

LEVEL C (C1&C2)

2016 B

MODULE 1 Reading comprehension and language awareness

## PART A - CHOICE ITEMS

### ACTIVITY 1

Read the text below and respond to the task that follows.

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## Strengthening child protection in the EU and globally

By DEIRDRE DE BURCA  
BRUSSELS, 27. SEP, 15:30



Children in Kosovo. Reform is the only way that European and other societies around the world will succeed in changing things for children.

**Photo: Council of Europe**

Klajdi is a young boy who lives in Albania and is forced to collect chromium in the mines of Bulqiza. Hana in Bosnia-Herzegovina was forced to marry, despite being a child, and had no-one to turn to when her husband beat her. Elen in Armenia lives in hope that one day her family will rescue her from the institution she lives in. Gabriela in Moldova has been waiting years for a family to adopt her. Elvis, Maria, and countless other Roma children live with discrimination on a daily basis.

These children are the future. It is difficult to deny this fact. Politicians say it, parents say it, and organisations like 'World Vision' say it. But how do we translate our grand declarations into workable systems which ensure that no child anywhere experiences and suffers from violence?

Reform is the answer. It may not be the most compelling idea or media-friendly message, but it is the only way that European and other societies around the world will succeed in changing things for children, for good. In our experience acquired working with and for children, their families and communities but also with governments, the process of reform where child protection is concerned involves three key steps. Simply put, these steps include agreeing to-do lists of actions, holding political leaders to account and maintaining the momentum of the reform process. What do we mean by a to-do list where child protection systems are concerned? The EU has great experience in agreeing such lists with candidate countries who wish to join the Union and in keeping them on track to deliver on their commitments.

### **Ensuring that politicians deliver**

This is what we need for child protection: To-do lists that can be used by all actors involved to ensure that planned reforms are kept on track over years, and despite changes in governments. In order to hold political leaders to account, there is a need to appoint relevant officials – for example a Children's Ombudsman – with the responsibility to ensure that politicians deliver on what they say they're going to do. If "end child marriage" is on a particular country's to-do list, someone needs to hold its political leaders to account, in order to ensure that this happens.

[Read more](#)

### ATTENTION

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

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

- 1a. The purpose of this article is to  
 A. give advice.                                      B. call for action.                                      C. criticise child abuse.
- 2a. The children that the article talks about in the first paragraph  
 A. are victims of gender stereotypes.                                      B. are bound to rebel in the future.                                      C. live in miserable social conditions.
- 3a. Social reform for child protection needs political leaders who  
 A. are willing to take action to abolish poverty.                                      B. are held responsible for their decisions and actions.                                      C. commit to taking steps for economic development.
- 4a. The rest of this (unfinished) article probably talks about  
 A. the steps that need to be taken analytically.                                      B. world poverty and how it can be tackled.                                      C. how children can be protected from social violence.
- 5a. This article stresses that change to ensure a brighter future for children is  
 A. guaranteed by politicians.                                      B. uncertain.                                      C. necessary.

**ACTIVITY 2**

**Read items below and guess what type of text they are extracted from. Match items 6a-10a with options A-F. Use each option only once. There is one option you do not need.**

<b>A.</b>	Poem	<b>B.</b>	Extract from a novel	<b>C.</b>	Small ad
<b>D.</b>	Horoscope	<b>E.</b>	Letter to an advice column	<b>F.</b>	Popular magazine article

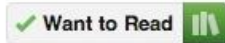
<b>6a.</b>	They are attracted by looks and drawn towards dramatic, bold types. The female can sometimes come across as slightly elusive and untouchable, but once she lets her defences down the effect can be overwhelming.	
<b>7a.</b>	And he thought of Beth, probably in bed by now in Blackheath, in another world, asleep; of his absolute certainty that there could not be another man beside her.	
<b>8a.</b>	And when I thought how my friend my lover was on his way coming, O then I was happy. O then each breath tasted sweeter, and all day my food nourished me more, and the beautiful day pass'd well.	
<b>9a.</b>	After years of studying the subject, Dr Carl Brennan, professor of sociology at UCLA named five basic elements which he says are essential to produce true love. They are empathy, desire for your partner's presence, sharing, sacrifice, and joy.	
<b>10a.</b>	We've been happily married for 10 years and have two lovely children. My husband provides me with everything I could possibly want. So, I know this sounds ungrateful but I feel desperately neglected and unloved. Recently, when he was away on a business trip, I went out with a close friend of ours and I poured out my heart to him. Next day he told my husband....	

