

LEVEL C (C1 & C2)

2019 B

MODULE 1 Reading comprehension and language awareness

PART A - CHOICE ITEMS

ACTIVITY 1

Read the text written by Bill Gates and respond to the task that follows.

 **gatesnotes** The blog of Bill Gates

Books 🔍 + Log in Sign up

What I learned from a teacher of refugees

When I was a student, I was lucky to have some inspiring teachers—including a wonderful librarian when I was in the fourth grade and a chemistry teacher in high school—who challenged me and brought out my best. They helped make me the person I am today.



I recently met a remarkable teacher who is doing the same thing for kids who face obstacles I never could have imagined when I was in school. Her name is Mandy Manning and she teaches English and math in Spokane, Washington, to immigrant and refugee teenagers who have just arrived in the United States. They come from all over the world: Syria, Guatemala, Afghanistan, Myanmar, Sudan, Mexico, Tanzania. They show up at school speaking little or no English. Some have fallen far behind in other subjects after months or years of living in refugee camps. Mandy is the first teacher they encounter in this country.

In recognition of her work, Mandy was named Washington state's 2018 Teacher of the Year. She also had the big honor of being named National Teacher of the Year for her efforts to "help her students process trauma, celebrate their home countries and culture, and learn about their new community."

Mandy was nice enough to visit my office so I could learn more about her and her students. I was surprised to learn how diverse the student population is. Mandy told me 77 different languages are spoken in the district. It's not unusual for her to have a class with 12 students who speak eight different languages. "A lot of the kids have come through trauma to get to the United States," Mandy told me. "They've faced war, extreme poverty, religious and political persecution, the loss of family members. And it's not automatically the land of milk and honey when you get here. They have days when they're struggling with culture shock or post-traumatic stress. Now it's gotten a little bit worse because people feel more empowered to say really hateful things."

Even so, Mandy says her students are "innately hopeful, because they came out alive." "The kids are so excited to be in school," she said. "It's a moment in their day where they know what is expected."



They're generally at the Newcomer Center of Ferris High School, where Mandy teaches, for one semester before transitioning to a regular school program.

ATTENTION

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

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

- 1a. In his text, Bill Gates is expressing his admiration for
 A. multilingual children. B. the education of refugees. C. compassionate teachers.
- 2a. Mandy Manning has received an
 A. international prize. B. early pension. C. honorary title.
- 3a. The children that Mandy teaches are
 A. from diverse backgrounds. B. unwilling to learn. C. traumatized for life.
- 4a. In the USA, people are increasingly enabled to
 A. become wealthy. B. make racist remarks. C. have good education.
- 5a. Despite what the refugee children have been through, they
 A. feel optimistic. B. are confident. C. show potential.

ACTIVITY 2

Match statements 6a-10a (Column A) with options A-G (Column B) to make the text complete. There are two options you do not need.

| Column A | | Column B | |
|----------|---|----------|---|
| 6a. | Mandy shared some of her students' unforgettable stories. She told me about a 14-year-old Sudanese girl who spoke very little English when she arrived in the US. | A. | She has developed quite a few in her 19-year career. |
| 7a. | Mandy is not in the classroom this year. | B. | And they hopefully have learned a little from me. |
| 8a. | It's mostly about cultural exchange, Mandy said. I bring back what I learn. | C. | This way they become really engaged in their studies and can see a future for themselves. |
| 9a. | In addition to listening and learning, Mandy is using her own platform to advocate ideas about education. | D. | But through a ton of her own hard work and support from her teachers, she graduated from high school and today she's enrolled at a university here. |
| 10a. | She believes that teachers should make sure that kids see how their classes are relevant to their lives. | E. | And behind every one of those successes are super-talented, hard-working teachers like Mandy Manning. |
| | | F. | Because she does believe that education is key to empowering individuals to reach their full potential, to be the best that they can be. |
| | | G. | Instead, she's visiting schools and talking with educators across the country. |

ACTIVITY 3

Read the text and choose the best answer for items 11a-15a that follow.

PART 1

Live Science, HISTORY

Samurai Text Tells Secrets of Sword-Fighters' 'Supernatural Powers'



A newly translated samurai text called "Twelve Rules of the Sword" reveals the secrets of a sword-fighting school that mastered a technique that seemed to give supernatural powers.

