

LEVEL C (C1&C2)

2018 A

MODULE 1 Reading comprehension and language awareness

PART A - CHOICE ITEMS

ACTIVITY 1

Read the text below and do the tasks that follow.

THE DAILY NEWS

18 MAY

World · Business · Voices · Campaigns · Editorials · Letters · Sports

How different are children's books in China and the U.S.?



A question that may occur to parents, as their children dive into the new books that arrived over the holidays, is how different are children's books in different countries. And it's a question that inspired a team of researchers to set up a study. Specifically, they wondered how the "lessons" to be learnt from storybooks of different countries varied from one country to another.

For a taste of their findings, take a typical book in China: *The Cat That Eats Letters*. Ostensibly it's about a cat that has an appetite for sloppy letters — "written too large or too small, or if the letter is missing a stroke," explains one of the researchers, psychologist Cecilia Cheung, a professor at University of California Riverside. "So the only way children can stop their letters from being eaten is to write really carefully and practice every day." But the underlying point is clear: "This is really instilling the idea of effort — that children have to learn to consistently practice in order to achieve a certain level," says Cheung. And that idea, she says, is a core tenet of Chinese culture.



The book is one of dozens of storybooks from a list recommended by the education agencies of China and the United States that Cheung and her collaborators analyzed for the study. They created a list of "learning-related" values and checked to see how often the books promoted them. The values included setting a goal to achieve something difficult, putting in a lot of effort to complete the task

and generally viewing intelligence as a trait that can be acquired through hard work rather than a quality that you're born with. The storybooks from China stress those values about twice as frequently as the books from the U.S.

Cheung says a typical book from the U.S. is one called *The Jar of Happiness*. "A little girl attempts to make a potion of happiness in a jar," explains Cheung. Only to lose the jar. She's really upset — until all her friends come to cheer her up. "At the end of the story she comes to the realization that happiness does not actually come from a jar of potion but from having good friends."

Cheung says this emphasis on happiness comes up a lot in the books from the U.S. In some cases it's overt — central to the plot of the story. But often it's more subtle. "They'll just have a lot of drawings of children who are playing happily in all sorts of settings — emphasizing that smiling is important, that laughing is important, that being surrounded by people who are happy is important."

Cheung notes that children in China consistently score higher on academic tests compared to children in the U.S. But she says more research is needed to determine how much of that is due to the storybooks or even to the larger differences in cultural values that the books reflect. Other completely unrelated factors, such as different teaching techniques could be at work.

In the meantime, Cheung says her study suggests both cultures might have something to gain from each other. For instance American parents might want to take a cue from Chinese storybooks and supplement their children's reading with more tales that promote a view of intelligence as changeable. After all, says Cheung, if you think intelligence is gained through effort, then when you're confronted with a challenge or even an outright failure, "you just put more effort into it. You try to learn from the experience and you think about different ways of approaching the problem rather than saying, 'No, I'm just not smart and I'm just going to give up right away.'"

Conversely, the American focus on encouraging children's happiness and sense of connection to others could be adopted by Chinese parents as something that's really important to instill in children. "And happiness is also important when it comes to learning. It can be a predictor of future achievement", says Cheung.

ATTENTION

- Mark your answers on Answer Sheet 1 [ΑΠΑΝΤΗΤΙΚΟ ΕΝΤΥΠΟ 1].
- You have **120 minutes** to complete this part of the exam.
- Provide a single answer for each item.

ANSWER ON THE BASIS OF THE TEXT

1.1 Choose the best answers (A, B, or C) for items 1a-5a.

- 1a. The study presented in this article discusses Chinese and American cultural
A. similarities. B. differences. C. collaboration.
- 2a. The aim of Cecilia Cheung and her co-researchers was to
A. promote Chinese and American storybooks. B. criticise Chinese and American storybooks. C. examine Chinese and American storybooks.
- 3a. The study found that Chinese storybooks
A. are more valuable than American storybooks. B. support different values from American storybooks. C. teach twice as many values as American storybooks.
- 4a. Cheung states that scoring higher on academic tests relates to
A. many factors. B. storybooks. C. one's country of origin.
- 5a. Cheung believes that children will be more successful learners if they are
A. happy. B. fully concentrated. C. well organised.