### ACTIVITY 3

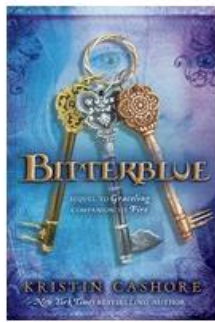
3.1 Read the text below, and choose the best answer (A, B, or C) for items 11a-15a.

- 11a. This text is about what makes YA fiction  
 A. popular. B. prosperous. C. persuasive.
- 12a. Even writers themselves don't have a single answer about what makes a YA novel  
 A. unfit for adults too. B. better or worse C. teenage fiction.
- 13a. Some YA authors believe that  
 A. what is good enough for an adult is good enough for a teenager. B. the qualities of a good book are the same regardless of the age of the reader. C. when you write for young people you must create compelling plots.
- 14a. Some YA authors feel that it is more gratifying to write for young people because they  
 A. are cooler than most adults B. read faster than the average adult does. C. identify more easily with the characters.
- 15a. The writer of this article reports what  
 A. the YA fiction writers say. B. teens say about YA fiction. C. readers think about YA fiction.

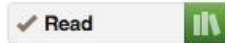
## The Habits of Successful Young-Adult Fiction Authors



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Young-adult fiction, commonly called "YA fiction," has exploded over the past decade or so: The number of YA titles published grew more than 120 percent between 2002 and 2012, and other estimates say that between 1997 and 2009 that figure was closer to 900 percent. Ask a handful of YA fiction writers what exactly makes a YA novel, though, and you'll get a handful of conflicting answers.

At their core, YA books are for and about teenagers and pre-teens, usually between 12 and 18 years old, but sometimes as young as 10. Yet, more than half of all YA novels sold are bought by older adults 18 or older, and certain titles published in the U.S. as YA fiction, are considered mainstream fiction for adults in other countries. Some authors believe the intent to write for young readers is a prerequisite of YA fiction; others don't even realize their books will be labeled as YA until after they finish writing.

Many successful authors say there's no secret to writing for teenagers. Good writing is good writing; believable characters and compelling plots are crucial regardless of who's picking up the book. But many YA authors will also tell you there's something particularly fulfilling and rewarding about writing for teenagers, who often respond to stories they identify with more intensely and gratefully than adult readers do. I asked some writers and editors how they create characters and stories that feel real to teenagers, even when their world—and the world of the YA books they read—can feel like another planet. Below are eight of their most successful strategies.

**3.2 Read about each author, and decide which of the statements below (16a-20a) are TRUE (A), FALSE (B), or NOT STATED (C).**

	STATEMENTS	A TRUE	B FALSE	C NOT STATED
16a.	<b>Rowell:</b> YA novel are those in which the story is told from the teenager's point of view.			
17a.	<b>Roth:</b> YA novels should address the problematic relationship between teens and their parents.			
18a.	<b>Green:</b> People that write to him tell him that they feel sorry for the protagonist, Hazel.			
19a.	<b>Picoult:</b> She co-authored her latest book with her teenage daughter, Samantha.			
20a.	<b>Reiss:</b> YA fiction authors should use youth talk in their novels, so that the young can identify more easily with the characters.			

### Rainbow Rowell

What clearly makes *Eleanor & Park* a YA book, the author Rainbow Rowell says, isn't just that the main characters are teens. It is that the novel actually sees the world through their eyes. "The perspective is so firmly rooted inside of these teenagers," Rowell says. "You're not looking back or looking down. The narrator is not observing things the people themselves are not." It's the same quality—a lack of narrative distance—that's led many writers to call J.D. Salinger's *The Catcher in the Rye*, the seminal YA novel.