Dating back to the 17th century, the text contains knowledge passed down from a samurai named Itō Ittōsai (born around 1560), who fought and won 33 duels in Japan. Researchers aren't sure when he died, but historical records suggest he may have lived to

be over age 90. Ittōsai never wrote down his "Twelve Rules of the Sword," and instead passed them on orally to his students at the One Cut sword-fighting school. The descendants of his students later recorded them in writing. The text describes rules for beating an opponent as well as two magical prayers to enhance a samurai's spirit and mind, according to Eric Shahan, who recently translated the text.

Observing with your spirit

One of the rules in the text is called "eyes of the heart"; it says, in Shahan's translation, that "you should not look at your opponent with your eyes, but view them with your spirit ... If you look with your eyes you may get distracted, however by looking with your mind you remain focused." Two magical prayers that may have helped samurai of the One Cut school to view opponents with their spirit and mind were also translated into English in the text.

People living in 17th-century Japan who saw a samurai who had mastered the "eyes of the heart" rule may have been stunned. "At the time, it may have seemed to an observer that someone who had mastered this technique had supernatural powers," Shahan said. However, there is a scientific explanation for how they used their "mind" and "spirit," rather than eyes, to watch their opponent.

- 11a. This text is about the samurais'
 A. supernatural powers. B. historical duels. C. sword-fighting techniques.
- 12a. The information was originally recorded in
 A. a 17th century Japanese text. B. several languages. C. a text in English.
- 13a. The text was written by
 A. a samurai named Itō Ittōsai. B. Itō Ittōsai's disciples. C. Shahan, Itō Ittōsai's friend.
- 14a. The "eyes of the heart" rule is to never
 A. look at your opponent directly. B. open your heart to opponents. C. encounter your opponent.
- 15a. Samurai were thought to possess supernatural powers because of their ability to
 A. always win duels. B. remain focused. C. "see" with their spirit.

ACTIVITY 4

Read PART 2 of the samurai text and decide if items 16a-20a are True (A), False (B), or Not Stated (C).

PART 2



According to Shahan, "The explanation is you react faster to things moving in your peripheral vision as opposed to your center of focus. Looking directly at an opponent's sword, consciously registering a movement and then trying to respond will not end well for you in a sword duel."

Shahan added, "Conversely, allowing your opponent to be in your field of vision without focusing on any one part allows your peripheral vision to react to any movement or attack," and "you will react faster than you could by staring directly at the enemy."

The magical prayers in the text were likely some type of self-hypnosis or meditation ritual: "If your mind is in a jumble before battle, defeat would be certain. There could certainly be a connection to the "eyes of the heart" in the sense that you need to allow your body to react freely and unconsciously to the opponent's attack," Shahan said.

Samurai rules

Another rule, called "heart of the fox," warns samurais against being overly cautious. If a samurai thinks about what they should do and hesitates, "the opponent will choose that moment to strike" according to that rule. "Therefore, it is essential that you remove all doubt from your technique. You must vigorously train yourself so that your mind is empty."

The other rules include "pine tree in the wind," which teaches samurai not to get trapped by the opponents' rhythm, but to use no rhythm at all. Another, called "cutting down," involves achieving split-second timing and "preventing extraneous thoughts."

Shahan said that samurais who learned the One Cut school of sword-fighting techniques "trained all their lives in the sword arts so the techniques were ingrained into their bodies; they needed the mental fortitude to allow their body to respond without their mind second guessing the situation."

| STATEMENTS | | A | B | C |
|------------|--|------|-------|------------|
| | | TRUE | FALSE | NOT STATED |
| 16a. | The sword-fighting school text explains why the warrior should use his peripheral vision. | | | |
| 17a. | The text explains that if the sword warrior focuses on his opponent, he will know how to best fight him. | | | |
| 18a. | Before a duel, the samurai must say a magical prayer and promise offerings to the gods. | | | |
| 19a. | The good sword warrior should be very vigilant about what he is about to do. | | | |
| 20a. | A good sword warrior should react without thinking. | | | |

ACTIVITY 5

Choose the best option A-F with which to complete items 21a-25a. Use each option only once. There is one option you do not need.

| | | | | | |
|----|------|----|--------|----|---------|
| A. | both | B. | within | C. | through |
| D. | way | E. | during | F. | across |