MEANING IN CONTEXT

1.2 What do the underlined words in the statements below (from the text) mean? Choose the best option (A, B, or C) for items 6a-10a.

- 6a. That's a question that may occur to parents as their children dive into the new books that arrived over the holidays.
A. scan B. dump C. plunge
- 7a. Cheung says a typical book from the U.S. is one called *The Jar of Happiness*. "A little girl attempts to make a potion of happiness in a jar," explains Cheung. Only to lose the jar.
A. Therefore she loses the jar. B. But she loses the jar. C. She loses the only jar she has.
- 8a. Cheung says this emphasis on happiness comes up a lot in the books from the U.S.
A. is found B. is concealed C. is expected
- 9a. After all, says Cheung, if you think intelligence is gained through effort, then when you're confronted with a challenge or even an outright failure, you just put more effort into it.
A. indirect B. incomplete C. absolute
- 10a. American parents might want to take a cue from Chinese storybooks and supplement their children's reading with more tales that promote a view of intelligence as changeable.
A. lend B. learn C. replace

ACTIVITY 2

The statements below are about different types of services. Match statements 11a-15a with the type of service (options A-F). There is one option you do not need.

A.	Hotel spa services	B.	Public services	C.	Bank services
D.	Web services	E.	Car services	F.	Translation services


11a.	Denmark has done away with many of them in recent years. It has even privatised services such as telecommunications and transportation. It has also 'modernised' its postal system so that there are no national postal agencies anymore. There are private agencies that go by the name of 'courier' or 'delivery service' and people send parcels, mail and the like from local libraries and sometimes from super markets.	
12a.	Such services can have many functions and can be used in various fashions – can be a personal, corporate, government or an organization site, etc. Sites are typically dedicated to a particular topic or purpose, ranging from entertainment and social networking to providing news and education. All publicly accessible sites collectively constitute the www, while private sites, such as that of a company for its employees, are typically a part of an intranet.	
13a.	Imagine the absolute luxury of having a full-service in the calm and comfort of your own space. Need to unwind after a day of meetings, a long flight or to kick-off your vacation? Our skilled therapists will banish your stress and tension allowing you to get the rest you need. Our services are available by appointment. We strongly recommend that you schedule your visit when you make your reservation.	
14a.	There are many agencies out there that offer these services that usually take on to charge customers according to the size or general complexity of the document. They will use these as the basis in determining how much the service will cost you. It will also depend on the language into which or from which the job will be done. Services of this type will rarely be found cheap, even on the internet. And, although some companies offer them cheap, there is the possibility that these companies are scammed.	
15a.	Our job is to provide customers with services that help people better manage their lives. As technology advances and competition increases, our institutions are offering different types of services to stay current and attract customers. Whether you are planning your first transaction with us or have been a customer with us for years, it helps to know the different types of services available.	

ACTIVITY 3

Read the text on the **next page**, and choose the best answer (A, B, or C) for items 16a-20a.

- 16a.** This article is about the relationship between leafy green vegetables and old age
A. brain maturation. **B.** brain function. **C.** brain damage.
- 17a.** Some of the people who participated in the "Memory and Aging Project"
A. hardly ever ate green vegetables. **B.** ate green vegetables all day long. **C.** ate green vegetables every evening.
- 18a.** Candace Bishop believes her healthy aging relates to the fact that she
A. eats a big salad every day. **B.** is a community volunteer. **C.** has a good genetic predisposition.
- 19a.** According to Edward Morris' study, eating green vegetables may help
A. prevent memory decline. **B.** delay memory decline. **C.** accelerate memory decline.
- 20a.** Consuming leafy greens involves consuming
A. beneficial substances. **B.** problematic nutrients. **C.** unnecessary compounds.

Have you responded to items 16a-20a, on the **previous page** on the basis of the article below?


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Health News from NPR

Eating Leafy Greens Tied to Sharper Memory and Slower Decline

Meredith Miotke

Scientists are keen to figure out how diet influences aging, including brain health. A five-year study of healthy seniors found those who ate a serving or two of daily greens had less cognitive decline. The study recently published in *Neurology* finds that healthy seniors who had daily helpings of leafy green vegetables — such as spinach, kale and collard greens — had a slower rate of cognitive decline, compared to those who tended to eat little or no greens.