### Veronica Roth

"I think everyone's got a little teenager inside of them still, and you just have to work to help yourself access that teenager," says Veronica Roth, the author of the *Divergent* trilogy, whose final instalment, *Allegiant*, is out now. "Every now and then I find myself having a character make a decision that feels very adult without having them earn it, and I have to go back and make sure I'm letting the characters make mistakes they would in real life at that age, like a parent."

### John Green

His hilarious and heart-breaking *The Fault in Our Stars* is not a very different novel from *Divergent*, and the lives of its protagonists, Hazel and Gus, hardly mirror the lives of their readers, who are (hopefully) not ill and generally don't fly to Amsterdam to track down reclusive, alcoholic authors. And yet, the book has been a *New York Times* bestseller for 46 weeks. "I get emails every day from people who are like, 'I'm just like Hazel, except I don't have cancer, I'm not 16, I'm not white, and I'm not female,'" Green says! Obviously, the differences don't count when....

### Jodi Picoult

New York Times bestselling author has written close to two dozen novels, many of which focus on memorable teenage characters. But it wasn't until last year that she wrote *Between the Lines*—a book that she co-wrote with her teenage daughter, Samantha van Leer. "Having a co-writer who is a teenager was like having a built-in B.S. meter sitting next to me," Picoult says. It's not the first time Picoult used a real-life teenager to make her writing more accurate. When she was writing *The Pact*, she picked up some pizza and soda, called up her babysitter, and interviewed her and her friends. "I just listened to them talk to each other and tried to hone in on where their minds were about that topic," Picoult says.

### Kathryn Reiss

The more authors try to capture the exact idiosyncrasies of how teenagers talk, the more they risk alienating or distracting readers. "The problem with that is your book has a shelf life of two to three years," says, a veteran YA author who also teaches young-adult fiction-writing classes. "It won't be a classic because the coded language of teens changes every four years with every high school generation." Unless they're aiming for historical fiction, authors who pepper their YA writing with "modern" vocab can easily seem like they're out of touch, or, worse, trying too hard. Some writers can pull it off successfully, like Rachel Cohn in his debut novel, 2002's *Gingerbread*, but it's not all that easy.

### ACTIVITY 4

Read the text and match the underlined words (21a-25a) with their meanings (options A-F). Use each option only once. There is one option you do not need.

A.	to come from	B.	to be a part of	C.	to recognise
D.	to shield	E.	to win	F.	to illustrate

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## Greek Girl Achieves Greatest Title in Chess



Stavroula Tsolakidou, born in 2000 in Kavala, Greece, is the youngest female Grand Master. Her exceptional performance in the International Chess Championship in Moscow **(21a)** earned the greatest chess title of the World Chess Federation (FIDE). Stavroula is now the 12th most powerful chess player in the world under the age of 20 and is shortly expected to be **(22a)** included in the 100 best female chess players in the world, regardless of age.

The game of chess has been around in Europe since the 15th century, but it **(23a)** originated in India around in the 7th century. Chaturanga, as it was called then, was and is a game of war. In all its variations, it has been used historically to **(24a)** exemplify battlefield approaches and to probe new strategies. It continues to fascinate not only players but also those studying successful strategies.

This bloodless, low tech game, might seem to bear little similarity to modern warfare, but "it resembles real war in many respects," says Swedish chess fan, Jan Kuylensstierna. "Chess involves a struggle of will, and it features what has been termed the essentials of fighting – to hit, to move and to protect." By examining chess and other adversarial intangible games, researchers can strip away some of the confusion of the battle field and **(25a)** identify the variables which are most important for winning.

### ACTIVITY 5

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

26a. Haruki Murakami is a writer of

- A. serious-minded fiction.      B. historical fiction.      C. science fiction.

27a. Murakami is characterised as a "global" writer because he writes about

- A. the internationalisation of culture today.      B. our destiny as human beings in a global age.      C. issues that concern us all as human beings.

28a. Matthew Carl Strecher, a man who's written books on Murakami, selected the books presented in the text

- A. on the basis of strict criteria.      B. totally instinctively.      C. after reading reader's views.

29a. The three books Strecher presents in the text

- A. are quite different from one another.      B. are about youths searching for their identity.      C. all have a metaphysical quality to them.