Five great novels for ambitious teenagers

Jim the Boy by Tony Earley

"This exquisitely wrought story of a boy named Jim growing up in North Carolina (21a) _____ the Depression with his mom and three uncles exhibits a clear-eyed maturity, and an understated daring, seen in the most cutting-edge adult fiction." --*Los Angeles Times Book Review*

Their Eyes Were Watching God by Zora Neale Hurston

"Fair and long-legged, independent and articulate, Janie Crawford sets out to be her own person -- no mean feat for a black woman in the '30s. Janie's quest for identity takes her (22a) _____ three marriages and into a journey back to her roots."
Paperback, 2006

The Brief Wondrous Life of Oscar Wao by Junot Diaz

"The Dominican Republic that Díaz portrays in his novel is a wild, beautiful, dangerous, and contradictory place, (23a) _____ hopelessly impoverished and impossibly rich. Not so different, perhaps, from anyone else's ancestral homeland, but Díaz's weirdly wonderful novel illustrates the island's uniquely powerful hold on Dominicans wherever they may wander..." --*The Washington Post Book World*

The Bean Trees by Barbara Kingsolver

Plucky Taylor Greer grows up poor in rural Kentucky and dreams of getting away. She succeeds when she buys an old car and heads west. But midway (24a) _____ the country motherhood catches up with her when she becomes the guardian of an abandoned baby girl she calls Turtle. In Tuscon they encounter an extraordinary array of people, and with their help, Taylor builds herself and her sweet, stunned child a life.

Americanah by Chimamanda Adichie

"From one of the world's great contemporary writers comes the story of two Nigerians making their (25a) _____ in the U.S. and the U.K., raising universal questions of race and belonging, the overseas experience for the African diaspora, and the search for identity and a home." --Barack Obama

Send us information about books you have read and enjoyed. We will share them with others!

ACTIVITY 6

Read the text below and choose the best answers (A, B, or C) for items 26a-30a.



SUCCESS MONEY WORK LIFE VIDEO

SEARCH

CNBC.COM

This is the No. 1 work skill of the future

Published Wed, Oct 9 2019 11:41 AM EDT Updated Thu, Oct 10 2019 3:01 PM EDT

Nir Eyal, Contributor



Today's distractions are unrelenting. The amount of information available, the speed at which it can be disseminated and the ubiquity of access to new content on our electronic devices has made for a trifecta of distraction. Naturally, this comes at a cost. In 1971, the psychologist Herbert A. Simon emphasized that a wealth of information means a dearth of something else: attention. That was true decades ago, but it's truer than ever today. Attention, it appears, seems to be the ultimate scarce resource in today's economy. If we don't address it now, it'll only get worse. Work and study sites are rapidly changing and, in the near future, there will be two kinds of people in the world: those who let their attention and lives be controlled and coerced by others and those who proudly call themselves "indistractable."

Researchers have been telling us that attention and focus are the raw materials of human creativity and flourishing. And in the age of increased automation, the most sought-after jobs are those that

require creative problem-solving, novel solutions and the kind of human ingenuity that comes from focusing deeply on the task at hand. That said, being undistractable is the single most important skill for the 21st century. Many experts, including Adam Grant, who said that "success and happiness belong to people who can control their attention," have addressed the importance of focus.

Among the most common distractions is our smartphone, which has become indispensable. This miracle device, however, is also a major source of potential distraction. The good news is, being dependent isn't the same as being addicted. So, follow a plan that can save you countless hours of mindless phone time.

Get rid of apps you rarely or no longer use. It helps to ask yourself which apps were serving you in a positive way, and which ones were not. Based on my answers, I uninstalled the ones that didn't align with my values and kept the ones for learning and staying healthy. I also removed news apps with blaring alerts and stress-inducing headlines. Also, get rid of apps you love. This may mean getting rid of apps like YouTube, Facebook or Twitter. If abandoning these services isn't entirely an option for you, replace when and where you use these potentially distracting services on your phone. One solution is to only put them on your desktop computer.

A third step is to rearrange your apps. I have sorted my apps into three categories: "Primary Tools" (apps that help me accomplish defined tasks you frequently rely on: getting a ride, finding a location, adding an appointment), "Aspirations" (apps that encourage me to do things I want to spend on: meditation, exercise, reading books, listening to podcasts) and "Slot Machines" (apps I open and get lost in: email, Twitter, Facebook, Instagram).

