignorant b. person who controls, manager c. knowing what is going on d. having a strong influence e. acting together for a common purpose f. fight, struggle g. sentimental drama of daily life h. causing or showing strong feelings i. handling with skill j. strong desires

QUESTION 2

According to the passage decide whether the following statements are right (R) or wrong (W). Tick the right box (5 points).

	Right	Wrong
1. Psychologists believe that the selection of a TV programme is associated with family relations.	<input type="checkbox"/>	<input type="checkbox"/>
2. Most family members realise they participate in a power game.	<input type="checkbox"/>	<input type="checkbox"/>
3. According to the text, couples nowadays don't seem to care about togetherness and cooperation	<input type="checkbox"/>	<input type="checkbox"/>
4. Women wish to impose themselves physically.	<input type="checkbox"/>	<input type="checkbox"/>
5. In general, women can cleverly impose what they want.	<input type="checkbox"/>	<input type="checkbox"/>

QUESTION 3

Comment on the title of the text «*Whose finger is on the button in your house?*» in a paragraph of not more than 50 words (10 points).

You can use the following cues:

- Refer to the power game «*Who's boss*».
- Explain different kinds of behaviour according to personality.
- Give examples to justify your answer.

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QUESTION 4

From your experience, what TV programmes do boys and girls prefer and why?

Answer briefly in not more than 35 words (10 points).

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B. GRAMMAR AND STRUCTURE (30%)

EXERCISE 1

Put the verbs in brackets into the correct form (10 points)

1. Beethoven _____ (write) nine symphonies.
2. Our family _____ (own) these paintings for 50 years.
3. He always _____ (wear) that strange pair of glasses.
4. «Who _____ just (make) that terrible noise?» the teacher asked.
5. By the time you tidy your room, I _____ (finish) the rest of the housework.
6. When the police broke down the door, one of the robbers _____ (put) the money into suitcases.
7. Andy _____ (fail) all his exams since his parents divorced.
8. They used to _____ (live) in a tiny flat in the centre of the town.
9. If he _____ (not be) your friend, I could have cursed him.
10. They _____ (wait) on the platform for twenty minutes.

EXERCISE 2

Turn the following sentences into Indirect Speech (5 points)

1. Peter said to me, «I'll refuse her offer».
.....
2. Steven said, «I'm going to do it next week».
.....
3. Mary says, «I earn a lot of money».
.....
4. They said, «We are going to bring this puppy home».
.....
5. She said to me, «I saw him three weeks ago».
.....

EXERCISE 3

Rephrase the following sentences starting with the words given (5 points).

1. They rarely come when invited.
Rarely
2. I seldom eat ice-cream
Seldom.....
3. We haven't seen each other since 1994.
Not since
4. They have never been to China before.
Never
5. He was so ill, that he couldn't leave his bed.
So

EXERCISE 4

Rephrase the following sentences starting with the words given (5 points).

1. In spite of her headache, she went to work.
Although.....
2. Even though I work hard, I don't earn a lot of money.
Despite
3. The Smiths have a big country house, but they don't have a dog.
In spite
4. Although she is overweight, she is very pretty
In spite.....
5. They continued the match in spite of the snow.
Although

C. WRITING (40%)

You have carried out a survey of the people's attitudes towards job and employment using a questionnaire. **Present the results/ findings of the survey in 120-150 words** (40 points).

You can use the following plan:

- *introduction: state the purpose and content of your survey.*
- *main body: present the information collected on the topic according to the answers of the target group*
- *final paragraph: general assessment, conclusion*

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ΔΕΙΓΜΑ Β' ΓΙΑ ΜΑΘΗΤΕΣ/ΤΡΙΕΣ ΤΗΣ Γ' ΛΥΚΕΙΟΥ

A. READING COMPREHENSION (30%)

HUMAN ENVIRONMENT

We inhabit a divided world; on the one hand, the rich are critical of our continuing poverty - on the other, they warn us against their own methods. We do not wish to impoverish the environment any further and yet we cannot for a moment forget the grim poverty of large numbers of people. Are not poverty and need the greatest polluters? For instance, unless we are in a position to provide employment and purchasing power for the daily necessities of the tribal people and those who live in or around jungles, we cannot prevent them from combing the forest for food and livelihood, from poaching and from despoiling the vegetation. When they themselves feel deprived, how can we urge the preservation of animals? How can we speak to those who live in villages and in slums about keeping the oceans, the rivers and the air clean when their own lives are contaminated at the source? The environment cannot be improved in conditions of poverty. Nor can poverty be eradicated without the use of science and technology.

