

LEVEL C (C1&C2)

2024 A

MODULE 1 Reading comprehension and language awareness

PART A - CHOICE ITEMS

ACTIVITY 1

Read the text below and do tasks 1.1 and 1.2 that follow.

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The Pain of Losing Your First Language



On a Saturday afternoon, I'm in a remote Cantonese class, sitting at my desk with my laptop in front of me. I'm the only Chinese person in this class, aside from our teacher. He's patient and calm, and his Cantonese is smooth. Which is surprising, because everyone in my family speaks Cantonese one way: loud and forceful.

The students in my class are learning Cantonese for someone else—a fiancé or a girlfriend. I'm learning Cantonese so I can teach my kid his roots. I'd like to be fluent, but fluency feels impossible. The language apps haven't worked. YouTube hasn't worked. Asking my mom to translate phrases over the phone doesn't seem to work either. But here I am, still trying to make it work.

When I was four years old, we lived in Houston together with my aunt and grandmother. At that time, my grandma taught me a Cantonese dialect called Toisanwa—which she spoke in the village where she grew up in China. This language was something that tied me to my grandmother's generation, to the ancestral history of my family.

A couple of years later, I developed an urge to fit in the American culture so as not to be noticed at all. So when my mom asked me questions in Cantonese, I started replying in English. When strangers asked if I spoke Chinese, I shook my head. The more English I learned, the more Cantonese I forgot. I wonder what Cantonese words my brain pushed out when I started speaking mostly English at age six. "Nei gei sei laa?" my grandma would ask at family gatherings. How old are you now? The older I got, the more often I would turn to my mom and ask, "What did she say?" Grandma would wave her hand and mutter something in Cantonese.

Years later, I walk through Chinatown and feel like contacting an old friend after years of not returning their calls. I pass charred ducks hanging from windows, coolers filled with live lobsters, and thick-skinned oranges arranged in fruit stalls under brightly colored signs, written in a language I no longer understand. Maybe I can learn it again, I think, and suddenly the city feels even more vibrant, the smell of fresh fish and fried oil even stronger.

I'm trying to learn a language I've forgotten, but I'm trying to learn more than a language. I'm excavating memories of the person I used to be, one lesson at a time. I dig up the reflection of my eight-year-old self in the mirror, pushing down her tear-filled slanted eyes. I dig further to find the girl who chewed on chicken feet at dim sum. I'm searching for the girl who spoke the secret language of her ancestors with her grandmother. This version of myself feels the most true. It's the version of me I want my son to know.

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 author of this article
- A. does not speak any Cantonese. B. can only read Cantonese. C. speaks some Cantonese.
- 2a. In her attempt to learn to speak fluent Cantonese, the author has occasionally sought help from
- A. online sources. B. her cousins. C. private tutors.
- 3a. While in her childhood, the author grew distant from her grandmother mainly because she stopped
- A. speaking the same language as her. B. visiting her. C. showing interest in her family's history.
- 4a. The author finds Cantonese difficult
- A. and is thinking of giving up classes. B. but still hopes she can learn it. C. and has asked an old friend to help her.
- 5a. The author has come to realise that learning Cantonese
- A. is the only language she can use with her family. B. is not of much use at present. C. can help her find her real self again.

MEANING IN CONTEXT

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

- 6a. I'm the only Chinese person in class aside from our teacher. He is patient and calm and his Cantonese is smooth.
- A. soft B. fragile C. fluent
- 7a. The students in my class are learning Cantonese for someone else—a fiancé or a girlfriend. I'm learning Cantonese so I can teach my kid his roots.
- A. origin B. beginnings C. basis
- 8a. This language was something that tied me to my grandmother's generation, to the ancestral history of my family.
- A. confined B. connected C. fastened
- 9a. Maybe I can learn it again, I think, and suddenly the city feels even more vibrant, the smell of fresh fish and fried oil even stronger.
- A. lively B. trembling C. resonant
- 10a. I dig up the reflection of my eight-year-old self in the mirror, pushing down her tear-filled slanted eyes.
- A. detect B. unearth C. learn

ACTIVITY 2

GUESS WHO IS TALKING!

Read speech extracts 11a-15a and match them with options A-F. There is one option you do not need.