Finally, change your app notification settings so you receive fewer, only essential, notifications. Adjusting my notification settings took me less than 30 minutes, but it was the most life-changing. In my experience, it's only worth adjusting two kinds of notification permissions: sound and sight. Ask yourself which apps should be able to interrupt you when you're with your family, when you're studying or in the middle of a meeting.

web
summit

The world's best
tech event

BOOK TICKETS

www.websummit.com

With just 1 euro a month, you can enter the world's best event. Click [here](#)

- 26a. This text is about
 A. the consequences of being distracted. B. the importance of concentrating on what counts. C. the significance of human ingenuity.
- 27a. The text suggests that our attention span
 A. is enhanced by technology, B. is diverted by automation. C. is a matter of self-discipline.
- 28a. The text states that being focused is
 A. unachievable in the 21st century. B. a source of happiness and well-being. C. is the most valuable skill of the 21st century.
- 29a. The text suggests that the use of our smartphones is
 A. a waste of time. B. distracting. C. flippant.
- 30a. The text gives us advice about how to
 A. organise ourselves better. B. make best use of our apps. C. avoid purchasing many apps.

ACTIVITY 7

Choose the best option (A-F) with which to complete the gaps (31a-35a). There is one option you do not need.

| | | | |
|----|---------------------------------------|----|-----------------------------------|
| A. | ...the amount of water stays the same | B. | ...no one can see them |
| C. | ...to hide their faces. | D. | ...as they seem |
| E. | ...to start producing more words | F. | ...both dimensions are important. |

Why do people gesture when they talk?



Gesture and speech are not as separate **(31a)** _____. Gesture researchers have spent the past 40 years uncovering how movements are intimately tied to speech. Regardless of their spoken language or culture, humans gesture when they talk. They gesture even if they have never seen gestures before and they gesture even if they're talking to someone on the phone and know **(32a)** _____. When speech is disrupted, so is gesture. In fact, gesture is so tightly bound to language that differences between languages show up as subtle differences in gesture. Italian speaking people will gesture differently than Germans or the Japanese, for instance.

Researchers are especially interested in the times when gestures don't match speech. The mismatch can be a valuable window to what's going on in the mind. For example, until about 7 years of age, children don't understand that if you pour a tall glass of water into a shorter, wider glass, **(33a)** _____. They think the shorter glass contains less water. When asked to explain their reasoning, some children will say, "This one is shorter," while gesturing that the glass is wider. That discrepancy shows they subconsciously grasp that **(34a)** _____. Teachers who can spot these mismatches can tell when a student is ready to understand the relationship between height, width, and volume.

When we speak, we put our thoughts into words, and when we gesture, we put our thoughts into our hands. But gestures don't just show what we're thinking, they actually help us think. Toddlers who are encouraged to gesture tend **(35a)** _____. Adults involved in various problem-solving tasks do better when they are encouraged to gesture. There is something about putting ideas into motions that brings us closer to grasping what we need to grasp.

[Click for more](#)

ACTIVITY 8

Read the text and choose the best answers (A, B, or C) for items 36a-38a.

- 36a. The text is
 A. a short story. B. an interview. C. a story about a story.
- 37a. The author is
 A. a literary figure. B. a well-known Fin. C. a polyglot.
- 38a. The story that the author, Karl Marlantes, is talking about is
 A. very lyrical. B. almost nostalgic. C. totally fictional.

Literary Hub, 23/7/2019

In the Woods: Telling the Finnish-American Immigrant Story

Karl Marlantes on the Hardworking Lives of His Ancestors

My grandmother and her four brothers came to America to escape poverty and—for her brothers—the threat of being drafted into the Russian army. At that time, Finland was ruled by Russia. The America to which they immigrated was not a land of milk and honey. It was a land of potential milk and honey, the realization of which took enormous hard work under horrible and dangerous working conditions and fights, sometimes literally to the death, between labor and owners.

Simply surviving was an act of heroism. The immigrants of the 19th and early 20th centuries—the Irish, the Italians, the Finns and Scandinavians—faced the same issues we are dealing with today: fear of change and xenophobia on the part of those who had immigrated here earlier; horrible income inequality; the struggle to secure a living wage; rigid class structures; a nation divided by class and culture; and feckless politicians, unable to unite the nation other than under the banner of war.