The research included 960 participants of the Memory and Aging Project. Their average age is 81, and none of them have dementia. Each year the participants undergo a battery of tests to assess their memory. Scientists also keep track of their eating habits and lifestyle habits.

To analyze the relationship between leafy greens and age-related cognitive changes, the researchers assigned each participant to one of five groups, according to the amount of greens eaten. Those who tended to eat the most greens comprised the top quintile, consuming on average about 1.3 servings per day. Those in the bottom quintile said they consume small quantities or no greens.

After about five years of follow-up/observation, "the rate of decline for [those] in the top quintile was about half the decline rate of those in the lowest quintile," Morris says.

So, what's the most convenient way to get these greens into your diet?

"My goal every day is to have a big salad," says Candace Bishop, one of the study participants. "I get those bags of dark, leafy salad mixes." Does Bishop still feel sharp? "I'm still pretty damn bright," she tells me with a giggle. She isn't convinced that her daily salad explains her healthy aging. "I think a lot of it is in the genes," Bishop says, adding, "I think I'm lucky, frankly." She has other healthy habits, too. Bishop attends group exercise classes in her retirement community and she's active on several committees in the community.

Many factors play into healthy aging. This study does not prove that eating greens will fend off memory decline. With this kind of research, another scientist, by the name of Edward Morris, explains scientists can only establish an association — not necessarily causation — between a healthy diet and a mind that stays sharp. Still, Dr Morris says, even after adjusting for other factors that might play a role, such as lifestyle, education and overall health, "we saw this association [between greens and a slower rate of cognitive decline] over and above accounting for all those factors."

Some prior research has pointed to a similar benefit. A study of women published in 2006 also found that high consumption of vegetables was associated with less cognitive decline among older women. The association was strongest with greater consumption of leafy vegetables and cruciferous vegetables — such as broccoli and cauliflower.

What might explain a benefit from greens? Turns out, these vegetables contain a range of nutrients and bioactive compounds including vitamin E and K, lutein, beta carotene and folate. "They have different roles and different biological mechanisms to protect the brain," says Morris. More research is needed, she says, to fully understand their influence, but scientists know that consuming too little of these nutrients can be problematic.

ACTIVITY 4

Read the three texts from *Science Views* below, and decide if items 21a-25a are True, False, or Not Stated.

STATEMENTS		A	B	C
		TRUE	FALSE	NOT STATED
21a.	The face of the teenage girl was found intact.			
22a.	The teenage girl whose remains were found in Theopetra Cave came from a family of farmers.			
23a.	Love songs from different countries tend to sound similar to one another.			
24a.	Genetic parent-child similarities can help fight rare diseases.			
25a.	Children's performance at school is evidently unrelated to their inherited family environments.			

SCIENCE VIEWS

Issue_19_2018



A team of researchers with the University of Athens and a Swedish archaeologist have reconstructed the face of a teenage girl from the Mesolithic period whose remains were found in a Greek cave. They have publicized their efforts by showcasing their work at the Acropolis Museum. The young girl's remains were found in 1993 in Theopetra Cave in the Thessaly region of Greece. They were dated back to approximately 9,000 years ago, which, the researchers note, puts her at a time when humans there were transitioning from hunter-gatherers to farmers — the dawning of civilization.



Every culture enjoys music and song, and those songs serve many different purposes: accompanying a dance, soothing an infant, or expressing love. Now, after analyzing recordings from all around the world, researchers reporting in *Current Biology* on January 25 show that vocal songs sharing one of those many functions tend to sound similar to one another, no matter which culture they come from. As a result, people listening to those songs in any one of 60 countries could make accurate inferences about them, even after hearing only a quick 14-second sampling.



Children resemble their parents in health, wealth, and well-being. Is parent-child similarity in traits and behaviors due to nature (the genes that children inherit from their parents) or nurture (the environment that parents provide for their children)? Answering this enduring question can directly inform our efforts to reduce social inequality and disease burden. On page 424 of this issue, Kong et al. use genetic data from trios of parents and offspring to address this question in an intriguing way. By measuring parents' and children's genes, they provide evidence that inherited family environments influence children's educational success, a phenomenon termed genetic nurture.