30a. The third book refers to

- A. Kafka, a writer whose work fuses elements of realism and the fantastic.      B. human fate which has a basic finality to it, something we can't change.      C. characters who have to deal with the traumas they've gone through in life.



## Murakami Haruki: world-renowned novelist

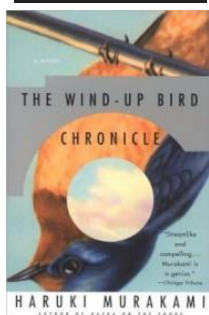
Murakami's works are built around an almost obsessive urge to explore and understand the inner core of the human identity. His heroes routinely journey into a metaphysical realm—the unconscious, the dreamscape, the land of the dead—to examine directly their memories of people and objects they have lost.

Murakami is a Japanese writer but he is also a 'global' one, meaning that his works are best read not as expressions of Japanese culture, but as examinations of questions that concern all humanity. What is the nature of the individual self? What is the meaning of "happiness," or "success," in the global age? What is the soul, and how do we get one? Why are some people turned off by the structures of contemporary societies, and what alternatives do they have? These are just a few of the many issues Murakami addresses, and they affect us all.

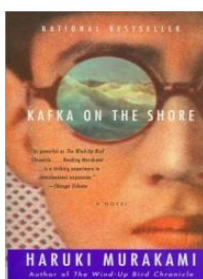
Matthew Carl Strecher, the author of three books on Haruki Murakami, ranks his favourite of the master's books, among which are the ones below. 'They are chosen on a "gut" level', he says. 'I liked them because they awakened something in me as a reader, spoke to me about things that were already going on my mind, maybe only subconsciously. Some are powerfully entertaining, others just powerful. All of them seem to connect to an enduring thematic thread of identity, its construction and its preservation.'



**Colorless Tsukuru Tazaki and His Years of Pilgrimage** - Tsukuru Tazaki spends much of this story trying to understand why his circle of friends in high school expelled him from their group shortly after he left Nagoya to attend college in Tokyo. His quest for understanding takes him all the way to Finland, where he confronts some hard truths about his own inner self. It is a novel of betrayal and forgiveness, but above all, it is about growing up.



**The Wind-Up Bird Chronicle** - This is another novel that features an "other world," this time taking the form of a labyrinthine hotel, in which the hero's wife, Kumiko, is held prisoner by her evil brother, Wataya Noboru. The hero, a mild-manner, unemployed house-husband named Okada Tōru, must find his way into this metaphysical labyrinth, confront Noboru, and rescue Kumiko. Meanwhile, he must also deal with those awkward moments when the coiled springs of time run down, and different historical epochs slam into one another. The work is a study of sex, violence, and collective memories lost and regained



**Kafka On the Shore** - Surely the most confusing of all Murakami novels, this one has three protagonists, each from a different generation. All suffer from some terrible trauma that has led them, Pandora-like, to open the "Gateway Stone" and enter the "other world." Two return as half-persons; Kafka, the youngest of the three, confronts the metaphysical forest labyrinth determined to become "the world's strongest fifteen-year-old boy." Its principal message seems to be that, if we cannot change our fate, at least we can turn it to our advantage.

### ACTIVITY 6

Read the text and choose the best synonym (options A-F) for each underlined word (31a-35a). There is one option you do not need.

A.	to think	B.	to translate into	C.	to be anxious about
D.	to explain	E.	to dazzle	F.	to categorize

www.biography.com/people/charlie-chaplin-9244327

Εξουσία Google

**FORTUNES**

October 15, 2016, 2:30 p.m.

## Daniel Radcliffe Is Content Hoarding His *Harry Potter* Fortune

By Jordan Cruchiola



If you see Daniel Radcliffe out at a bar, don't expect him to attempt and (31a) impress you by throwing hundred-dollar bills at everyone who walks in the door. The former Harry Potter is sitting on a fortune from his time at Hogwarts that he (32a) estimates is around the \$100-million mark, but based on an interview he just did with the Belfast *Telegraph*, it sounds like Radcliffe is taking the Scrooge McDuck approach to managing his money. "I don't really do anything with my money," he told the *Telegraph*. "I'm very grateful for it, because having money (33a) means that you don't have to worry about it, which is a very lovely freedom to have. It also gives me immense freedom, career-wise."