A.	An architect	B.	An army officer	C.	A tutor
D.	A tourist guide	E.	A local politician	F.	A rescuer

11a.	Today, our community faces many difficulties, However, I want to reassure you that my unwavering commitment to transparency, accountability, and your collective voice remains steadfast. Rest assured that every endeavor is directed toward supporting families, empowering our youth, and strengthening our local economy. By standing together, we can surmount obstacles and embrace opportunities for the benefit of all.	
12a.	Today, we embark on a thrilling journey through the captivating world of travel literature. Imagine a winding road stretching ahead, filled with hidden treasures waiting to be discovered. But here's the exciting part: you're not just learners; you're explorers! Your mission? Engage, question, and dive into the deeper meaning of our adventure so far. Let curiosity be your compass, and let's chart new territories of knowledge together!	
13a.	Today, up on the mountain, we've got a tough mission ahead. The weather's not on our side, so we need to be careful with where we step, put safety first, look out for each other, and work together as a well-oiled machine. Our training and gear will help us out, but the main thing is getting this man back into safety. The success of the operation depends on how fast we move, you all know that.	
14a.	Today, we bridge the gap between past and present, immersing in the legacy of this majestic city where every step is a journey through time. We are now looking at an ancient marvel, a sacred citadel, and one of the world's most famous monuments. We can almost hear history whispering through its columns and witness the birth of democracy in this part of the city.	
15a.	Today, we launch a new project. A difficult project, but also a great challenge for us, as our structures are not mere edifices but narratives built on steel and glass. To meet this challenge, we need to elevate our creativity, push the boundaries, and make every change possible. We need to design with precision and create with vision.	

ACTIVITY 3

3.1 Read the text on the next page, and choose the best answer (A, B, or C) for items 16a-18a.

16a. This article has been written for:

- | | | |
|---|--|---|
| A. scientists who research intelligence. | B. everyone interested in planetary life. | C. philosophers seeking to explain the universe. |
|---|--|---|

17a. Astrophysicists suggest that Earth is

- | | | |
|---|---|---|
| A. unable to develop intelligence as a planet. | B. very close to becoming an intelligent planet. | C. nowhere near perfecting planetary intelligence. |
|---|---|---|

18a. According to the Gaia hypothesis, the evolution of life-forms on Earth has an impact

- | | | |
|---|--|--|
| A. mainly on the atmosphere of the planet. | B. only on the water resources of the planet. | C. on all systems related to Earth. |
|---|--|--|

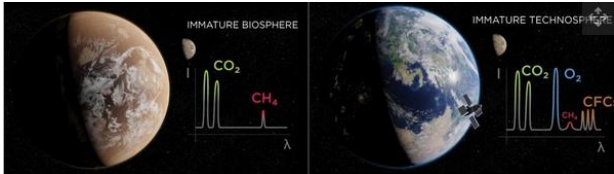
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Scientists say planetary intelligence is real, but Earth doesn't qualify yet

By Harry Baker



A group of astrophysicists has proposed that individual planets are capable of developing intelligence — not the kind of smarts like knowing your ABCs, but rather an intelligence associated with the interconnectedness of the life inhabiting them. However, don't assume that our planet is in this intelligent league. Earth is still one major step away from developing true planetary intelligence, a milestone that, if achieved, could help us prevent the impending climate catastrophe, the scientists said.

In the new study, published in the *International Journal of Astrobiology*, a group of researchers argues that a planet can be deemed intelligent if it demonstrates cognition—the capacity to know something about what's happening and act on that knowledge. The new study is built upon a principle known as the “Gaia hypothesis”, which states that, as life-forms evolve on Earth, they affect the evolution of the whole planetary system. The idea is that the biosphere—the global ecological system integrating all living things and their relationships—can physically alter other systems, such as the atmosphere (air) or the hydrosphere (water). This back-and-forth effect has been happening since life first began on Earth, but it has become more noticeable than ever due to humanity's impacts on the planet, including human-caused climate change.

The idea of a collective entity like a planet having some sort of intelligence goes against the notions we have about our own intelligence. “Intelligence tends to be conceived of as something that happens in individual heads, and usually those heads sit on the shoulders of animals like humans,” the researchers wrote. However, there are many examples of collective intelligence in the natural world.

