



ΕΞΕΤΑΣΕΙΣ ΑΓΓΛΙΚΗΣ – ΕΠΙΠΕΔΟ Γ1 & Γ2 - ΕΝΟΤΗΤΑ 3

ΜΑΪΟΣ 2014

TAPESCRIPITS

PART A: CHOICE ITEMS

ACTIVITY 1

Read items 1a and 2a. Listen TWICE and choose the best answer (A, B, or C) for each item.

Finally in our everyday lives these days as consumers our habits are under observation, including the music we listen to, the films and tv programs we watch and the goods we buy whenever we shop. All this data is being logged and used by corporations to predict our behavior in the future. But can this information be used to predict what will make a Hollywood blockbuster? A former professor of statistics thinks it can, and studio executives are using his services at the script writing stage. The BBC's Regan Morris reports from Hollywood.

Listen again and check your answers.

Read items 3a and 4a. Listen TWICE and choose the best answer (A, B, or C) for each item.

An animal usually found under water has become the inspiration for a machine that will fly high above it. Scientists at New York University have come up with a jellyfish-like drone prototype. Mimicking the swimming motion of jellyfish, the robot is capable of stable flight for short periods of time. It's hoped that the machine may be used in the development of small unmanned drones for econosense and rescue missions or even monitoring traffic. Susana Mendonça reports.

Listen again and check your answers.

ACTIVITY 2

Read items 5a-7a. Listen TWICE and choose the best answer (A, B, or C) for each item.

Female 1: ...and is it just me or is there an advertisement on tv at the moment that drives you mad as well. It's the one where the woman is doing everything with her elbows because she's too scared to touch any surface in case it's got germs on it. So she's using an... trying to use an ATM with her elbows, she's trying to open doors with her elbows, and then of course the solution is anti-bacterial wash!

Female 2: What if she catches something through her elbows?

Female 1: That is a very good question. That will be the next thing on the anti-bacterial elbow wash. My question is why is someone who is clearly an obsessive compulsive driving consumption?

Female 2: I understand what you're saying.

Female 1: I mean what about that other ad where it says you know you can clean your toilet but there are still germs down there! Well yes it's your toilet! It wasn't like you're gonna eat your dinner out of it, were you? I mean I am not one for putting things down toilets, Angie. I don't trust anyone with a blue toilet.

Female 2: ... no I don't like them either...

Female 1: I think people who put blue in their toilet have something to hide. I think that's...

Listen again and check your answers.

Read items 8a-10a. Listen TWICE and choose the best answer (A, B, or C) for each item.

Female 1: I think people who put blue in their toilet have something to hide. I think that's...

Female 2: But why does it always seem to be women who have problems with bacteria?

Female 1: Because we've been told by the advertisers for ages that you know you could poison your children. It is completely crazy! Where do people think when they put all that stuff down the toilet, all those chemicals... where do they think it goes?

Female 2: *Well that is a very good question.*

Female 1: *I don't think it disappears.*

Female 2: *No of course it doesn't. It ends up at the beach or in the river.*

Female 1: *I know I know. In the old days, in the times of ancient Rome, Caesar used to get around on a chariot and he used to employ a bloke to stand behind him and whisper in his ear: "Remember you are only mortal." And I think that's what we need in the toilet someone to stand there and go "Oh what a pong! You know you're just like everybody else!"*

Female 2: *.. you're human..*

Female 1: *"You're a human being!" Get over it! Get over this madness!*

Female 2: *This madness for cleanliness. I agree. It's become a ridiculous obsession with some people.*

Listen again and check your answers.

ACTIVITY 3

Read items 11a-14a. Listen ONCE and choose the best answer (A, B, or C) for each item.

Are we there yet? One of the fastest spacecraft ever built (Nasa's New Horizons) is hurtling through the void at nearly one million miles per day. Launched in 2006, it has been in flight longer than some missions last, and it is nearing its destination, Pluto. The encounter begins next January. Closest approach is scheduled for July 2015, when New Horizons flies only 10.000 kilometers from Pluto, but the spacecraft will be busy long before that date. The first step, in January 2015, is an intensive campaign of photography by the Long Range Reconnaissance Imager. At first, Pluto and its large moon Charon will be a little more than distant pin bricks, but soon they will swell into full-fledged worlds. By late April 2015, the approaching spacecraft will be taking pictures of Pluto that surpass the best images from Hubble. By closest to perch in July 2015, a whole new world will open up to the spacecraft's cameras. Stern is looking forward to one of the most exciting moments of the space age. "Human kind hasn't had an experience like this – an encounter with a new planet in a long time," he says. Everything we see on Pluto will be a revelation. He likens New Horizons to Mariner 4 which flew past Mars in July 1965. At the time, many people on Earth (even some scientists) thought the red planet was a relatively gentle world with water and vegetation, friendly to life. Instead Mariner 4 revealed a desiccated wasteland of haunting beauty. New Horizons' flyby of Pluto will occur almost exactly 50 years after Mariner 4's flyby of Mars, and it could shock observers just as much. Other than a few lightening dark markings seen from a far-by Hubble, Pluto's landscape is totally unexplored. If you drove a car around the equator of Pluto, the odometer will rack up almost 5000 miles – as far as from Manhattan to Moscow. Such a traveler might encounter icy geysers, craters, clouds, mountain ranges, rills and valleys alongside alien landforms no one has ever imagined. "We're flying into the unknown," says Stern "and there is no telling what we might find." "One thing, however, is sure: We're almost there!"

ACTIVITY 4

Read items 15a-17a. Listen ONCE and choose the best answer (A, B, or C) for each item.

