

		ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ	
		Ministry of Education, Lifelong Learning and Religious Affairs English Language Certification	
LEVEL	C1	on the scale set by the Council of Europe	
MODULE	1	Reading comprehension and language awareness	
		Period	November 2010
ATTENTION		<ul style="list-style-type: none"> • Do not open this booklet until the exam begins. • Mark your answers on Answer Sheet 1 [ΑΠΑΝΤΗΤΙΚΟ ΕΝΤΥΠΟ 1]. • Provide a single answer for each item. • You have 80 minutes to complete this part of the exam. 	

ACTIVITY 1

Read the text below and do tasks 1.1 - 1.3.

HEALTH

Think back to lunch if you want to keep in shape

Perhaps it really is possible to think yourself slimmer. Concentrating on a recent meal turns out to significantly reduce the desire to snack, suggesting that certain ways of thinking can curb your appetite.



Suzanne Higgs and colleagues at the University of Birmingham, UK, asked a group of women students to take part in a biscuit taste test, having previously given them a set lunch. Before the test began, Higgs encouraged half of the women to write a detailed description of their lunch, while the rest were asked to recall their journey to the campus. After the taste test, which had been designed to hide the true nature of the study from participants, each woman was invited to eat their fill of the remaining biscuits. The women who had recalled their lunch ate fewer biscuits than those who recalled their journey, Higgs found.

The effect was small among the women who took the test one hour after eating, but became more noticeable as the day progressed. Of the women who took the test after three hours, those who actively recalled lunch had a significantly reduced appetite compared with those who did not.

Higgs suggested this is because after one hour, the memory of eating lunch was still vivid enough to affect all the women's appetites, regardless of what they were asked to recall. But after three hours, the memory of lunch had faded, as had its influence on appetite – except for those women who boosted its effect by actively recalling what they ate.

'Other evidence suggests that thinking about food can actually increase subsequent intake, particularly in people who are dieting,' Higgs says. The key difference with her experiment, she suggests, is that subjects were asked to think about a specific meal and not a generic memory of food. This kind of vivid memory is replayed in the hippocampus (a part of the brain thought to be the centre of emotion and memory) that might play an important role in decision-making as well as memory-processing. 'One possibility is that remembering recent eating boosts the influence this information has on decision-making,' she says.

This is in line with findings by Paul Rozin at the University of Pennsylvania, Philadelphia, who has studied patients with hippocampal damage. 'Such folks will eat second and third lunches, so it makes some sense that activating the hippocampus might inhibit eating,' he says.

However, whether a memory-boosting therapy is enough to beat obesity is another question. Susan Farr at the Saint Louis University Medical Centre, Missouri, points out 'While a drug that acts in the hippocampus may be a good appetite regulator, it must also act in places like the hypothalamus, where appetite regulation also occurs.'

26 October 2010

1.1 Read the text and choose the best answer (A, B, or C) for items 1-3.

1. The purpose of the text is to
 - A. encourage more research into obesity.
 - B. promote health and fitness among young people.
 - C. report on new findings connected with weight gain.
2. Another possible title for the text is:
 - A. It's all in the mind.
 - B. Eat a little but often.
 - C. Too much food affects the brain.
3. The text is most likely to have appeared in
 - A. a scientific magazine.
 - B. a leaflet in a supermarket.
 - C. an advertisement for a health clinic.

1.2 Read the text again and choose the best answer (A, B, or C) for items 4-7.

4. As part of the research conducted, the female students who participated were required to
 - A. eat anything they wanted to for lunch.
 - B. take part in a biscuit taste test before lunch.
 - C. remember exactly what they had eaten for lunch.
5. It turns out that women in the group asked to remember their journey to the campus
 - A. ate fewer biscuits.
 - B. had a larger appetite.
 - C. remembered fewer details.
6. In paragraph 4, Higgs suggests that in other experiments, if people are dieting, thinking about food
 - A. results in over-eating.
 - B. increases stress levels.
 - C. has little effect on eating.
7. Why does the writer refer to the findings of Paul Rozin?
 - A. To throw into doubt the research findings.
 - B. To put forward a different point of view.
 - C. To reinforce the importance of the hippocampus.