For instance, colonies of social insects, like bees, show a collective and often superior intelligence than the individuals that form them. “A single bee holds only a small amount of information about the world, but its colony as a whole knows and responds to the environment,” the researchers wrote. Meanwhile, the human brain is made from trillions of connections between different neurons, meaning our own intelligence is more collective than we think. The researchers define true planetary intelligence as the point at which all the living systems on a planet work in unison for the benefit of the entire system. This would involve feedback loops in which negative changes to the planet, such as rapid climate change, are identified and counteracted. “We consider planetary intelligence to be life's collective response to changes in the state of the entire planet,” the researchers wrote.

Progressing to the final stage of planetary intelligence is more than just a curiosity for the researchers — it is a necessity for Earth. They believe that it may be the only way to prevent a climate catastrophe, which is nearing ever closer due to the immaturity of our technology. But it is unclear exactly how we should go about advancing our technology, what further discoveries or breakthroughs we need to make in order to do this. “The million-dollar question is figuring out what planetary intelligence looks like and means for us in practice because we don't know how to move to a mature stage of technology,” lead author Adam Frank says.

3.2 Choose the best answer (A, B, or C) for items 19a-22a.

- 19a.** According to the article, we tend to view intelligence as
 A. a collective ability. B. an individual trait. C. a feature related only to humans.
- 20a.** According to the researchers that the text mentions, what can prevent a climate catastrophe?
 A. Advancing technology to a mature stage. B. Counteracting negative changes in the planet. C. Understanding the concept of planetary intelligence.
- 21a.** Why do the researchers consider planetary intelligence a necessity for Earth?
 A. To maintain control over other planets. B. To address the impending climate catastrophe. C. To explore further discoveries and breakthroughs.
- 22a.** According to lead author Adam Frank, scientists do not really know what planetary intelligence
 A. signifies for Earth. B. actually is. C. has in common with technology.

ACTIVITY 4

4.1 Read the text below and choose the best answers (A, B, or C) for items 23a-25a.

- 23a.** This article presents women's lack of humor as
A. a theory. **B.** popular belief. **C.** a fact.
- 24a.** In the Middle Ages, people thought that _____ had a sense of humour.
A. only married women **B.** women **C.** only religious women
- 25a.** The author of the article _____ that women have a sense of humour.
A. argues **B.** denies **C.** doubts

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Just when in history did men decide that women are not funny?

By Joy Wiltenburg



Maybe you've heard that women are not funny. It's a stereotype that has often been repeated. In the 19th century, the popular press could refer to it as 'the old theory that women have no sense of humour'. Allow me to offer evidence about the modern origins of this myth, instead of theories about the supposed evolutionary advantage of male jokes.

First of all, no one in the Middle Ages thought that women were especially challenged, humour-wise. Evidence for this is found in the influential handbook *The Education of a Christian Woman* written by the 16th-century humanist Juan Luis Vives. Vives was not a big fan of humour or laughter. Women in particular, he thought, needed to guard against laughing too much, especially with men, because their laughter might imply sexual looseness. But it never occurred to him that women lacked humour skills, and he even encouraged them to use these skills when there was no danger of a moral misstep. Good Christian wives, he said, should keep a stock of funny stories at the ready, so they could cheer up their husbands when they were feeling low.

The men of Vives's day did not hesitate to declare women inferior to them in a wide range of qualities, from intelligence to morality. The early modern period has long been known for its misogyny: men wrote long screeds detailing women's many defects. But substandard funniness comes up nowhere in the anti-female rhetoric. Lack of humour appears to have been the one deficiency that premodern women did not have!

Journals written in the 17th century suggest that, instead of thinking women weren't funny enough, men seem to have been more worried that women would make fun of them. And, in fact, women did lampoon male pretensions and gender stereotypes. Dorothy Osborne, a 17th-century contemporary, and other women joked about supposed female failings such as wilfulness and talkativeness.

The medieval church was dubious about jest and laughter, which smacked of worldly mockery. But the growing market for comedy in print and performance, combined with Enlightenment optimism about human nature, brought a major shift: humour became admirable instead of suspect. By the 18th century, comedy was big business, and the market for laughs exploded in the 19th century. Humour had become a commodity – linked in people's minds with the marketable joke that could be reproduced and performed for an audience. This type of humorous performance, with its often aggressive edge, meshed easily with male gender norms, while it clashed with notions of female decorum.

