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ΑΡΧΗ ΣΕΛΙΔΑΣ 1

ΥΠΟΥΡΓΕΙΟ ΠΟΛΙΤΙΣΜΟΥ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ

ΚΕΝΤΡΙΚΗ ΕΠΙΤΡΟΠΗ ΕΙΔΙΚΩΝ ΜΑΘΗΜΑΤΩΝ

**ΚΟΙΝΗ ΕΞΕΤΑΣΗ ΟΛΩΝ ΤΩΝ ΥΠΟΨΗΦΙΩΝ  
ΣΤΗΝ ΑΓΓΛΙΚΗ ΓΛΩΣΣΑ**

17 Ιουνίου 2015

**ΟΔΗΓΙΕΣ ΓΙΑ ΤΟΥΣ ΥΠΟΨΗΦΙΟΥΣ ΚΑΙ ΤΙΣ ΥΠΟΨΗΦΙΕΣ**

1. Να απαντήσετε σε όλα τα ερωτήματα στο τετράδιό σας ακολουθώντας την αρίθμηση των θεμάτων ως εξής:
  - A1. 1. ...  
2. ...
  - A2. Να γράψετε μόνο τον αριθμό του ερωτήματος και το γράμμα που αντιστοιχεί στη σωστή απάντηση, π.χ.  
4. – A  
5. ...
  - B1. Να γράψετε μόνο τον αριθμό του ερωτήματος και τη ζητούμενη λέξη.  
10. ...  
11. ...
  - B2. Να γράψετε μόνο τον αριθμό του ερωτήματος και τις ζητούμενες λέξεις.  
15. ...  
16. ...
  - B3. Να αντιστοιχίσετε τον αριθμό με το σωστό γράμμα και να γράψετε μόνο την αντιστοιχία, π.χ.  
20. – A  
21. ...
- Γ Να αναπτύξετε το ζητούμενο θέμα στο τετράδιό σας χωρίς να αντιγράψετε την οδηγία-εκφώνηση.
2. Να χρησιμοποιήσετε μόνο μπλε ή μαύρο στυλό διαρκείας και μόνο ανεξίτηλης μελάνης.

**Καλή Επιτυχία**

Διάρκεια εξέτασης: Τρεις (3) ώρες

Έναρξη χρόνου εξέτασης: Αμέσως μετά τη διανομή των θεμάτων

Δυνατότητα αποχώρησης: 11:45

**A. Read the text below and respond to tasks A1 and A2.**

If computers and search engines could understand metaphor and symbolism, would it make them more human? A new project tests the theory.



In 1989, American author Norman Cousins wrote that poetry was the key to preventing computers from dehumanising us: “The company of poets may enable the men who tend the machines to see a larger panorama of possibilities than technology alone may inspire. Poets remind men of their uniqueness.”

Twenty-six years later, researchers in the US are testing that idea, starting with search engines and image databases. Any nuance or metaphor gets lost on an engine such as Google: search “sorrow”, for example, and you’ll get pictures of people crying, whereas a human might associate a

more varied range of images, such as a foggy seascape or an empty forest. This is because computers use metadata (the data search engines associate with the millions of digital objects out there, from YouTube videos to Instagram pictures) in a completely different way to the human brain. Our human “metadata” tends to be far more symbolic and less literal. But what if an image bank was populated by poems? Can robots learn from our view of the world?

The Poetry for Robots project has created an online image bank of 120 pictures, which anyone can access in order to write poetry inspired by what they see. By feeding poems to the robots, the researchers want to “teach the database the metaphors” that humans associate with pictures, “and see what happens,” explains Corey Pressman from Neologic Labs, who are behind the project, along with Webvisions and Arizona State University.

The hope is that, with a big enough dataset, “we’ll be delighted to see we can teach the robots metaphors, that computers can be more like us, rather than the other way around,” says Pressman. “I’d like them to meet us more halfway.”

**A. ΚΑΤΑΝΟΗΣΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ**

**A1. Answer questions 1-3 based on the text above (up to 20 words each).**

(3 x 4 points = 12 points)

1. What is the main point of the text? **To inform readers about a research project on making computers understand metaphor and hopefully think in a more human-like way. (or similar)**
2. What would be a suitable title for this text? **Using Poetry to Teach Robots to Think Like Humans (or similar)**
3. According to the text, can computers become more human? Justify your response. **According to the last paragraph, Pressman is optimistic regarding such a possibility. However, no definite answer can be provided yet. (or similar)**

**A2. Choose the correct answer (A, B, or C) for items 4-9 below.**

(6 x 3 points = 18 points)

4. Where would you expect this article to appear?
 

<b>A.</b> A university textbook for computer programming	<b>B.</b> The technology section of a newspaper	<b>C.</b> A robotics scientific journal
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5. When was the study reported in the text conducted?
  - A. In 1989
  - B. In 2000
  - C. This year
6. The "Poetry for Robots" project involves
  - A. 120 pictures of poets and robots
  - B. 120 pictures to inspire poets to write poems to add to Google
  - C. 120 poems which will be fed into the robot
7. The purpose of the "Poetry for Robots" project is to
  - A. investigate whether computers can understand metaphor and symbolism
  - B. investigate whether robots can write poems
  - C. create a database of metaphors
8. Who was the "Poetry for Robots" project originally inspired by?
  - A. Researchers from Arizona State University
  - B. Scientists from Google
  - C. Norman Cousins
9. What is Pressman's vision for the future?
  - A. To make computers think more like humans
  - B. To make humans think more like computers
  - C. To help robots understand metaphors

## B. ΓΛΩΣΣΙΚΗ ΕΠΙΓΝΩΣΗ

B1. Use the correct form of the following words (A-H) to complete the gaps (10-14), in the following text, as in the example. There are TWO words you do not need.