Indira Gandhi

COMPREHENSION QUESTIONS

QUESTION 1

a) Tick the right option (2 points).

In your opinion, «*Human Environment*» is

the script of an informal conversation

an extract from an official speech

a sociology lesson for students

b) Match the words of the first column with the appropriate explanation of the second column. There are two extra words (5 points).

A	B
1. despoil	a. very serious
2. unless	b. with no food, housing or health care
3. grim	c. destroy completely
4. slums	d. pollute
5. deprived	e. hunt or fish illegally
6. vegetation	f. make poorer
7. eradicate	g. rob a place of something valuable
8. purchase	h. plants and trees
9. contaminate	i. if not
10. comb	j. badly-built and overcrowded area
11. poach	
12. impoverish	

QUESTION 2

According to the text where and how do the tribal people live? **Answer briefly in not more than 30 words** (3 points).

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QUESTION 3

According to the text name three ways showing how the underprivileged destroy the environment. In what sense can you justify this behaviour and these actions of the poor? (10 points)

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QUESTION 4

In your opinion is it possible to persuade the poor to preserve and respect the environment? **Write a paragraph of not more than 50 words** (10 points).

You can use the following cues:

- *State your opinion (positive or negative) clearly.*
- *Justify your answer by giving examples.*
- *Comment on the sentence: "Technology and science can put an end to poverty."*

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B. GRAMMAR AND STRUCTURE (30%)

EXERCISE 1

Make sentences with the following phrases including the correct preposition (6 points).

- eg. 1. *He was delighted with the tasteful meal*
2. She was worried
3. She was always kind
4. He was rude
5. He was fed up
6. We were shocked
7. She wasn't satisfied
8. He is afraid
9. She was ashamed
10. We are proud
11. I can't pay. I'm short.....
12. Your dress is similar

EXERCISE 2

Complete the conditional sentences with the correct form of the verbs in brackets (6 points).

1. If I _____ (have) enough money, I _____ (retire) tomorrow.
2. Unless you _____ (tell) the truth, you _____ (go) to prison.
3. Imagine what it _____ (be like) if people _____ (live) on the moon.
4. If we _____ (be) lucky, we _____ (may win) the pools, but we didn't.
5. He _____ (crash) the car, if he _____ (be) drunk.
6. If people _____ (not stop) polluting the sea, they _____ (kill) everything that lives in it.

EXERCISE 3

Rewrite the following sentences in the passive omitting the words in parenthesis (8 points).

1. (Everyone) knows this fact very well.
.....
2. (They) opened the theatre only last month.
.....
3. (People) will soon forget it.
.....
4. (Someone) has taken two of my books.
.....
5. (You) must write the answers in ink.
.....
6. Did (they) say anything interesting?
.....
7. Has (someone) made all the necessary arrangements?
.....
8. (They) are manufacturing a new type of car in Japan.
.....

EXERCISE 4

Rephrase the following sentences without changing their meaning. Start with the words given (10 points).

1. I've never met such a lazy boy.
He's the
2. They deliberately spread terror among the poor villagers.
Terror
3. They were quite amused by the man's stories.
The man's stories
4. The car wasn't fast enough to win the race.
The car was
5. Kate was responsible for the disaster.
It was Kate
6. It wasn't necessary for me to buy eggs.
I didn't
7. Perhaps the weather will be better tomorrow.
The weather
8. Schoolchildren are obliged to do what they're told.
Schoolchildren.....
9. «Don't swim out too far», the mother said to the child.
The mother.....
10. Give me the bag and I'll carry it for you.
If

C. WRITING (40%)

Your school has decided to issue a newspaper. You are a member of the organising committee. **Write a report of 120-150 words presenting your suggestions to the other members of the committee** (40 points).

You can refer to the following:

- *name of the paper, date of the first issue, lay out etc.*
- *some practical problems: the way the paper can be produced photocopied, displayed on the wall etc.*
- *content of the paper: for example, news related to school life etc.*

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