Some modern studies have found that women tell fewer jokes than men, especially in mixed-gender groups. But the punchline is a very small slice of the humour world, just as comic performances are a small part of our experience of laughter. Women's humour may also be found in the witty remark that turns an ordinary moment into a laughable one.

The modern market for exchangeable quips has promoted a particular style of joking that has come to dominate our concepts of humour. This development also spawned a new gender stereotype, complete with its own invented history. Let's not be fooled.

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

- 26a. In Vives's opinion, women should use their humour skills
 A. cautiously. B. freely. C. only in religious contexts.
- 27a. In Vives's era, men considered themselves to be
 A. exceptionally intelligent. B. moral and just. C. superior to women.
- 28a. In the 17th century, women like Dorothy Osborne
 A. avoided humour in their letters. B. refrained from making jokes about men. C. made fun of gender stereotypes.
- 29a. In the 18th and 19th century, comedy thrived as
 A. a product that could be sold for money. B. a way for women to express themselves. C. an aggressive kind of behaviour.
- 30a. According to recent studies, women engage in
 A. stand-up comedy, as solo performers. B. many different forms of humour. C. long sequences of joke-telling.

ACTIVITY 5

Read the text below and choose the best word (A-H) to fill in items 31a-35a. Use each word only once. There are three words you do not need.

A.	interfere	B.	rely	C.	prefer	D.	infer
E.	utilise	F.	reside	G.	compare	H.	provide

SCIENCE FOR ALL MAGAZINE

MARCH 22, 2024

Scientists design algorithm that 'reads' people's thoughts from brain scans

By Nicoletta Lanese



Past mind-reading techniques were based on implanting electrodes in people's brains. The new method, described in a recent article, instead, is reported to **(31a)** _____ on a non-invasive brain scanning technique called functional magnetic resonance imaging (fMRI). fMRI tracks the flow of oxygenated blood through the brain, and because active brain cells need more energy and oxygen, this information can **(32a)** _____ an indirect measure of brain activity.

By its nature, this scanning method cannot record real-time brain activity, since the electrical signals released by brain cells move more quickly than blood moves through the brain. But remarkably, the study authors found that they could still **(33a)** _____ this imperfect proxy measure to decode the semantic meaning of people's thoughts.

For the new study, the team scanned the brains of one woman and two men in their 20s and 30s. Each participant listened to 16 total hours of different podcasts and radio shows over several sessions in the scanner. The team then fed these scans to a computer algorithm that they call a "decoder," which can **(34a)** _____ patterns in the audio to patterns in the recorded brain activity.

The algorithm could then take an fMRI recording and generate a story based on its content, and that story would match the original plot of the podcast or radio show "pretty well," Huth, the lead study author, told *The Scientist*. In other words, the decoder could **(35a)** _____ what story each participant had heard based on their brain activity.

ACTIVITY 6**6.1 Read Part 1 of the story below and choose the best answers (A, B, or C) for items 36a-40a**

- 36a.** This story is an account of the narrator's views on her
 A. hometown. B. high school teachers. C. high school friends.
- 37a.** The narrator introduces her hometown, Greensboro, as a place that is
 A. quite famous in North Carolina. B. dull and ordinary. C. open to modernisation.
- 38a.** In her first days as a student, the narrator wrote a description of her hometown which
 A. did not do justice to the place. B. dealt only with its streets. C. was clear and accurate.
- 39a.** One of the things the narrator disapproved of in her hometown was that
 A. people went everywhere by car. B. it did not have a subway. C. traffic was not one of people's major concerns.
- 40a.** For the narrator, Greensboro was a place she
 A. could never leave. B. had always loved. C. could not wait to leave.

A Hometown Ode

By Anne P. Beatty

**part
1**

When I was in high school, ambition meant two things: escaping my hometown and becoming a writer. I'd planned to be worldly in a blurred sense that included handbags, passports, and publications. I never planned to move back to my hometown, until at thirty-three I did.