1.3 Read the text again and choose the best answer (A, B, or C) for items 8-10.

8. The text title says: *Think back to lunch if you want to keep in shape*. The expression 'to keep in shape' here means
 - A. remain fit.
 - B. have a good figure.
 - C. control weight
9. The text says: ...*except for those women who boosted its effect by actively recalling what they ate*. The word 'boosted' here means
 - A. contrived.
 - B. developed.
 - C. originated.
10. The text also says: ...*so it makes some sense that activating the hippocampus might inhibit eating*. The word 'inhibit' here means
 - A. detain.
 - B. restrain.
 - C. prevent.

ACTIVITY 2

- 2.1** Read the text below and match the meaning of each underlined word (11-17) with options A-H. There is one option you do not need.

A.	take off	B.	embark on	C.	decide	D.	adjust
E.	rest	F.	regard	G.	substitute	H.	resemble

Hang-gliding

Hang-gliding is the oldest brother of all air sports and one of the bravest, with pilots flying at faster speeds than paragliders do. A German engineer, Otto Lilienthal, developed the first successful glider. Although one could argue just how successful that first construction was. For those that don't know that, Otto died after falling seventeen metres from his glider in 1896. Thankfully, modern hang-gliders are safer – although hang-gliding is still (11) seen as one of the most risky extreme sports to (12) undertake.

The flexible wing design has improved over the years (the wing's shape (13) changes according to the pilot's weight shifts, thus controlling the glider's flight). Hang-gliders are now made of aluminium or carbon fibre frames, with fabric or plastic coverings and improved handling and stability.

Hang-glider pilots (14) launch on foot, running down the face of a hill or off the end of a cliff into the wind. The pilot then (15) settles into a harness that (16) looks like a kind of sleeping bag (it gets quite cold up there) and controls the glider by shifting his or her weight around. A hang-glider is more difficult to control than a paraglider, but does have a much better 'glider ratio', so there's more time to (17) figure out where you're going to land.

Learning requires around 10 days of lessons with a qualified instructor and, depending on the school, lessons can cost a whopping 1,000€ plus equipment (harness, helmet and flying suit).

- 2.2** Match the missing phrases (options A-D) with the incomplete statements below (18-20), which are from other sections of the paragliding website. There is one you do not need.

A.	that allow them to gain height	B.	weighing 10-15kg with the harness
C.	beyond description	D.	preferring to build their own motorized paraglider

18.	Experienced paragliders might like to check out 'extreme Alpine speed paragliding', a terrifying combination of skiing and paragliding that experience-wise is really .	
19.	Paragliders are, of course, very portable, , so expert flyers can travel to remote spots to gain a stunning bird's-eye view.	
20.	The paraglider looks like a parachute. Once they have launched themselves running down steep hills, pilots cruise around in the air trying to find invisible thermal updrafts .	

ACTIVITY 3

Read texts 21-27 and decide where they might appear (options A-H). Use each option only once. There is one option you do not need.

A.	A bank statement	B.	A building manual
C.	A dictionary	D.	A cookery book
E.	A booklet giving information about a savings account	F.	A leaflet advertising acting classes
G.	A university pamphlet	H.	An advert for an exhibition in a museum

21.	If you have already submitted your application through UCAS and have been offered a place, come and see our campuses and find out why we should be your first choice.	
22.	For more ideas and a glossary of terms used in recipes, visit our website.	
23.	Discover the relationship between the theories of Charles Darwin and artists of the 1800s.	
24.	Our agency offers free talks and workshops with leading professionals to young people aged between 17 and 30.	
25.	If you are having trouble managing your personal finances, please contact your branch for a free customer service review.	
26.	All fixings must be positioned and installed so that they are not detrimental to the structural integrity of the floor.	
27.	To make additional deposits, please call our service line.	

ACTIVITY 4

Choose one of the options (A-H) that best accompanies each of the underlined words in the text (28-34). There is one option you do not need.

A.	different	B.	continuing	C.	positive	D.	live
E.	radical	F.	popular	G.	every	H.	nomadic

A Brief Guide To ... Volunteering Abroad



A yak and a Mongolian woman

If the prospect of another year spent melting into your computer chair is as appealing as having all 24 teeth yanked out, it's time for a (28) ____ change. How about swapping the images on your computer screen for a (29) ____ herd of yaks, and your flat for a Mongolian yurt? Wherever your skills and experience lie, the opportunities for working or volunteering abroad are almost (30) _____. As well as looking great on your CV, working in another country gives you a (31) ____ perspective, away from the stampede of sunburnt tourists. If the yaks and yurts take your fancy, *Projects Abroad* can place you with a (32) ____ Mongolian tribe.