ACTIVITY 5

Read the text below and do the task that follows.



Issue 34

The International-School Surge

Demand for “western” education around the world has reshaped whom these institutions serve.



The origins of today’s international schools can be traced to 1924, but they’ve grown exponentially in the past 20 years. Originally created to ensure that expatriates and diplomats could get a “western” education for their children while working in far-flung countries, international schools have found a new purpose: educating the children of wealthy locals so those kids can compete for spots in western colleges—and, eventually, positions at multinational companies. Today, there are more than 8,000 international schools, serving 4.5 million students with 420,000 teachers. And 80 percent of students are actually from the school’s host country.

Recognizing this changing demographic, schools are finding new ways to meet growing demand—and get around rules in some countries that limit the schools local students can attend. Take the Elite K-12 Education Group, which models itself after the British education system and offers an international bilingual program for Chinese nationals. Its local ownership allows local students to attend despite government rules which restrict Chinese nationals from attending internationally owned schools.

Look at some of the 8,000 international schools around the world, and it’s easy to see the appeal. In Dubai, the Safa Community School offers “clustered” classrooms with a common area that is “like a big sitting room for the community, where you can study at the ‘kitchen table,’ play a board game on the floor, film an action scene, bake some cookies, or sit on a bean bag with a laptop,” according to the school’s Facebook page. Compare these approaches to a typical public school in many developing countries, where it is not uncommon to have more than 40 students in a class. In schools like that, the focus is on rote memorization and lectures, with little emphasis on student participation, according to international-school representatives. Of course, the children of many poor families in developing countries are often unable to attend school at all, because of the need to help out at home or earn money for the family, or the inability to afford school fees or uniforms.

Plenty of international schools continue to cater to the expatriate family. With globalization, more people than ever are choosing to work abroad. This has led to a new euphemism: “Third Culture Kids,” or TCK. Picture a whole generation of, say, American kids who carry U.S. passports but have barely spent any time living in their home country.

For American teachers, the growth of international schools represents a growing opportunity to practice their trade outside the United States. In America, public education can seem bogged down by policy debates over test scores, and funding, which take attention away from the classroom. Compare that to the life of an international teacher. Apart from the rich cultural and travel experience, it’s also a relatively lucrative gig. While salaries in many countries may be slightly lower than that for a comparable job in the States, there are other benefits. Teachers typically get a housing stipend and a free round-trip ticket home each year. They don’t have to pay taxes or worry about teacher cuts or yearly budgets being voted down. Generally, they have a community of appreciative parents and attentive, motivated youngsters. Not to mention the significantly reduced cost of living in many of these emerging nations.

Choose the best answers (A, B, or C) for items 26a-30a on the article of the text above.

- 26a. In this article, the writer's attitude towards international schools is
 A. unfavourable. B. unbiased. C. unjustified.
- 27a. The majority of today's international school students are
 A. children of expatriates. B. born in the U.S. C. locals.
- 28a. According to the text, Chinese students are not allowed to attend
 A. schools owned internationally. B. schools owned locally. C. independent schools.
- 29a. The children of many families in developing countries cannot go to school due to
 A. cultural issues. B. financial reasons. C. their family's political beliefs.
- 30a. American teachers working abroad
 A. earn high salaries. B. enjoy various benefits. C. pay lower taxes.

ACTIVITY 6

Read the text below, and choose the best word (A-F) to fill in items 31a-35a. Use each word only once. There is one word you do not need.

A.	peculiar	B.	distance	C.	external
D.	familiar	E.	relaxed	F.	accustomed

The Benefits of Talking to Yourself

----- By KRISTIN WONG -----

A stranger approached me at a grocery store. "Do you need help finding something?" he asked. At first, I wasn't sure what he meant. Then the realization kicked in: I was talking out loud, to myself, in public. It was a habit I'd grown accustomed to. It was a pattern which I was so **(31a)** _____ to that I didn't even realize I was doing it.