Greensboro, North Carolina, is a city that doesn't want to climb the summit or see its name on a book jacket. It's a city that likes to be in the back room, laying out the tablecloths. Local closets house Civil War rifles, their bayonets spearing the dust beams. Street signs bear the names of old, revered criminals. Half the people here believe this place has changed too much, and half the people believe it hasn't changed at all. Most of us are wrong.

In my first college fiction class, we were asked to describe where we came from. After a month in Chapel Hill, a full hour away, I believed I saw Greensboro with unprecedented clarity. Dashing off a piece deriding its tameness, I sketched out the thoroughfares running parallel to each other, the gridded downtown streets, the polite provincial moms who seemed to me (how arrogant!) like placid cows, dead inside. My professor wrote back something to the effect of "I've been to this city. Isn't there more to it?"

In my view then, no. Never mind that as a fledgling driver I didn't even have the streets right; I rewrote the layout to suit my artistic purpose. If I needed parallelism to symbolize repression, well, I'd just make it up. Decades later, I still flush when I remember that gentle rebuke—"I've been to this city"—a physical reaction to how wrong I was about the place I thought I knew. Back then, I didn't want to write about anything I knew.

What did I know? At seventeen, I knew the bagel store in the strip mall where all my friends worked, where closing up after hours we'd blast Nirvana and hurl stale bagels across the counter. I knew the vaulted Presbyterian church around the corner and down the hill from my parents' house, the lovely wide steps that led to a park's edge and caused some teenaged girls to fall into paroxysms of tulle-stoked wedding fantasies.

On Thursday nights, we went to Girl Scouts, where our leaders handed out motivational cassette tapes from the national scouting office. When we pressed play, a female voice sang out, "You're a young girl going places!" We scoffed—and believed it. As kids, we had fished in the creek for crawdads that didn't exist. As teenagers on summer nights, we lay on the pavement and let the heat ride up into our bones. We knew the first chance we got, we'd be gone.

I had a primal urge to be someplace other people were trying to get to. Everyone I knew was trying to get out of Greensboro, but I couldn't articulate where I wanted to go. Someplace where people walked occasionally, or took the subway, instead of driving cars one 8-minute stretch after another, and thinking reasonable distances and little traffic were all that mattered.

My parents claim that at two I clutched a postcard their friend had sent from Nepal and wandered the house chanting, "Kathmandu!" This seemed prescient when, in my twenties, I did end up in Nepal, among other places: Cambodia, Thailand, Namibia, Guatemala, Bolivia. I'd been sure I'd never return to Greensboro



6.2 Read the second part of the story and choose the best answers (A, B, or C) for items 41a-45a.

- 41a.** Contrary to what people believe, the narrator did not view teaching high school as
A. a failure. **B.** an opportunity. **C.** an obstacle.
- 42a.** Most of the narrator's students want to do jobs that are
A. undemanding. **B.** admired and respected. **C.** menial.
- 43a.** What the narrator likes about being back in her hometown is that she
A. buys her fruit from an open-air market. **B.** is in a familiar and friendly place. **C.** can take part in local events.
- 44a.** During her every day, the narrator has
A. ample time to write. **B.** enough time to mark her essays. **C.** little time to do as she pleases.
- 45a.** When the author was young, she found the prospect of marrying and working in her hometown
A. funny. **B.** grim. **C.** exciting.



A few years after I graduated college, I was back in Greensboro, grading standardized tests for \$9 an hour. Six months later, I became an English teacher, but in California, a justifiably safe distance from my former self and my former school. Teaching high school could be considered the occupational and emotional equivalent of returning to one's hometown. In movies, both are almost always portrayed as a backwards slide into a place you once wanted to escape from. But I loved teaching, and I was good at it. And after being in the classroom and realizing I wasn't in retrograde, I wasn't failing at all, I felt old patterns start to shift. I felt a new map forming.

At the early college where I now teach—in my hometown—many of my ambitious tenth graders want to be doctors. The rest mostly want to be engineers or data analysts. Still, I try. "What about an English major?" I ask, and they smile at me, kindly. I want them to know how much joy teaching and writing can give to people who love people and language. But teaching is not prestigious. They find internships and selective summer programs, for which they all need letters of recommendation.