Good morning. How are you? It's been great, hasn't it? I've been blown away by the whole thing. In fact, I'm leaving. (Laughter) There have been three themes, haven't there, running through the conference, which are relevant to what I want to talk about. One is the extraordinary evidence of human creativity in all of the presentations that we've had and in all of the people here. Just the variety of it and the range of it. The second is that it's put us in a place where we have no idea what's going to happen, in terms of the future. No idea how this may play out. I have an interest in education -- actually, what I find is everybody has an interest in education. Don't you? I find this very interesting. If you're at a dinner party, and you say you work in education -- actually, you're not often at dinner parties, frankly, if you work in education. (Laughter) You're not asked. And you're never asked back, curiously. That's strange to me. But if you are, and you say to somebody, you know, they say, "What do you do?" and you say you work in education, you can see the blood run from their face. They're like, "Oh my God," you know, "Why me? My one night out all week." (Laughter) But if you ask about their education, they pin you to the wall. Because it's one of those things that goes deep with people, am I right? Like religion, and money and other things. I have a big interest in education, and I think we all do. We have a huge vested interest in it, partly because it's education that's meant to take us into this future that we can't grasp. If you think of it, children starting school this year will be retiring in 2065. Nobody has a clue --despite all the expertise that's been on parade for the past four days -- what the world will look like in five years' time. And yet we're meant to be educating them for it. So the unpredictability, I think, is extraordinary.

Read items 18a-20a. Listen ONCE and choose the best answer (A, B, or C) for each item.

And the third part of this is that we've all agreed, nonetheless, on the really extraordinary capacities that children have -- their capacities for innovation. I mean, Serena last night was a marvel, wasn't she? Just seeing what she could do. And she's exceptional, but I think she's not, so to speak, exceptional in the whole of childhood. What you have there is a person of extraordinary dedication who found a talent. And my contention is, all kids have tremendous talents. And we squander them, pretty ruthlessly. So I want to talk about education and I want to talk about creativity. My contention is that creativity now is as important in education as literacy, and we should treat it with the same status. I heard a great story recently -- I love telling it -- of a little girl who was in a drawing lesson. She was six and she was at the back, drawing, and the teacher said this little girl hardly ever paid attention, and in this drawing lesson she did. The teacher was fascinated and she went over to her and she said, "What are you drawing?" And the girl said, "I'm drawing a picture of God." And the teacher said, "But nobody knows what God looks like." And the girl said, "They will in a minute."

What these things have in common is that kids will take a chance. If they don't know, they'll have a go. Am I right? They're not frightened of being wrong. Now, I don't mean to say that being wrong is the same thing as being creative. What we do know is, if you're not prepared to be wrong, you'll never come up with anything original -- if you're not prepared to be wrong. And by the time they get to be adults, most kids have lost that capacity. They have become frightened of being wrong. And we run our companies like this, by the way. We stigmatize mistakes. And we're now running national education systems where mistakes are the worst thing you can make. And the result is that we are educating people out of their creative capacities.

PART B - SHORT ANSWERS

ACTIVITY 1

Read items 1b-5b. Listen TWICE and complete the answers by filling in the gaps.

Today we're meeting one of the most adventurous of Victorian women -- a travel writer who brought a personal touch and a political edge to a new discipline, the first female fellow of the Royal Geographical Society, a woman of whom the Spectator said "Ms. Bird is an ideal traveler with a heaven-sent faculty for having adventures." Traveling for travel's sake, she was the first woman to climb one of the highest volcanoes in the world. She traveled eight thousand miles through the Yangtze Valley, rode elephants through Malaya, fell in love with a one-eyed wild-west desperado and rode with Berbers in the High Atlas in her late 60s. Isabella is the chosen life of Meg Rosoff -- one of our most celebrated writers of serious novels for young people. How I live now about a teenage love affair in a post-apocalyptic Britain became an international best-seller. It won the Guardian Fiction Prize and has just been turned into a film directed by Kevin McDonald. Her latest novel Picture me gone was nominated for America's National Book Awards. Meg is from Boston, but she's lived and worked here since 1989. Meg why the fascination with Isabella Bird?

Listen again and check your answers.

ACTIVITY 2

Listen ONCE and take notes. Fill in the items below with the appropriate words.

....so um a handshake or the lack of a handshake can have us talking for weeks and weeks and weeks, even the BBC and The New York Times. So obviously when we think about nonverbal behavior, or body language -- but we call it nonverbals as social scientists -- it's language, so we think about communication. When we think about communication, we think about interactions. So what is your body language communicating to me? What's mine communicating to you? And there's a lot of reason to believe that this is a valid way to look at this. So social scientists have spent a lot of time looking at the effects of our body language, or other people's body language, on judgments. And we make sweeping judgments and inferences from body language. And those judgments can predict really meaningful life outcomes like who we hire or promote, who we ask out on a date. For example, Nalini Ambady, a researcher at Tufts University, shows that when people watch 30 minute...30-second soundless clips of real physician-patient interactions, their judgments of the physician's niceness predict whether or not that physician will be sued. So it doesn't have to do so much with whether or not that physician was incompetent, but do we like that person and how they interacted? Even more dramatic, Alex Todorov at Princeton has shown us that judgments of political candidates' faces in just one second predict 70 percent of U.S. Senate and gubernatorial race outcomes... I notice

that MBA students really exhibit the full range of power nonverbals. So you have people who are like caricatures of alphas, really coming into the room, they get right into the middle of the room before class even starts, like they really want to occupy space. When they sit down, they're sort of spread out. They raise their hands like this. You have other people who are virtually collapsing when they come in. As soon they come in, you see it. You see it on their faces and their bodies, and they sit in their chair and they make themselves tiny, and they go like this when they raise their hand.