The organisation also runs projects where professionals can rejuvenate and build on their skills. In the light of melting ice caps and global warming fears, conservation projects will become even more (33) _____ than they are at present. Although incredibly hard work, these projects combine making a(n) (34) ____ contribution to the planet with an amazing travel experience.



A Mongolian yurt

ACTIVITY 5

Read the texts below and do tasks 5.1 - 5.5.

NEWS Important people

Christiane Sourvinou-Inwood

Influential decoder of the culture of ancient Greece

Robert Parker

TEXT 1

Christiane Sourvinou-Inwood, who died

suddenly of an undiagnosed cancer at the age of 62, was an innovative and influential writer about ancient Greek

culture. Her training was as a classical archaeologist, and her special interest was in classical Greek religion. However, she stepped deftly over disciplinary boundaries and made incisive contributions in many areas. She was equally at home with, say, Minoan iconography, the origins of tragedy, the ethical identity of the ancient Macedonians, and the pre-puberty rituals for young girls conducted at the sanctuary of Artemis at Brauron.

Much influenced by structuralism, she insisted, long before it was fashionable to do so, that cultural products – texts, images, myths, rituals – do not bear their meaning on their face, but need to be decoded: the title of a collection of her essays *Reading Greek Culture* (1991) summed up her approach.

With this methodological sophistication she combined powerful scholarly skills and scrupulous respect for evidence. Even scholars who found her methodological rigour unappealing often had to yield to the sheer force of her conclusions, and conference papers that she delivered in her early twenties are still remembered by those who heard them.

TEXT 2

Christiane's parents were both from Corfu, where she spent her early years, though she was actually born in Volos, on the east coast of mainland Greece. Her father was an officer in the Greek army, her mother a teacher of economics and eventually a head teacher. Remembering her mother, she was always annoyed by the classicists who generalised on the basis of anthropological studies of village life, about the backward and cloistered life of women in modern Greece.

The family moved to Athens and she became a star pupil in the University of Athens of the famous excavator of Santorini, Spyridon Marinatos. She graduated in 1966 from the School of Philosophy, Department of Classics, and was soon producing published work. After a period in Rome working on the early form of Greek known as Linear B, she went to Britain in 1969 and completed her doctorate at Oxford, where she lived for the rest of her life. Her research concentrated on Minoan and Mycenaean afterlife beliefs. In later years, she alternated academic work with writing detective novels about ancient Greece. Three have appeared in Greek and one appeared in English under the pen name of Christina Elfwood.



The Guardian, May 31, 2007

5.1 Read TEXT 1 and choose the best answer (A, B, or C) for items 35-38.

35. The text is most likely from
- A. a book about the history of ancient Greece.
 - B. the obituary section of a newspaper.
 - C. the book review section of an academic journal.
36. The writer suggests in paragraph 1 that Christiane Sourvinou-Inwood was
- A. an expert in one specific field only.
 - B. a woman of diverse artistic talents.
 - C. best known for her diverse work in classical studies.
37. It seems that as a scholar, Christiane was
- A. someone who was greatly influenced by others.
 - B. a member of the old school of thinking.
 - C. a leading figure in her chosen field.
38. In paragraph 3, the text implies that Christiane's peers
- A. were envious of her precise methodology.
 - B. found it difficult to disagree with her findings.
 - C. often chose to ignore her more controversial conclusions.

5.2 Read TEXT 2 and choose the best answer (A, B, or C) for items 39-41.

39. In paragraph 1, the text implies that Christiane resented the fact that
- A. her mother had to struggle to become successful.
 - B. the life of women in rural communities had not improved.
 - C. some people portray today's Greek rural women as backward.
40. What does the writer say about Christiane in paragraph 2?
- A. Her doctorate was on classical art.
 - B. She was a top university student.
 - C. She preferred research to writing.
41. Christiane also wrote detective novels
- A. taking place in the English countryside.
 - B. using a pseudonym.
 - C. in ancient Greek.