Each day these savvy students and I read and laugh and write and hang out with Alice Walker or Mark Twain. Who am I, to these teenagers? Just some lady in a blazer, a ready ear, a green pen that never runs out of ink; someone nowhere near as antagonistic as a parent, but with more clout than a friend. I'm someone who occasionally lets the balance tip, who needs TikTok explained to her again and again, who knows none of the YouTube influencers scattered throughout their conversations. Most days are a joy.

It turns out, I needed to leave, but I also needed to come back. I needed the children that line Elm Street to cheer the fire truck's slow procession during the Christmas parade. I needed the farmer's market where the man with crates of apples insists on giving my daughter a free apple each week, and where I sometimes run into my father.

Because I teach part-time, at midday I leave school and drive a mile to the local library. I might have forty-eight Hamlet essays to grade, two essays of my own bumping around my head, and three children to pick up in ninety minutes, but for this moment, no one needs me. I've taught my classes and now my day—this hour—is mine to do the things I want: grade, plan, answer emails, submit my writing, get lost on the internet trying to figure out where to submit my writing. I walk into the library to do some of these things. There's never enough time for it all.

My parents come over at least twice a week and we cook together or play cards or trade headlines. Often I go to their house, walking up the steps of my childhood home, over the red square porch tiles, to push open the heavy door. I write at their dining room table, where I wrote my own high school papers, while they cut apple slices in my kitchen and dangle my kids upside-down by their ankles, to everyone's delight.

When we talk about our hometowns, we're likely also talking about the rocky geography of adolescence. I got so many things wrong when I was young, not just the layout of the streets, but the possibilities for a good life here, a rich life. If someone had told me then, you'll be a part-time high school teacher and writer and mother in this city, I would have been disappointed. I would have been wrong.



part
2

6.3 What do the underlined words/expressions from the previous text mean? Choose the best option (A, B, or C) for items 46a-50a.

- 46a. I'd planned to be worldly in a blurred sense that included handbags, passports, and publications.
 A. vague B. indistinct C. smeared
- 47a. When we pressed play, a female voice sang out, "You're a young girl going places!"
 A. who is going to travel around B. who will become very successful C. who will come into good fortune
- 48a. This seemed prescient when, in my twenties, I did end up in Nepal, among other places: Cambodia, Thailand, Namibia, Guatemala, Bolivia.
 A. preposterous B. expected C. prophetic
- 49a. Who am I, to these teenagers? Someone nowhere near as antagonistic as a parent, but with more clout than a friend.
 A. vigour B. compassion C. power
- 50a. I write at their dining room table while they cut apple slices in my kitchen and dangle my kids upside-down by their ankles, to everyone's delight.
 A. mount B. hang C. flap

PART B - SHORT ANSWERS

ACTIVITY 1

Think of the best synonym for the underlined words (1b-5b) in the text below.


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How Useful Is Fear?

Evolution has installed phobias in humans that are proving hard to shake

BY BEN HEALY



Our fears run broad and deep, and are every bit as diverse as we are. The 2017 version of Chapman University's Survey of American Fears tabbed "corruption of government officials" as the most common fear, afflicting nearly 75 percent of respondents; concerns about the health-care system, the environment, personal finance, and war also **(1b) figured** in the top 10. Public speaking and enclosed spaces landed in the bottom half of the 80 fears polled; clowns were slightly more scary than zombies, who were only slightly more scary than ghosts.

One reason we **(2b) struggle** with fear is that we're simultaneously too primitive and too evolved for our own good. Our lizard brains are ruthlessly efficient: Signals speed to the threat-sensing amygdala within 74 milliseconds of the slightest hint of danger. This speed has helped save us from extinction. But it's also led to plenty of false alarms.

Part of the problem is that our forebears' oldest fears are still with us. Even babies **(3b) exhibit** a fight-or-flight response to pictures of snakes and spiders, presumably as a result of instinct rather than experience. Deep-seated aversions like these are strong enough to distort our sense of reality: It is **(4b) possible** that people with arachnophobia will overestimate the size of spiders relative to other organisms.

Such ancestral sensitivities may also account for trypophobia, the fear of closely clustered circles (such as pores in sponges or bubbles in coffee). Research by two groups of psychologists in the U.K. **(5b) proposes** that small circles' resemblance to parasites and to distinctive patterns on poisonous animals may be enough to trigger this response. Our higher consciousness is supposed to help us sort out these threats, but at times it seems to be more committed to spinning out anxious what-ifs about imperiled loved ones and unattended stoves.