The fairly common habit of talking aloud to yourself is what psychologists call **(32a)** _____ self-talk. And although self-talk is sometimes looked at as just an eccentric quirk, research has found that it can influence behavior and cognition.

"Language provides us with this tool to gain **(33a)** _____ from our own experiences when we're reflecting on our lives. And that's really why it's useful," said Ethan Kross, a professor of psychology at the University of Michigan.

When we talk to ourselves we're trying to see things more objectively, Mr. Kross said, so it matters how you talk to yourself. The two types of self-talk you're probably most **(34a)** _____ with are instructional self-talk, like talking yourself through a task, and motivational self-talk, like telling yourself, "I can do this." It might sound **(35a)** _____, but motivating yourself out loud can work.



Even how you refer to yourself when talking to yourself can make a difference. Mr. Kross and his colleagues studied the impact of internal self-talk — talking to yourself in your head — to see how it can affect attitudes and feelings.



ACTIVITY 7

7.1 Read the first part of an extract of a short story by Costas Taktis and choose the best answers (A, B, or C) for items 36a-40a.

- 36a.** In this first part of the story the narrator is talking about when
 A. he was a child. B. he was a puzzled youth. C. he was in the youth party.
- 37a.** The narrator seems not to
 A. have had a taste for beer. B. remember a distaste for beer. C. have had a weakness for beer.
- 38a.** The narrator's family expected him, after he finished school
 A. to continue his education. B. to become an accountant. C. to become a scholar.
- 39a.** The narrator's father
 A. had little faith in his son. B. was very supportive of his son. C. believed in his son's commitment.
- 40a.** The narrator's decision to sit for the Law School exam was
 A. carefully considered. B. rather impulsive. C. known to his family.

A Diplomatic Episode

Costas Taktis

I was in my first year reading Law, and up till then I had never drunk beer—at least not willingly. 'Have a sip you silly,' my mother would say, 'don't be stubborn, is there any better or healthier drink than beer?' I'd swallow a little and then screw up my face; its bitter-sour taste never failed to give me a disagreeable shudder; I simply couldn't make out how on earth they themselves drank it or why they enjoyed it so much. 'Goodness, if only I had a cold beer right now', Granny often sighed in the summer, when I was still a small child, remembering the days of her youth and Grandfather, who used to take her to Mavromati's beer-garden, and drink beer in those immense 'cricker' glasses. 'Take that glass of water away from him', my father used to shout, but the more they insisted and went on at me, the more I resisted. I very much doubt if, during the two or three years I struggled on with my law studies before finally giving them up, I learnt anything at all—except perhaps to drink beer.

I've no idea how I ended up as a law student, and my parents even less. Nobody in the family had ever been a lawyer, no one, as far as I know, had even been to a university; my father was just an accountant. It was understood of course, that I would follow some kind of further studies, and we often touched on the subject when I was still at High School, but without anything definite ever being decided.

The summer I graduated, the atmosphere at home was doomy: first there was Granny's death after a long illness which ate up all our savings; then my father quarrelled with his boss, and so the bank where he worked kept on refusing the long-term loan he'd applied for; and lastly, I myself was eighteen, a company leader in the National Youth Movement, and had begun to stay out late at night. My father made terrible scenes, not to me directly, but to my mother; he scarcely spoke to me at all, and my mother repeated to me what he had said in a way which meant: you see what an awkward position you're putting me in with your thoughtlessness. I had terrible feelings of guilt, I swore that I'd get home early, but something always cropped up which prevented me from keeping my promise. What should I study? What profession should I follow? My father maintained that I was and always would be a delinquent lay-about. My mother was the sort of woman who regards men with a certain awe, as children do adults, even if this particular man happened to be her son. Just as if I was still at school, she merely confined herself to asking me: 'Have you done your homework today?' And although she knew that I was away most of the day, when I replied yes I had, she believed me. Perhaps it was instinctual, since, as a matter of fact, I was doing my 'homework'; I spent most of my time reading in the National Library. Without giving it much thought, without consulting my parents, without so much as telling them about it, I had decided to take the entrance examinations for the Law School. I sat for them and then promptly forgot all about it until one day, after lunch, my father rushed out of the bathroom, holding his pyjama-cord in one hand and the newspaper in the other, shouting: 'Now look here, when did you sit for the Law School examinations, and why didn't you see fit to tell us anything about it? Is this the way they teach you to behave?'