My Finnish grandmother, Ina Silverberg, was born in Finland in 1889, immigrated to America when she was 16 and her four brothers all came to America around the turn of the 20th century. Three of them carved adjacent farms out of the forest on the north bank of the Naselle River – my inspiration for the “Deep River” in the novel. I spent many boyhood summers on those farms.

The initial impulse to write *Deep River* came from waking up one night with an image of my grandmother looking out at the Columbia River through the living-room window of her house in Astoria, Oregon. I was struck that night with the pride she must have felt, looking from the window of her modern ranch-style house, paid for by much hard work and sacrifice. I also understood how she must have missed not only my grandfather, but the time of her youth, when they danced Saturday nights in the net sheds, when the salmon were close to the size of men, and the old-growth trees, even laying on the ground, were still two or three times the height of the men who felled them. I imagined that she was looking at the great river, feeling the sadness of the passing of her culture and language as her generation passed away, the world of her youth transformed by technology and urban sprawl, the old growth forests gone. Her generation was heroic, but it was not innocent. This image became *Deep River*’s final scene.

My biological grandfather, Leif Erickson, was a gifted storyteller. He loved reciting poetry from memory, in his native language, Norwegian, as well as in Finnish and English. He also spoke Swedish but refused to use it after Sweden betrayed Norway by aiding the Germans during World War II. Leif was illiterate. He went to work in the woods at the age of eight as a whistle punk to help support his family. Despite his illiteracy, he had a gifted mechanical mind and eventually worked his way up to become a renowned logging railroad locomotive engineer.

The novel has many strong female characters, influenced by my great-aunts and my grandmother’s friends, all stalwart, hard-working women. They did hard physical work, in the home and outside of it, that no modern person, male or female, would be able to do for more than a couple of hours.

These women weren't "stay-at-home moms," nor did they "have careers." They worked to get by. They worked in canning factories, in rich peoples' houses, in the mess halls of the logging and fishing camps, in garment factories; they worked cattle, tended gardens, harvested rye and alfalfa, planted potatoes, milked cows, knitted sweaters, made dresses, shirts, and trousers by kerosene lamplight. My grandmother would be baffled by the lack of skills we have today to do such things and amazed by how easy it is to buy such things. These women fed their families and raised their children, with no doctors, no medicine, and no money. This was hardship.

But there is a positive side to hardship. They had immense dignity and a sense of pride about themselves as women, a special breed of human that was primarily responsible for sustaining the culture, making community, for "keeping things moving and making headway," as Ina would often say.

When I was small, I was allowed to hang out and listen to the women's earthy stories and jokes and Deep River is infused with and imbued by the stories I was privileged to hear. The novel is not, however, about them. I made up its characters and their various love interests. They are not my relatives.

I also wanted to share, perhaps even explain, a dark side to growing up in a community supported by what is still today the two most dangerous professions in the world, logging and fishing. While I was growing up, five of my friends lost their fathers to logging accidents. My Greek grandfather lost an eye in a sawmill accident and eventually ended up totally blind. My step-grandfather, Axel, had his legs crushed between two log booms. One was amputated. This was a major reason my brother and I worked for him.

Actually, I had a wonderful childhood. When I describe it to people, many think I must be repressing something. I assure you I'm not. I'll even argue that growing up aware of how tenuous life is, makes one appreciate it more than someone who is sheltered from awareness of death. I had two loving parents who were real adults. I had freedom, unheard of today, to roam the woods and town. I had my own paper route when I was eight years old—and my own money. I also had an enormously rich ethnic and cultural heritage. Five languages were regularly spoken in the house. My mother's first language was Finnish, which she spoke with my grandmother who refused to speak English unless faced with no alternative. My father's first language was Greek, which he spoke to his mother and father. Axel was Finnish-born, but Swedish-speaking. Leif spoke Norwegian to my mother, but Finnish to my grandmother. I can pass the butter and name the cookies in any of the five languages, but sustain a conversation in any of them, I cannot.

My initial concept of Deep River was to bring the characters and stories of "The Kalevala" to life in the America. The Kalevala is a work of Finnish poetry, compiled from oral folklore and songs in the mid-19th Century by Elias Lönnrot, that became a focal point of the struggle for Finnish independence from Russia. It is Finland's equivalent of Ireland's Táin Bó Cúailnge, France's La Chanson de Roland, and ancient Greece's Iliad and Odyssey. That idea didn't work. There is no overarching narrative structure to The Kalevala. Still, the epic influences my stories.