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>Bazaar</i> As we grow older and our lives become filled with partners and children, priorities naturally shift and time becomes scarcer. Even if budgets _____ a holiday with family and another with friends, taking a break with your best pals just doesn't seem practical anymore.	to extend do both
7b.	Extract from an article in <i>House and Garden</i> The Maltese islands are known both for their generous helpings of vitamin D (they receive over 300 days of sunshine _____) and captivating history. The nation's strategic position in the Mediterranean has made it a place of interest in almost every European conflict for centuries.	average year on a
8b.	Extract from an article in <i>Cosmopolitan</i> Black female musicians in Britain aren't a big focus for the industry and often achieve greater success in the US. This is not a new topic, and even I blamed _____ the public, it being down to what sells.	it a lot on of
9b.	Extract from an article in <i>Men's Health</i> Young people who experience mental health disorders _____ 'economically inactive' than their healthy peers. The economic consequences of poor mental health are starkest for young people who do not go to university.	likely more be are to
10b.	Extract from an article in <i>FHM (For Him Magazine)</i> For as long as people have been competing in sports, fans have been placing wagers on the outcome. The trend has been going on since the Ancient world. However, in the digital age that we inhabit, _____ people who believe video games could be considered a sport.	large is there of a portion

ACTIVITY 3

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

Why Do Genes Suggest Most Men Died Off 7,000 Years Ago?

By Yasemin Saplakoglu, Staff Writer

Modern men's genes suggest that something peculiar happened 5,000 to 7,000 years ago: Most of the male population across Asia, Europe and Africa seems to have died off, leaving (11b) b_____ just one man for every 17 women.

This so-called population "bottleneck" was first proposed in 2015, and since then, researchers have been trying to (12b) f_____ out what could've caused it. One hypothesis held that the drop-off in the male population occurred due to ecological or climatic factors that mainly affected male offspring, while another idea suggested that the die-off happened because some males had more power in society, and thus produced more children.

Now, a new paper, published recently in the journal *Nature Communications*, offers (13b) y_____ another explanation: People living in patrilineal clans (consisting of males from the same descent) might have fought with each other, wiping out entire male lineages at a time.

That ratio of 17 females for every one male "struck us as being very extreme, and there must be another explanation," said senior study author Marcus Feldman, a population geneticist at Stanford University in California. According to their new explanation, the male population didn't take a nosedive, but rather the diversity of the Y chromosome decreased due to the way people lived and fought with each other. In other words, there weren't actually (14b) f_____ males, just less diversity among the males.

People were still living in small clans doing small-scale farming 5,000 to 7,000 years ago, a time right before people moved into larger societies and built large cities. It was a "transition between early farming using stone tools and later farming in societies using metal tools," said Chris Tyler-Smith, an evolutionary geneticist at the Sanger Institute in the United Kingdom. But after this bottleneck, "you see the start of societal organizations and the (15b) s_____ from small-scale societies to large organizations of people in cities, that are not so intent on maintaining the Y chromosome lineage," she said. During this time, the male population bounced back, she added.

ACTIVITY 4

Fill in blanks 16b-20b with one word that is usually found together with “case” to create a specific meaning

16b.	Talking to the superintendent, we tried to _____ a case for flexible work hours, emphasizing productivity and employee satisfaction. We argued that such adaptability fosters a positive work environment, ultimately benefitting both the company and its workforce.
17b.	As a pupil, young Joe was really struggling; his school grades were not good and he did not seem to have other skills that might compensate for his poor academic performance. In those years, everyone believed Joe was a _____ case.
18b.	Our organisation needs to collect information on vaccination practices and the administration of antibiotics in West Africa. Till now, we have not had any help from the authorities, so, it seems that we need to conduct a case _____ on the issue ourselves.
19b.	Our team leaves for London next week. We have all checked the weather forecast very carefully and have seen that it will be dry and warm. To be honest, I do not trust London weather, so I am going to pack an umbrella, too, _____ in case.
20b.	The number of signals that an animal can make is very limited: the goldfinch is a case in _____. This bird has about twenty different calls, whereas in human languages the number of possible utterances is infinite. This explains why animal cries are very general in meaning.

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