**Is this Harry Potter?**

That's a rare kind of freedom, a kind of freedom that lets you make a project people refer to as "the farting boner corpse movie" (*Swiss Army Man*) without having to (34a) sweat about the box-office numbers. And since it sounds like he's content to ride out that *Potter* cash for the rest of his days, expect Radcliffe to keep his fans entertained with a steady stream of eclectic role choices instead of soulless blockbusters. "I want to give them something to be interested in, rather than them just watch me make loads of money on crap films for the rest of my life," Radcliffe says. "I think it's about doing things that are unexpected, and I love that I'm hard to (35a) pin down or put in a box."

### ACTIVITY 7

7.1 Read the text and choose the best answer (A, B, or C) for items 36a-40a.

- 36a. This article presents evidence showing that when thinking in a different language
- A. ethical shifts may very well occur.      B. moral judgments remain intact.      C. morality is not ever considered.
- 37a. The volunteers in Albert Costa's study were presented with a moral dilemma and their responses
- A. depended on what they were told is 'moral' or 'immoral'.      B. changed when using a foreign language.      C. showed that 20% were reluctant to face it.
- 38a. Another study, by Janet Geipel, showed that, depending on the language people use, they think differently
- A. about what is moral and what is not.      B. when they have competing feelings.      C. if they judge something after careful deliberation.
- 39a. Geipel's study results also suggest that when people are using a foreign language,
- A. they are more emotional.      B. they're cognitively burdened.      C. they make more mistakes.
- 40a. A suggestion put forth in this article is that things said in our mother tongue
- A. bring out the child in us.      B. carry a greater weight for us.      C. entail an emotive component.

# How Morality Changes in a Foreign Language

By Julie Sedivy on September 14, 2016



*What defines who we are? Our habits? Our aesthetic tastes? Our memories? If pressed, I would answer that it's my deep-seated sense of right and wrong. And yet, like many other people who speak more than one language, I often have the sense that I'm a slightly different person in each of my languages — more assertive in English, more relaxed in French, more sentimental in Czech. Is it possible that, along with these differences, my moral compass also points in somewhat different directions depending on the language I'm using at the time?*

Psychologists who study moral judgments have become very interested in this question. Several recent studies have focused on how people think about ethics in a non-native language—as might take place, for example, among a group of delegates at the United Nations using a *lingua franca* to hash out a resolution. The findings suggest that when people are confronted with moral dilemmas, they do indeed respond differently when considering them in a foreign language than when using their native tongue.

In a 2014 paper led by Albert Costa, volunteers were presented with a moral dilemma known as the “trolley problem”: imagine that a runaway trolley is careening toward a group of five people standing on the tracks, unable to move. You are next to a switch that can shift the trolley to a different set of tracks, thereby sparing the five people, but resulting in the death of one who is standing on the side tracks. Do you pull the switch?

Most people agree that they would. But what if the only way to stop the trolley is by pushing a large stranger off a footbridge into its path? People tend to be very reluctant to say they would do this, even though in both scenarios, one person is sacrificed to save five. But Costa and his colleagues found that posing the dilemma in a language that volunteers had learned as a foreign tongue dramatically increased their stated willingness to shove the sacrificial person off the footbridge, from fewer than 20% of respondents working in their native language to about 50% of those using the foreign one. Both native Spanish- and English-speakers were included, with English and Spanish as their respective foreign languages;

the results were the same for both groups, showing that the effect was about using a foreign language, and not about *which* language —English or Spanish— was used.

Using a very different experimental setup, Janet Geipel and her colleagues also found that using a foreign language shifted their participants' moral verdicts. Why does it matter whether we judge morality in our native language or a foreign one? According to one explanation, such judgments involve two separate and competing modes of thinking — one of these, a quick, gut-level “feeling,” and the other, careful deliberation about the greatest good for the greatest number. When we use a foreign language, we unconsciously sink into the more deliberate mode simply because the effort of operating in our non-native language cues our cognitive system to prepare for strenuous activity.

This may seem paradoxical, but is in line with findings that reading math problems in a hard-to-read font makes people less likely to make careless mistakes (although these results have proven difficult to replicate).