Throughout the novel, there are echoes of The Kalevala, the Icelandic Laxdaela Saga and their heroic characters. This was not a difficult leap. There was something truly heroic about men, no more than five foot eight or nine inches tall, sometimes taking several days to bring down an old-growth Douglas Fir or cedar with only axes and saws. These trees were over 200 feet tall and often fifteen or sixteen feet in diameter. A single log weighed tons. They did this six-days a week, from dark to dark, in horrible living and working conditions, facing death and maiming every day.



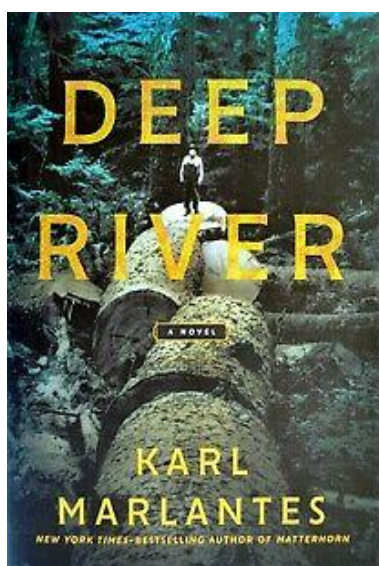
On the basis of the text above, choose the best answers (A, B, or C) for items 39a-45a.

- 39a. The author's ancestors came from
 A. all five continents. B. Europe. C. unprincipled families.
- 40a. They all immigrated to the USA to find
 A. a divided population. B. a land of "milk and honey". C. a country of prospects.
- 41a. With their hard work and commitment, the author's forebears
 A. managed to do more than survive. B. won the respect of the community. C. became wealthy and influential.
- 42a. In Karl Marlantes book, "Deep River", there are echoes of
 A. the hardships of his parental family. B. the heroic endeavours of his ancestors. C. the female characters that ruled his life.
- 43a. Marlantes specifically says that it was
 A. difficult to make money in the olden days. B. his ancestors' past that inspired him to write. C. war that made his ancestors flee.
- 44a. Marlantes describes his childhood as being
 A. ideal. B. intricate. C. appalling.
- 45a. The relationship between The Kalevala and Marlantes' novel is
 A. ineffectual. B. overt. C. indirect.

ACTIVITY 9

Read the last part of Karl Marlantes' text and decide what the contextual meaning of each underlined word (46a-50a) is. Choose A, B or C.

| | | | | | | |
|-----|----|-------------|----|---------------|----|---------------|
| 46a | A. | exhausted | B. | horrified | C. | wrecked |
| 47a | A. | systematize | B. | unite | C. | classify |
| 48a | A. | sponsorship | B. | backing | C. | encouragement |
| 49a | A. | main | B. | value | C. | antecedent |
| 50a | A. | perception | B. | attentiveness | C. | sensibility |



Deep River is a historical novel, but it contains both warnings and advice concerning our present and future. It is also about building community—and rebuilding it when it is (46a) shattered. It is about building community that includes people with wildly different ideas about how to (47a) organize that community, but who still can love each other and sit down and enjoy holiday dinner together. Many of the systems of societal organization clashing in the novel are still being debated today. What I hope comes across is not (48a) advocacy for one system or the other, but what Deep River's (49a) principal characters learn over the course of the narrative.

Any system will fail if it is controlled by bad people. Good people, however, can make even a bad system work—and change it for the better. It's ultimately not the system, but individual (50a) consciousness that makes the world a better place. Consciousness develops slowly—but surely. Reading good literature helps. It is my hope that Deep River will do its small part.

PART B - SHORT ANSWERS

ACTIVITY 1

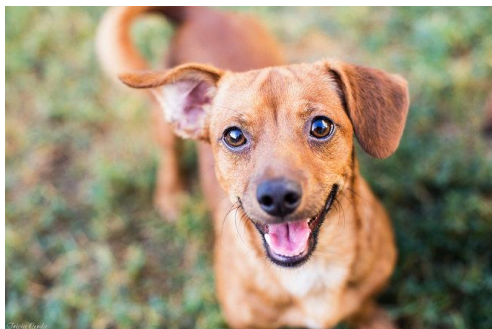
Fill in the missing words (1b-5b) in the text below.

Live Science - **ANIMALS**

LIFE'S LITTLE MYSTERIES



Are Dogs Really Smiling at Us?