London Magazine, December 1968

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part
1

7.2 Read part two of the short story extract and choose the best answers (A, B, or C) for items 41a-45a.

- 41a. The young man in the story tells us that he finally
 A. turned out to be a lawyer. B. liked the legal profession. C. got into Law School.
- 42a. Like his father, the young man in the story
 A. was well able to plan ahead. B. simply seized the day. C. saw life through reason.
- 43a. For the young man in the story, sticking to the same job throughout life was
 A. a very likely possibility. B. an horrifying prospect. C. a good solution.
- 44a. The narrator tells us that the real reason he chose the particular area of study was so as
 A. to travel around the world. B. to put criminals behind bars. C. to improve his social standing.
- 45a. The one instructor that stood out during the narrator's university years was
 A. a retired professor. B. an upper class older male. C. a refined descendant of royalists.

part
2

Have you heard your precious son's latest exploits?', this was said to my mother as he went into their bedroom; I picked up the paper which he had flung on the table, and read that my name was on the list of successful candidates, etc., etc.... In fact, some time later, I learnt that I had come eighth, and I say this not from any desire to impress since I now know that some of those who came last are well known lawyers, whereas I . . . well, never mind.

I said that even I myself had no idea how I ended up reading law, but the truth is that, somewhat vaguely, I had the ambition of going into the diplomatic corps. I say vaguely for two reasons: first of all, and I resembled my father in this, I was totally incapable of planning for the future. I lived, and up to a point still do, from day to day; if I ever gave it any thought at all, it was much more by instinct, subconsciously, than by logical process. Secondly, even on those rare occasions when the phrase 'I'll be a diplomat' formed itself with more or less clarity in my mind, it was almost exactly in the same way as, when I was a child, I said that when I grew up I would be a bishop, and later, a pilot. I said 'I'll be a diplomat', but I was uncertain if I could manage it, or even whether I really wanted to. Perhaps it was because I knew how difficult it would be, we'd neither the social position nor the money for that sort of thing. But, above all, whatever suggestion anyone had made to me at that time, I wouldn't have whole-heartedly said yes to it; already even then, the idea of one exclusive profession was repellent to me—later this stand of mine led into unbelievably extravagant situations—the idea that I would spend the one and only unrepeatable life we've got, from beginning to end, locked up in one out of the countless professions that exist. My blood ran cold at the thought that I would be stuck with a label—carpenter, diplomat, it didn't matter, a label which would exclude all others. There were so many options open to one before death, and I longed to take them all up, or as many as I could. It's ridiculous, but the strongest reason which made me think of a diplomatic career was that diplomats spend their lives travelling, and my one and only dream at that time was to travel and see the world. This was at the back of my mind when I took the law examinations, and for this reason alone, later on, I studiously attended the course of Diplomatic History, even though it was optional.

Professor N. was a retired diplomat and scion of an old-established aristocratic family, which had produced at least two of the most important figures in the history of Greek literature and science, but which in the person of Professor N., a confirmed bachelor, seemed to be fading into oblivion. Short, plump, and wrinkled like a sixty-year- old baby, he had disproportionately small hands and tiny feet. Even so, his whole appearance, the way he dressed, his manner of speech, highlighted the gentility of his background and that sureness produced by a lifetime among the high society of the world's capitals as an equal among equals. Next to him, the other professors appeared graceless petits-bourgeois. We admired him and simultaneously made fun of him—above all for his mania for bow-ties with matching silk handkerchiefs, which he did not wear in his breast pocket for show, but continuously took out and wiped

London Magazine, December 1968

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ACTIVITY 8

Read the book reviews below and match each underlined word (46a-50a) with options A-H. There are three options you do not need.