An alternative explanation is that differences arise between native and foreign tongues because our childhood languages vibrate with greater emotional intensity than do those learned in more academic settings. As a result, moral judgments made in a foreign language are less laden with the emotional reactions that surface when we use a language learned in childhood.



**7.2 Read the second part of the article and choose the best answer (A, B, or C) for items 41a-45a.**

There's strong evidence that memory intertwines a language with the experiences and interactions through which that language was learned. For example, people who are bilingual are more likely to recall an experience if prompted in the language in which that event occurred. Our childhood languages, learned in the throes of passionate emotion become infused with deep feeling. By comparison, languages acquired late in life, especially if they are learned through restrained interactions in the classroom or delivered over computer screens enter our minds bleached of the emotionality that is present for their native speakers.

Catherine Harris and her colleagues offer compelling evidence for the visceral responses that a native language can provoke. Using the skin's electrical conductivity to measure emotional arousal (conductivity increases as adrenaline surges), they had native Turkish speakers who had learned English late in life listen to words and phrases in both languages; some of these were neutral (table) whereas others were taboo (shit) or conveyed reprimands (Shame on you!). Their participants' skin responses revealed heightened arousal for taboo words compared to neutral ones, especially when these were spoken in their native Turkish. But the strongest difference between languages was evident with reprimands: the volunteers responded very mildly to the English phrases, but had powerful reactions to the Turkish ones, with some reporting that they "heard" these reprimands in the voices of close relatives. If language can serve as a container for potent memories of our earliest transgressions and punishments, then it is not surprising that such emotional associations might color moral judgments made in our native language.

The balance is tipped even further toward this explanation by a recent study published in the journal *Cognition*. This new research involved scenarios in which good intentions led to bad outcomes (someone gives a homeless person a new jacket, only to have the poor man beat up by others who believe he has stolen it) or good outcomes occurred despite dubious motives (a couple adopts a disabled child to receive money from the state). Reading these in a foreign language rather than a native language led participants to place greater weight on outcomes and less weight on intentions in making moral judgments. These results clash with the notion that using a foreign language makes people think more deeply, because other research has shown that careful reflection makes people think more about the intentions that underlie people's actions rather than less.

But the results do mesh with the idea that when using a foreign language, muted emotional responses diminished the impact of intentions. This explanation is bolstered by findings that patients with brain damage to the ventromedial prefrontal cortex, an area that is involved in emotional responding, showed a similar pattern of responses, with outcomes privileged over intentions.

What then, is a multilingual person's "true" moral self? Is it my moral memories, the reverberations of emotionally charged inter-actions that taught me what it means to be "good"? Or is it the reasoning I'm able to apply when free of such unconscious constraints? Or perhaps, this line of research simply illuminates what is true for all of us, regardless of how many languages we speak: that our moral compass is a combination of the earliest forces that have shaped us and the ways in which we escape them.

**41a.** The second part of this article brings in some extra data

- |   |   |  |
|---|---|--|
| <b>A.</b> that contradict with those in the first part. | <b>B.</b> showing that ethics and language are intertwined. | <b>C.</b> to support the author's position on foreign language learning. |
|---|---|--|

**42a.** When taboo words in English were used with Turkish native speakers, during an experiment, they seemed

- |                           |                         |                                |
|---------------------------|-------------------------|--------------------------------|
| <b>A.</b> less disturbed. | <b>B.</b> more anxious. | <b>C.</b> totally indifferent. |
|---------------------------|-------------------------|--------------------------------|

**43a.** On the basis of Harris's experiment, the article suggests that language

- |                           |                                      |                          |
|---------------------------|--------------------------------------|--------------------------|
| <b>A.</b> evokes emotion. | <b>B.</b> is an emotional container. | <b>C.</b> is judgmental. |
|---------------------------|--------------------------------------|--------------------------|

**44a.** The *Cognition* study refers to scenarios presented to participants, whereby the outcome of the stories was

- |                       |                          |                                  |
|-----------------------|--------------------------|----------------------------------|
| <b>A.</b> disastrous. | <b>B.</b> unforeseeable. | <b>C.</b> ethically challenging. |
|-----------------------|--------------------------|----------------------------------|

**45a.** The author of this article suggests that morality

- |                            |                                 |   |
|----------------------------|---------------------------------|---|
| <b>A.</b> is in our genes. | <b>B.</b> is a matter of logic. | <b>C.</b> is constructed by experience. |
|----------------------------|---------------------------------|---|

**ACTIVITY 8**

Match the underlined words (46a-50a) with their meaning (A-F). There is one option you do not need.