The dog's mouth opens wide, her lips pull **(1b)** _____ at the corners, and her tongue lolls out. Most would look at this face and see an unmistakable grin. But is that really what's **(2b)** _____ on here? Do dogs use this expression in the same way as people, to convey their joy, pleasure or contentedness? In other words, are dogs really smiling at us?

The answer has roots in our 30,000-year history of **(3b)** _____ dogs as domesticated animals. Thanks to that history, humans and dogs have developed a **(4b)** _____ bond, which has also made dogs very useful subjects for the study of communication. "Studying dogs is an exceptional opportunity to look at social communication **(5b)** _____ species," said Alex Benjamin, an associate lecturer in psychology, who studies dog cognition at the University of York in the United Kingdom.

ACTIVITY 2

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

| | COLUMN A | COLUMN B |
|------|--|---|
| 6b. | Objects from a possible Roman shipwreck have been found off the coast of Kent in _____ in living memory, by a kayaker due to low tide and clarity of water. | of archeological most finds unusual one the |
| 7b. | UK parents are contributing £360 each month to support their children at university, with some forced to _____ to help with rent and food costs. | or dip jobs their take second savings into on |
| 8b. | Creating snow in Antarctica 'would be a way to save New York'. Specifically, spraying trillions of tonnes of snow over West Antarctica could halt _____ cities across the world. | the collapse sheet's and coastal save ice |
| 9b. | Primary schools have undergone dramatic transformation in the UK, with children increasingly being taught in "super-jumbo" institutions in towns and cities, many with more than 800 pupils, leaving villages to _____. | the of vital loss community a mourn asset |
| 10b. | What is preoccupying the world's leading minds? It is an audacious question and the answer is not 'truth', 'beauty', political reason or scientific progress. The biggest question lurking in the _____ in one word: identity. Who are we? | up our brains is summed biggest of times |

ACTIVITY 3

Fill in gaps 11b-15b in the text below with the most appropriate word. Use only one word for each gap.

Live Science - TECHNOLOGY

AI Listened to People's Voices and Generated Their Faces

By Mindy Weisberger, Senior Writer | June 11, 2019 06:43am ET



Have you ever constructed a mental image of a person you've (11b) _____ seen, based solely on their voice? Artificial intelligence (AI) can now do that, generating a digital image of a person's face using a brief audio clip for reference. Named "Speech2Face", the neural network — a computer that "thinks" in a manner similar to the human brain — was trained by scientists on millions of educational videos from the internet that showed over 100,000 different people talking.

From this dataset, Speech2Face learned associations between vocal cues and certain physical (12b) _____ in a human face, researchers wrote in a new study. The AI then used an audio clip to model a photorealistic face matching the voice. But, thankfully, AI doesn't (yet) know (13b) _____ what a specific individual looks like based on their voice alone. The neural network recognized certain markers in speech that pointed to gender, age and ethnicity,

features that are shared by many people, the study authors reported. "As such, the model will only produce average-looking faces," the scientists wrote. "It will not produce images of specific individuals."

The faces generated by Speech2Face didn't match the people behind the voices. But, (14b) _____ to the study, the images did usually capture the correct age ranges, ethnicities and genders of the individuals. However, the algorithm's interpretations were far from perfect. Speech2Face demonstrated "mixed performance" when confronted with language variations. The algorithm also showed gender bias, associating low-pitched voices with male faces and high-pitched voices with female faces, plus it "does not represent the entire world population on (15b) _____ terms," the researchers wrote.

[Click here for more...](#)

ACTIVITY 4

Fill in the gaps (16b-20b) of the statements below with words that combine with 'around' (in the right form) so that the statements make sense.

| | |
|------|--|
| 16b. | When news of this horrendous scandal _____ around, your career in politics will be finished! After all, you did nothing to prevent it from happening. |
| 17b. | Let's stop _____ around the bush and discuss this matter. After all, we've got to face it together and find a solution. |
| 18b. | This company has been trying to develop this drug for years, and now that success is just around the _____, the work must not be stopped just because outside funding has receded. |
| 19b. | Most senior employees think they can _____ junior employees around in this company but they've got another thing coming, especially when Daniels takes over as CEO of the company! |
| 20b. | We were wondering if you can find your _____ around or we should ask someone to take you. After all, you've never been to Athens before. |

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