

**ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΠΟΛΙΤΙΣΜΟΥ
ΔΙΕΥΘΥΝΣΗ ΑΝΩΤΕΡΗΣ ΚΑΙ ΑΝΩΤΑΤΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
ΥΠΗΡΕΣΙΑ ΕΞΕΤΑΣΕΩΝ**

**ΕΞΕΤΑΣΕΙΣ ΓΙΑ ΤΑ ΑΝΩΤΕΡΑ ΚΑΙ ΑΝΩΤΑΤΑ ΕΚΠΑΙΔΕΥΤΙΚΑ
ΙΔΡΥΜΑΤΑ**

Μάθημα: **ΑΓΓΛΙΚΑ**

Ημερομηνία και ώρα εξέτασης: **Σάββατο, 25 Ιουνίου 2005**
7.30π.μ. - 10.00π.μ.

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 300 - 350 words on ONE of the following topics:

1. 1. Education enables an individual to become a democratic, responsible citizen. Discuss.
2. 2. Thanks to technology, people are able to communicate far more easily than ever before. Discuss.
3. 3. Write a story ending: 'We left the island amazed and frightened by what we had found.'
4. 4. Write an article for your school magazine entitled:
"Foreign Language Learning is Essential in Today's World."

PART II: READING COMPREHENSION

(30 MARKS)

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

Sports and Doping

"Where does the power come from, to see the race to its end?" asks Eric Liddell in his book on the Olympian ideal. The runner's answer? "From within." Eighty years after Liddell won his gold medal, for competitors at the Olympic Games that power may come instead from without - in the form of drugs designed to maximise performance.

There was "doping" in sport even before the days of Liddell; cyclists, boxers, swimmers and others made use of alcohol, cocaine and various other

substances **to ease** the pain and give them an advantage. But in 1988, when a Canadian runner, Ben Johnson, was stripped of his 100m gold at the Seoul Olympics for failing a drugs test, it was clear that doping had become common practice - not just in communist regimes such as East Germany and China, with their famously manly female athletes, but in western countries too. The evidence of doping has been greeted with almost universal condemnation, at least from those parts of the media that love a scandal and the chance to bring down a hero.

Though steroids come in many forms, there are really two main arguments made against doping. One is that it harms athletes unnecessarily. The other is that it is against the spirit of sport: it is cheating or, at the very least, it destroys the mystical quality that gives sport its appeal. There is something to both arguments, but neither is wholly **convincing**.

For a start, how harmful are the performance-enhancing drugs used by today's athletes, or likely to be used in the future? Certainly, there have been heavily publicised cases suggesting that **excessive** use can sometimes have nasty consequences - cyclists suffering heart attacks, perhaps because of the oxygen-storage boosting but blood-thickening steroids, or drug-expanded body-builders who are deeply depressed. Although these examples are **isolated**, they may not be entirely as they appear. Some of the drugs used in the past had severe **consequences**, including gender-bending, but these were often given to the athletes with neither their knowledge nor any information about the consequences after the gold medal was won. There are reasons to be concerned about the reportedly widespread use of steroids by children, who may, among other things, lack the maturity (physical and mental) to handle them. And any such harm pales beside that known to be done by, say, smoking tobacco and drinking alcohol - activities not unknown among athletes, but not likely to be banned anytime soon by the sporting authorities.

Suppose that the only consequence of doping is enhanced performance. Would that really be against the spirit of sport? Cheating is undoubtedly against that spirit. Without agreed rules to play by, and strict sanctions against those who break them, sport would soon descend into unsatisfying anarchy.

A. Choose the best answer in each case according to the text (5 x 1 = 5 marks)

1. 1. Doping was used
 - a. a. only in communist regimes.
 - b. b. only in western countries.
 - c. c. extensively in many parts of the world.
 - d. d. only in Europe.
2. 2. The nasty consequences of doping have
 - a. a. not been given publicity.
 - b. b. been given publicity.
 - c. c. been ignored.
 - d. d. not been considered.

3. 3. Athletes using drugs may suffer
 - a. a. heart attacks and blood-thickening.
 - b. b. depression and blood-thickening.
 - c. c. heart attacks, blood-thickening or depression.
 - d. d. blood-thickening only.
4. 4. The writer believes that the use of steroids is tobacco and alcohol.
 - a. a. less severe than
 - b. b. a little more severe than
 - c. c. equally severe to
 - d. d. far more severe than
5. 5. The word 'that' in the last paragraph (underlined) refers to:
 - a. a. the use of drugs
 - b. b. enhanced performance
 - c. c. the spirit of sport
 - d. d. cheating

B. Answer the following questions on the passage (5 x 3 = 15 marks)

1. 1. What other means, apart from drugs, were used by athletes in the past to increase their performance?
2. 2. What, according to the writer, are the motives of some media for condemning doping?
3. 3. For what reasons should doping be banned?
4. 4. Why weren't athletes always to blame for the use of drugs?
5. 5. How can sport be prevented from ending up in anarchy?