<b>A.</b>	helped provide finance	<b>B.</b>	initially centred	<b>C.</b>	deviated from having
<b>D.</b>	created a coalition	<b>E.</b>	were first articulated	<b>F.</b>	established the principle

## THE FATHER OF PUBLIC EDUCATION



Mechanisms to impart organized wisdom have been developed in each culture. The concept of public education, however, is a different matter. Public rationales for sending children to school (46a) \_\_\_\_\_ by Martin Luther, about 400 years ago, and (47a) \_\_\_\_\_ on the need to improve public morality.

The Prince of Wurttemberg, in 1559 is acknowledged to be the first of a series of German political leaders to sponsor state schools, but it wasn't until 1717 that Frederick William the 1st made urban education compulsory and (48a) \_\_\_\_\_ for the education of children from homes that could otherwise not afford it. It is his son Frederick II, or otherwise known as Frederick the Great, however, who is credited as being the "father" of public education. It was he --an enlightened absolute monarch-- who (49a) \_\_\_\_\_ a single public religious morality as the principal rationale for public schooling.

Because Prussia had recently acquired lands in which there were Catholics as well as Protestants, he (50a) \_\_\_\_\_ of compulsory education (for both urban and rural areas), the state's supervisory role with respect to private (usually church) providers, and most importantly, the principle of tolerance toward confessional activities in lieu of a common Prussian loyalty.

The philosophic foundation as it is known today, however, was established in 19<sup>th</sup> century France by Francois Guizot (1787-1874, in New England by Horace Mann (1796-1859), and in the Netherlands by Petras Hofstede de Groot (1802-1886). With each, the effort to enlighten a nation through a system of popular education was concerned more with attitudes and values than with the skills of literacy and numeracy.

## PART B - SHORT ANSWERS

## ACTIVITY 1

Fill in each of the gaps in items 1b-5b with ONE appropriate word, to complete the statements.

## How different are we?

I never understood the saying "men are from Mars and women are from Venus" until I grew up and my eyes were opened to the differences between men and women. It's incredible how I didn't see them before, since they're so incredibly obvious. Read my list below and tell me if you agree with me.



- Men start getting ready for a trip an hour before they have to, but women (1b) \_\_\_\_\_ for days.
- Women look for a partner that is romantic, loving, smart and understanding, whereas men look for a partner who is sexy, beautiful, and keeps her (2b) \_\_\_\_\_ shut.
- Men bathe when they're going out on a (3b) \_\_\_\_\_, but women take three showers a day!
- Women fight with their mouths, whereas men fight with their (4b) \_\_\_\_\_.
- Men worry about losing their hair, whereas women worry about getting (5b) \_\_\_\_\_.

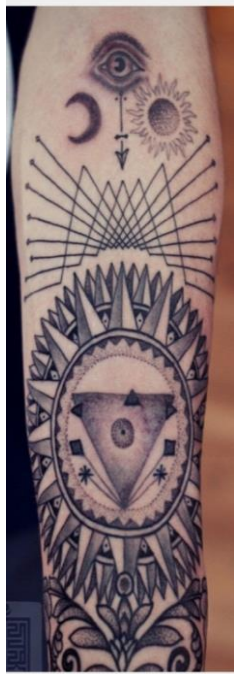
P.S. If you have answered the questions above correctly, you know all the gender stereotypes!

## ACTIVITY 2

Read the text and fill in the gaps (items 6b-10b) with ONE suitable word, so that the text makes sense.

## The Art of Tattoo

Tattoo is among humanity's earliest and most ubiquitous art forms. Cultures from every habitable continent have embedded permanent dyes in their bodies for more than 5000 years --as mystical wards, status symbols, rites of passage, or simply as personal decoration. That tradition continues today, just with a much smaller (6b) \_\_\_\_\_ of infection.