(5 x 2 points = 10 points)

A.	active	B.	exhaust	C.	vary	D.	curious
E.	<i>treat</i>	F.	sleep	G.	fortunate	H.	anxious

The example is in *italics*.

We spend over a third of our time sleeping. But (10) **unfortunately** for many of us, sleep isn't a simple ON/OFF switch we can just (11) **deactivate** at a moment's notice. Do you struggle to sleep even though you feel tired and (12) **sleepy**? Do you wake up in the middle of the night (13) **anxiously** watching the clock, calculating how much time you've got **left** to sleep?

Insomnia in itself is not the problem but is usually a symptom of a (14) **variety** of other potential problems. The trick is identifying the underlying cause of our insomnia and finding the right (ex.) **treatment** for that problem.

B2. Fill in the gaps with **two words** in the statements of Column B, so that they have a similar meaning with the statements of Column A, as in the example.

(5 x 2 points = 10 points)

<b>Example:</b> I will give you the day off provided you work on Saturday morning.	You can have the day off <b>on condition</b> that you work on Saturday morning.
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COLUMN A		COLUMN B
15.	Only Stuart didn't understand.	Apart from Stuart, <b>everyone/ everybody understood</b>
16.	Our trip has been cancelled because of a last minute scheduling conflict.	<b>Because of / Due to / Owing to</b> a last minute scheduling conflict, our trip has been cancelled.
17.	I tried my hardest but I still couldn't understand.	However <b>hard</b> I <b>tried</b> I couldn't understand.
18.	It was the most remarkable creature I had ever seen.	<b>Never had</b> I seen such a remarkable creature.
19.	I graduated from college a year ago today.	I graduated from college <b>this day</b> last year.

**B3. Choose the best options A-H (book titles) for items 20-24 (book extracts). There are TWO options you do not need.**

(5 x 2 points = 10 points)

BOOK EXTRACT		BOOK TITLE	
20. <b>D</b>	How can we think we are adequately preparing students for life in the 21 <sup>st</sup> century if we have not learned how the 21 <sup>st</sup> century operates? How can we think we are connecting with our students when the materials and our instruction come from a non-digital time that kids can't relate to?	<b>A.</b>	PREPARING TO TEACH
21. <b>A</b>	What makes it possible for students to understand and remember is the way they link ideas to form meaningful wholes. Big ideas that structure your courses can't be found in any one part of a lecture or seminar.	<b>B.</b>	PIONEERS OF SCIENCE
22. <b>G</b>	All traditional architecture clearly distinguishes between the public and/or sacred buildings, on the one hand, and the utilitarian and/or private buildings, on the other.	<b>C.</b>	TOURIST CITY GUIDE
23. <b>C</b>	The Dutch Institute for architecture (NAi) [F-10], Museumpark 25, located in a striking-looking building, is one of the largest centres of architecture in the world.	<b>D.</b>	UNDERSTANDING THE DIGITAL GENERATION
24. <b>B</b>	A collection of 28 lectures on the history and progress of astronomy: Copernicus and the motion of the Earth; Tycho Brahe and his observatory; Kepler and the laws of planetary motion; Galileo and the invention of the telescope; Isaac Newton; etc.	<b>E.</b>	ELEMENTS OF ASTROPHYSICS
		<b>F.</b>	DEVELOPING DIGITAL MATERIALS
		<b>G.</b>	ARCHITECTURE: CHOICE OR FATE?

**Γ. ΠΑΡΑΓΩΓΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ**

**Produce a written text of 180-200 words.**

(40 points)

**TASK:** A European Youth organisation has launched a campaign through its e-magazine to combat bullying in schools throughout Europe. It is inviting young people to submit their opinions on how to stop bullying. You have recently witnessed a bullying incident in your school which resulted in the bully's punishment by the school authorities. You decide to write an article to the magazine to express your feelings towards bullying and suggest ways this phenomenon could be dealt with at school-level.

In your article,

- express your feelings towards the phenomenon of bullying in schools
- explain why punishment on its own is probably not enough to stop bullying
- suggest two ways that could help stop the phenomenon



### Sample answer

#### Bullying: How This Plague Could Stop

Bullying is one of the most pressing problems in any school community. Having witnessed such a case in my school recently, I have strong feelings about the issue and I believe that an end should be put to that plague immediately.

Bullying does not affect only the two parties involved, but the whole school. Indeed, due to the incident I witnessed, I was afraid that I might also become someone's victim. I also felt angry, because some pupils choose to attract attention at the expense of their peers. However, punishing the bullies does not really help alter their mentality. Besides this, prevention is better than cure.

For this reason, I am in favour of a specially-designed course, where teachers and pupils will be able to discuss all aspects of the impact such behaviours have, whereas empathy and other emotional skills will be instilled. In this way, students will become more sensitive towards other people's feelings. Another counter-measure would also be to organise group activities and team projects at school, so that all students get to know each other better, spending time together, socialising and consequently becoming more friendly towards each other through working together for a common goal.

To conclude, I believe bullying constitutes a real enemy. However, empathy, co-operation and mutual understanding are the weapons the school community can utilise to successfully fight it.



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