5.3 Read TEXT 3 on the next page and choose the best answer (A, B, or C) for items 42-44.

42. The writer uses the word "pillar" in paragraph 1 to
- A. explain to what extent Christiane's students could rely on her.
 - B. point out the large number of students Christiane had taught.
 - C. emphasise the need to have a good relationship with one's students.
43. The writer refers to the incident in the Oxford common room in order to
- A. justify how male academics felt about women.
 - B. exemplify how Christiane reacted when she felt insulted.
 - C. show how secure Christiane felt about her position.
44. What does the writer imply about Christiane in paragraph 2?
- A. She was incredibly proud of her achievements.
 - B. She was far more than just a teacher to her students.
 - C. She always pushed her students to their academic limit.

TEXT 3

Christiane was a warm-hearted, affectionate, impulsive person. For many people both in Britain and in Greece, young scholars in particular, she was a pillar of devoted friendship and counsel over many years. Her marriage to the philosopher Michael Inwood was a very close and happy one. Like many a heroine in the Greek tragedies that she loved, she combined a passionate loyalty to her friends with strong resentment of what she felt were hostility or slights. She once asked a condescending male in an Oxford common room: "Are you patronising me because I'm a

woman or because I'm foreign?"

Yet, Christiane was far from conceited and her friends often had to restore her flagging morale by reminding her of the international esteem in which her work was held. As a teacher she was inspirational, but it was above all her friendliness and care for her students that caused many of them to repay her with lifelong devotion.



5.4 Now search all three texts and decide if statements 45-50 are True (A), False (B), or Not Stated (C).

STATEMENTS		A	B	C
		TRUE	FALSE	NOT STATED
TEXT 1				
45.	There had been tragedy in Christiane's personal home life.			
46.	Christiane believed that cultural products should be interpreted at face value.			
TEXT 2				
47.	Christiane's family moved to Volos after she was born.			
48.	Christiane used a pseudonym when writing novels.			
TEXT 3				
49.	Christiane had a tendency to make decisions on the spur of the moment.			
50.	Christiane felt uncomfortable working in an international environment.			

5.5 Fill in the gaps in Column B (items 51-55) with words that have approximately the same meaning as those with a strikethrough in Column A, as in the example.

COLUMN A		COLUMN B
0.	She was equally at home with, say , Minoan iconography, ...	She was equally at home with, <u>for example</u> , Minoan iconography, ...
51.	Much influenced by structuralism, she...	Structuralism had a _____ on her.
52.	Her father was an officer in the Greek army.	Her father _____ as an officer in the Greek army.
53.	For many people both in Britain and in Greece, for young scholars in particular , she was a pillar of devoted friendship...	For many people both in Britain and in Greece, _____ for young scholars, she was a pillar of devoted friendship...
54.	Like many a heroine in the Greek tragedies that she loved, she combined a passionate loyalty to her friends with strong resentment...	Not _____ of the heroines in the Greek tragedies that she loved, she combined a passionate loyalty to her friends with strong resentment...
55.	When Christiane felt insulted, she didn't hesitate to stand up to her interlocutor.	When Christiane felt insulted, she didn't hesitate to _____ her interlocutor.

ACTIVITY 6

Solve the quiz. For items 56-60, put the jumbled words in column B in the correct order to complete the gaps in Column A meaningfully, as in the example.

COLUMN A		COLUMN B
0.	Restoration appeal in a theatre programme This much-needed fund raising will help fund some of the restoration work required to preserve our vital theatre <u>heritage for many generations to</u> come.	for– many –heritage – to – generations
56.	Advert for a music exhibition Using state-of-the-art effects, the exhibition shows how rock, pop, dance and many _____ and have influenced the last sixty years of culture.	formed – genres – were – other
57.	A notice in a cinema All gangways, passages and staircases _____ from chairs or any other obstructions.	kept– entirely – be – must – free
58.	Advert for a language course By giving you an opportunity to hear the language as it is really spoken, it helps you expand your vocabulary and _____ understand what people say.	improve – your – vastly – to – ability
59.	A magazine article about a ferry journey to Santander Onboard scientists monitor whales, dolphins and other sea life from the ship and immediately notify passengers _____ to see.	of – when – there – interest– is – anything
60.	A leaflet offering advice to motorists travelling in another country In addition _____, registration and insurance documents, it is important that you carry the following equipment in your vehicle at all times.	licence – to –having– driving – your

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