The word tattoo (7b) \_\_\_\_\_ from the Tahitian "tatau", and was introduced into the English language by Captain James Cook after returning from his voyages in the South Pacific in the mid-18th century. The practice became (8b) \_\_\_\_\_ in America around the end of the 18th century when American sailors would routinely be impressed into service aboard British ships. As Catherine McNeur of Common Place illustrates:

"In the late 18<sup>th</sup> and 19<sup>th</sup> centuries, tattoos were as much about self-expression as they were about having a unique way to identify a sailor's body, should he be lost at sea or impressed by the British navy. The best source for early American tattoos is the protection papers issued following a 1796 congressional act to (9b) \_\_\_\_\_ American seamen from impressment. These proto-passports catalogued tattoos alongside birthmarks, scars, race, and height. Using simple techniques and tools, tattoo artists in the early republic typically worked on board ships using anything available as pigments, even gunpowder and urine. Men marked their arms and hands with initials of themselves and loved ones, significant dates, symbols of the seafaring life, liberty poles, crucifixes, and other symbols."

While people can (and still routinely do) get tattooed using the traditional Polynesian needle-stick method, the tribal arm band that your barista is rocking was most likely applied with the modern method: a needle gun. Comprising a sterilized needle driven by an electric motor, the gun (10b) \_\_\_\_\_ dye about a millimeter under the skin at a rate of 50 to 3,000 pricks per minute and is controlled via a sewing machine-style foot pedal.

### ACTIVITY 3

#### SOLVE THE PUZZLE

Put the jumbled words in column B in the correct order to complete the text extracts (11b-15b) in column A.

UTTERANCES		WORDS IN JUMBLED ORDER
EX.	Allon Percus is an applied mathematician whose diverse background has put him at the forefront <b>of a field of mathematics with applications in the computational</b> and physical sciences.	the applications a field with computational mathematics of in
11b.	Besides contributing to knowledge of evolutionary biology, plant pollinator studies can have profound implications for a planet that is witnessing a biodiversity crisis, _____.	recent decline including widespread
12b.	One of the unique benefits of the Open Studios approach is that it fulfills both needs: students _____ to discuss it with their visitors, which is a very different experience than talking with fellow students and professors.	not work but also show their only get
13b.	With approximately 300 entries, the two volumes of the <i>Encyclopedia of Group Processes</i> , cover concepts _____ and from small group interaction to intergroup relations on a global scale.	from diversity conformity to ranging
14b.	<i>Beyond Right and Wrong</i> guides attorneys and clients through legal decision making. It analyses 11,306 attorney-client decisions in actual cases _____ regarding judge, jury, litigant and attorney decision making.	and research decades of summarizes
15b.	In <i>Impurity of Blood</i> , Goode traces the development of racial theories in Spain from 1870 to 1930 in the burgeoning human science of anthropology and in political and social debates, exploring the counterintuitive Spanish position _____ was the bulwark of national strength.	purity mixture that than rather racial

### ACTIVITY 4

Fill in the gaps with 1-3 words which complete an English *idiomatic expression* so that the titles in items 16b-20b make sense.

16b.	<b>MINISTER _____ AN ECONOMIC BOMBSHELL</b> The shock announcement by Ms Hannaria that the country is in deep economic crisis, and that the currency must be devalued, stunned city economists today.
17b.	<b>LOST MH370 'A BLESSING IN _____'</b> Malaysia's defense minister sparked outrage after saying that the tragedy of the missing MH370 flight can be seen as a blessing!
18b.	<b>THEATRE MANAGERS FINALLY GET THEIR _____ TOGETHER</b> The managers of the Cleo theatre have come up with a rescue package to save the theatre.
19b.	<b>OPTICIANS FAIL TO SEE _____ TO _____</b> The National Association of British Opticians disagreed at their general meeting yesterday about a new set of standards for the industry.
20b.	<b>SHE 'DIDN'T CARE' IF CHRIS FOOLED _____</b> Gwyneth Paltrow and Chris Martin had declared an open marriage, so it was not an issue if Chris saw other people, but the disagreements over how to raise their kids led them to split up after 10 years of marriage.

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