C. Find words or phrases in the text which have a similar meaning to the following: (5 x 1 = 5 marks)

1. 1. to increase to the highest point
2. 2. was deprived of
3. 3. an expression of very strong disapproval
4. 4. reasons that show that something is right or wrong
5. 5. to be prohibited, not to be allowed

D. Give a word or phrase similar in meaning to each of the following words

in bold as they are used in the text: (5 x 1 = 5 marks)

1. 1. to ease
2. 2. convincing
3. 3. excessive

4. 4. isolated
5. 5. consequences

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. (10 x 1 = 10 marks)

1. I hope you locked the front door before you left.
(remember)
Did you the front door before you left?
2. You shouldn't give him the impression you don't like his poem. (avoid)
You should him the impression you don't like his poem.
3. Are you implying that I am a thief? (accusing)
Are you a thief?
4. It was a mistake not to take the short cut. (ought)
We the short cut.
5. I think I can smell something burning. (like)
That something burning.
6. I expect you are tired after so much work. (must)
You after so much work.
7. I find it really annoying the way students interrupt each other. (wish)
I each other.
8. I prefer to have a second choice. (rather)
I a second choice.
9. Without Margaret's help I wouldn't have done so well. (if)
I wouldn't have done so well me.
10. When we arrived they were counting the tickets. (counted)
The tickets when we arrived.

B. Replace the underlined words or phrases with an appropriate phrasal verb

in the correct form. (5 x 1 = 5 marks)

1. Nowadays, it is difficult to survive on just one salary.

2. His trembling voice betrayed his nervousness.
3. It's a shame you have quarrelled with Peter. You should become friends again.
4. Don't postpone for tomorrow what you can do today.
5. I wonder where the children have learned such rude words.

C. Fill in the gaps in the following passage with only ONE word.
(20 x 0,5 = 10 marks)

Sporting twins

The Ramsay brothers, who are among the best gymnasts in Britain are identical twins. Does this help (1) in competition? Do they have exactly the same ability? Twins certainly enjoy (2) to the same team. They encourage (3) another to succeed and do not (4) losing to their twin as (5) as they would to anyone else. Apart from that, they rely (6) each other for support, (7) is a great advantage when things (8) wrong because it means they always have a close friend beside them to cheer them (9) Yet, (10) to their coach, the brothers are quite different (11) one another in character. (12) of them, Henry, is very outspoken and practises all day, while James, who is actually the (13) talented of the two, is quiet and doesn't like practising very much. The Australian cricketing twins, the Waugh brothers, are similar (14) this respect. Steve, the elder of the two by a (15) minutes, is patient and responsible, (16) Mark, the (17), plays brilliantly but often (18) careless mistakes because he (19) his brother's patience. Finally, identical twins rarely possess exactly the same abilities. Over a hundred years (20), the Renshaw brothers met three times in the Wimbledon singles final but William always beat Ernest.

D. Fill in the gaps in the following text with the correct form of the words
given in brackets. **(10 x 0,5 = 5 marks)**

Why are quiz shows so popular?

The most popular quiz show on television with big money prizes was 'The \$64,000 Question' launched in the United States in 1955. Since then TV programmes have become very popular.

The size of the prize is **1..... (ATTRACT)** to the audience but if the format is boring, people will not bother to watch it, however big it is. On the other hand, shows that have a presenter with a lively **2..... (PERSON)** usually prove popular. Another factor that has an important effect on a quiz show's chance of **3..... (SUCCEED)** is whether or not it contains an element of drama. This can be achieved by making the show **4..... (COMPETE)**, where one person wins and the other loses; **5..... (ALTERNATIVE)**, presenters can offer competitors a prize but then tempt them to choose between winning a much better one or losing the one they have already won.

Most of the questions in quiz shows on phone-in radio programmes are so elementary that almost everyone can answer them but some require a **6..... (SPECIAL)**. Having listened to programmes like this in different countries, I once tuned in to one in France where a woman had to answer a **7..... (COMPLICATE)** question about history. She made one small error, and the presenter said sharply: 'Non, Madame', and introduced the next **8..... (CONTEST)** without saying another word. With standards as high as this, it is not **9..... (SURPRISE)** that the French consider themselves **10..... (INTELLECTUAL)** superior to everyone else!

GOOD LUCK!