A.	skillfully	B.	fascinating	C.	redemption	D.	adequately
E.	examining	F.	outlining	G.	defect	H.	repentance

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The Line Becomes A River

by [Francisco Cantú](#)

"A beautiful, fiercely honest, and nevertheless deeply empathetic look at those who police the border and the migrants who risk - and lose - their lives crossing it. In a time of often ill-informed or downright deceitful political rhetoric, this book is an invaluable corrective."

—Phil Klay

THE LOS ANGELES TIMES

MARK ATHITAKIS

It is a lament for what a broken immigration system does to families, and its final third is a (46a) riveting, heartbreaking exploration of one such case ... His lyrical asides about the border, from the history of its creation to quotations of poets who've written about it, are passionately delivered and speak to his urge to give nameless migrants an identity. But he spends less time (47a) scrutinizing the institutions that create the namelessness. His discussion of the Mexican government's bloody escalation of the war against the cartels only glancingly mentions the U.S. government's implication in it or the way border crackdowns only made crossing the border more expensive and risky. The imperfection of Cantú's approach, though, mirrors the messiness of the crisis he's facing.

[READ FULL REVIEW >>](#)

THE TEXAS OBSERVER

STEPHANIE ELIZONDO GRIEST

His subsequent confessions take the form of vignettes that range in length from a paragraph to several pages and mimic the desert landscape he patrols: haunting but elegant, with glimmers of humor for reprieve ... emotional ambiguity is the book's chief (48a) flaw ... Call it soul-repair, call it (49a) atonement, but it is quenching indeed when Cantú turns this empathetic tide back to the migrants in the final section of the book ... The lines on the map have morphed into a river that nearly drowns him. The achievement of this book is how (50a) deftly Cantú reels us in, cold and wet behind him.

[READ FULL REVIEW >>](#)

PART B - SHORT ANSWERS

ACTIVITY 1

Fill in the missing words (1b-5b) in the text below. The first letter of each word is provided and the dashes correspond to the missing letters.

20 / Science illustrated.com, January-February 2017

Can animals recognize themselves in a mirror?



Most animals react to their image in a mirror as if it were a stranger, but scientists have shown that a few (1b) s _ _ _ _ _ aside from humans are able to recognize themselves. This includes dolphins and most great apes.

Scientists use the "mirror test" as an important tool to investigate an animal's (2b) c _ _ _ _ _ of itself. To test for mirror self-recognition, researchers put a colorful mark on a part of the animal's body that it can't see directly. The animal is then placed in front of a mirror. If it looks for the mark on its body based only on seeing that mark in the (3b) r _ _ _ _ _ , it is considered to have recognized itself. This kind of self-recognition has been shown in

humans, chimpanzees, bonobos, orangutans, dolphins and, most recently, magpies and elephants. Surprisingly, most studies conclude that gorillas are the only great apes that do not show mirror self-recognition, and scientists are still unsure why this is. A few individual gorillas raised in the (4b) p _ _ _ _ _ of humans have passed this test, however, leading some researchers to suggest that the apes can learn mirror self-recognition if they spend enough time interacting with people.

Animals that can recognize themselves in a mirror tend to have relatively large and (5b) c _ _ _ _ _ brains, well-developed social lives, and the ability to understand other individuals and display emotions toward them. Many researchers think that empathy and social intelligence rely on our ability to have a concept of self, without which we wouldn't be able to recognize ourselves in a mirror.

ACTIVITY 2

Put the jumbled words in Column B in the correct order to complete items 6b-10b in Column A.

COLUMN A		COLUMN B
6b.	Extract from an article in <i>the Guardian</i> Asylum seekers continue to flock to Calais in the hope of reaching Britain because France does _____ find work, retrain or integrate, a group of immigrants has told MPs.	to so new little arrivals help
7b.	Extract from an article in the <i>Independent</i> My father is my one and true guiding light. My only hero. He is the man I aspire one day to become. If I could only become _____. I was granted the good graces of his fatherhood as a child to be raised by him and only him.	as even half and half as pure great
8b.	Extract from an article in the <i>Daily Mirror</i> The UK _____ bad weather thanks to the 'Beast from the East' - but the 'Pest from the West' is now set to deliver another blast of sleet and snow.	had might already enough have
9b.	Extract from an article in the <i>Independent</i> A Spanish woman faces a possible six-year jail sentence after being accused of claiming her dead father's pension, worth €130,000. According to local newspaper SUR, the local public prosecutor's office has _____ to recover €217 from the woman's current account.	been far only so able
10b.	Extract from an article in <i>ekathimerini</i> The head of the European Stability Mechanism (ESM), Klaus Regling, told Skai TV _____ that Greece can look forward to a "clean exit" from the bailout when it expires in August but needs to be aware of the risks of volatile markets.	in night Tuesday an aired on interview

ACTIVITY 3

Fill in the missing words (11b-15b) in the text below. The first letter is provided.

