

## A. ΚΑΤΑΝΟΗΣΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ

### ΚΕΙΜΕΝΟ

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

## TIME

January 16, 2006

### The Mozart Effect



Katia Eliad, an artist, felt blocked, out of touch with herself and unable to continue painting. So, she started an unusual treatment: daily two-hour sessions of Mozart's music for three weeks at a time. The impact, she said, was dramatic. "I'm much more at ease with myself. It feels like I've done 10 years of psychoanalysis in just eight months."

Eliad received her treatment at an institute founded by a Paris physician named Alfred Tomatis, who pioneered the use of Mozart's music to treat all sorts of disorders including depression. In London, Jackie Hindley credits the treatment with helping her son Lawrence. "He had serious language difficulties," Hindley said. "Whenever people spoke to him, he would stay quiet for ages before answering. After several sessions of listening to Mozart, he now responds immediately to whatever is said to him."

By far the most disputed claim is that Mozart can enhance your brain power. That notion was first given scientific support in an article in *Nature* by Frances Rauscher, a professor who is also a cellist. She received widespread media attention, but insisted that her research showed only temporary improvement, rather than a sustained increase in IQ. "Nobody ever said listening to Mozart makes you smarter," she said.

Michelle Quatron has no idea why Mozart's music works, but she can see the effect on her autistic daughter. "Lucy used to sit in a corner never interacting with anyone," Quatron says. Then she began taking her to a centre that uses the Tomatis method. Quatron says she was sceptical about it at first, but is now a convert. "The amazing thing was that Lucy accepted it - she sat for two hours listening to Mozart every day for 14 days." Quatron is thrilled with the changes. "Lucy is making friends. Her eye contact has improved and her language has come on so much."

In Mozart's anniversary year, it seems, anything goes. Carlo Cagnozzi, a Tuscan winemaker, has been piping Mozart to his vines for years. Playing Mozart to his grapes has a dramatic effect, he claims. "It actually ripens them faster." With so little understood about the psychological and physiological effects of music, researchers are now studying Cagnozzi's claims. Whatever the case, a lot of people are being introduced to a composer whose music remains relevant, 250 years after his birth.



**A1. Answer questions 1-3 with about 15 words each.**

1. What is the purpose of this text?

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2. What seems to be the general effect of Mozart's music on those who listen to it?

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3. What does the author imply by saying "anything goes"?

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3 x 4 = 12 points

**A2. Choose the correct answer (A, B or C) for items 1-6.**

1. Katia Eliad started listening to Mozart because...

- A. his music was so dramatic.
- B. she was having problems with her work.
- C. it was the only way she could paint well.

2. It is clear from the text that...

- A. Tomatis' methods of treating patients were innovative.
- B. Mozart's music had a profound effect on Jackie Hindley.
- C. Lawrence refused to speak while he was listening to music.

3. It can be inferred from the text that...

- A. the results of Rauscher's research owed much to the fact that she was also a musician.
- B. Rauscher supported the claim that listening to Mozart makes people brighter.
- C. not everyone believes that Mozart's music can improve your intellectual ability.

4. Lucy Quatron used to be...

- A. unable to communicate.
- B. sceptical of the Tomatis method.
- C. an autistic musician.

5. When Michelle Quatron saw the changes in her daughter, she was...

- A. shocked.
- B. doubtful.
- C. impressed.

6. Scientists are researching Cagnozzi's claims because they...

- A. have realized that music has a positive effect on vines.
- B. are obliged to study the effects of Mozart's music on winemaking.
- C. want to find out more about the way music affects living things.

6 x 3 = 18 points

## B. ΓΛΩΣΣΙΚΗ ΕΠΙΓΝΩΣΗ

**B1.** Use the following words (A-H), in the correct form, to complete sentences 10-14, as in the example. There are two words you do not need. (5x2=10 points)

A.	sustain	B.	authorize	C.	dominate	D.	humble
E.	supposition	F.	centre(ex)	G.	public	H.	add

**Example:** This piece of evidence is central to our case.

10.	Scientists carry out experiments to explore .....sources of energy.
11.	Not only did the teacher yell at the unprepared student, but he also .....the latter in front of the class.
12.	Much of the food we enjoy is full of preservatives and .....and very poor in vitamins and proteins.
13.	The Prime Minister stated .....that he was willing to give up his presidency as a result of European pressure.
14.	The economic and political ..... of the west is seen as a problem in the East.

**B2.** Fill in the gaps with not more than 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. (5X2=10 points)

<b>Example:</b> It's not just that the law says I should wear my seat belt, I feel safer with it on.		A basic safety feature of an automobile is the seat belt, and it is <u>required by</u> law.
	<b>COLUMN A</b>	<b>COLUMN B</b>
15.	The headmaster asked the teacher when he had started working in Athens.	The headmaster wanted to know how long the teacher (1)_____ (2)_____ working in Athens.
16.	They couldn't help noticing that the student was furious.	It didn't (1)_____ (2)_____ attention that the student was furious.
17.	Our history teacher is said to be a very proficient one.	Our history teacher has a (1)_____ (2)_____ being very proficient.
18.	Trying to learn by heart something you don't understand is a waste of time.	It is not (1)_____ (2)_____ by heart something you don't understand.
19.	Regarding the delay in books, the headmaster didn't care much, the teacher cared less and the council didn't care at all.	As far as the delay in books is concerned, both the headmaster and the teacher were not concerned and the council was the (1)_____ (2)_____ of all.

**B3. Match items 20-24 (Column 1) with options A-G (Column 2) to make complete statements. In Column 2 there are two options you do not need. (5x2 = 10 points)**

	COLUMN 1		COLUMN 2
20.	Teachers may need a lesson plan to organize time and materials but they	A.	of lesson plans, teachers need to focus on what interests students.
21.	Thus, in lieu	B.	and doesn't know what to do.
22.	For instance, they need to spot whether there are students coming from poorer countries since it is often the case	C.	they can be adjusted to accommodate any class.
23.	Lesson plans cannot accommodate both categories and the instructor is puzzled	D.	to control classroom, they are valuable tools.
24.	However, it has to be agreed that as long as lesson plans are well thought-out	E.	that poor students see education as a way out of deprivation while affluent students view education as unimportant.
		F.	when he confronts foreign students.
		G.	also need to arouse the students' enthusiasm.

### Γ. ΠΑΡΑΓΩΓΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ

**Produce a written text. (40 points)**

**TASK:** Your teacher has asked you to write to narrate some negative experience that changed your personality forever and submit it as a comment on a blog. The article that

### Γ. ΠΑΡΑΓΩΓΗ ΓΡΑΠΤΟΥ ΛΟΓΟΥ

**TASK:** It is claimed that students preparing for career examinations are the most hard-working people in their community. Do you believe that their strong efforts and long-lasting studying will eventually be justified?

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