Why be good?

By Risto Pakarinen



Altruism as a concept isn't very old. The word itself didn't even (11b) e_____ until 1851, when the French philosopher Auguste Comte coined it based on the Latin word alteri, "others"; but, the act of giving may go back to the beginning of time. "When I do good I feel good" is something most of us can (12b) r_____ to. A good deed makes us feel better. A smile of thanks after you've helped a person lift a stroller off a train, or the gratitude in the eyes of a beggar when a few coins land on the bottom of their paper cup, will make you feel like a good person. And most of us want to be good people. It's the definition of "good" that varies. It's that warm and fuzzy feeling we get after doing good deeds - giving away our time or money - that makes many of us do it in the first place.

According to economists Glazer and Konrad, donors to charity have other (13b) m_____, too. They also want to show others how good they are. Bill Harbaugh - also an economist - at the University of Oregon, noted in his 1998 paper in the *American Economic Review* that if the (14b) n_____ of donors are made public, and there are specific levels a donor can reach, most donations are made to match the minimum amount to reach a sponsor category.

So we do good things because it makes us feel good - but we also don't mind others knowing how great we are. That makes sense.

But while the economic models make sense on an intuitive level, economics is not an exact science. However, we do know that there are (15b) p_____ of our brains that light up when we do good deeds. We know that helping others reduces our own stress, and the physiological changes that take place in our stressed bodies can be measured.

"That act of giving modulates the brain system in the same way that receiving does," Scott Huettel, professor of psychology and neuroscience at Duke University, told ABC News. "The brain regions that [we know to] deal with motivation showed increase in activation when people are giving." His own study showed that the posterior superior temporal cortex (pSTC) becomes highly activated as people's altruism levels rise. The pSTC is at the back of the brain and focuses on perceiving others' intentions and actions, originally a way for our cave-man ancestors to react to a threat.

ACTIVITY 4

Fill in each of the gaps 16b-20b with *one* word so that the statements below make sense.

16b.	Prince Harry and Meghan Markle have reportedly doubled the budget for their upcoming wedding. People are dying to know what she'll wear to walk down the _____ with Prince Harry - perhaps it'll be similar to the gown she wore in <i>Suits</i> .
17b.	To proclaim "Venice in peril" is hardly news. The fundraising charity with that name has been going for more than 50 years. In peril from what, though? The _____ of nature or the tramp of humanity? Rising sea levels (and sinking medieval foundations) or an onslaught of mass tourism that has crushed the city's heart and soul?
18b.	A lie, it is said, gets halfway around the world before the _____ can put its boots on. Scientists have updated the proverb, albeit less poetically, by discovering that a lie is also 70 per cent more likely to be shared on social media.
19b.	For too long, it was argued, the outside world had responded to Pyongyang's nuclear development by offering diplomacy, aid and economic engagement only to see the provocations begin anew once the largesse had been dispensed. This approach was seen in Washington as akin to paying off a blackmailer who keeps coming back for _____.
20b.	Britain barks, but does not _____. That is the Kremlin's view of our country, exemplified by what appears to be its brazen assassination attempt on Sergei Skripal. Britain talks a tough game about Russian meddling in our affairs but fails to take the action necessary to stop it.

ΣΑΣ ΥΠΕΝΘΥΜΙΖΟΥΜΕ ΟΤΙ ΠΡΕΠΕΙ ΝΑ ΜΕΤΑΦΕΡΕΤΕ ΟΛΕΣ ΤΙΣ ΑΠΑΝΤΗΣΕΙΣ ΣΤΟ ΕΝΤΥΠΟ 1

ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