

PART A - CHOICE ITEMS

ACTIVITY 1

Read the text below and do the tasks that follow.



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How to Wake Up Smiling: 3 Daily Habits That Made Me a More Positive Person

By Emilie Pelletier

I'm usually a pretty happy person, but about a year ago—perhaps due to a lack of social connections and laughter—I experienced a few dark months. During those months, I woke up feeling angry in the morning and had negative thoughts most of the day. Luckily, I didn't have many opportunities to spread my negativity to others because we were in confinement.

At that point, I really didn't know if I'd be able to shift all these negative feelings into a more positive state of being. Looking at my face in the mirror, I noticed the corners of my mouth pointing slightly downward. "If I continue like that, I'm going to get grumpy face wrinkles."

I grabbed my laptop and Googled "how to be a more positive person". Here are a few simple ideas I found and would like to share with you.

1. Fall asleep in the "vortex."

One idea I came across in my research has to do with going to sleep "in the vortex", with "vortex" being a state of pure positive energy. The idea is pretty straightforward: *go to bed thinking positive thoughts and feeling happy feelings, and you're more likely to wake up thinking and feeling positive in the morning.*

So, I decided to try this exercise: as I closed my eyes to sleep at night, I scanned the whole day, and I tried to recall all the positive things that had happened that day. After scanning the entire day, I would do it again, and I did this until I fell asleep.

2. Absorb uplifting ideas in the evening.

We all know that what we feed our minds affects our mood. I don't have a TV and don't follow the news, but my Facebook feed is often enough to get me irritated. So, I decided to stop scrolling mindlessly on Facebook (or at least do so less often) and consume positive-only content instead. For the past few months, first thing in the morning and before going to bed, I've been reading a few pages of an inspiring book—usually something spiritual, which brings me peace.

3. Choose your state of being as you open your eyes.

Dr. Daniel Amen, a health expert, recommends setting a positive intention from the very start of the day. An affirmation he uses himself is: "Today is going to be a great day." When we tell ourselves this in the morning, our unconscious mind then looks for things that are going right to prove that this is true. This isn't toxic positivity—ignoring or denying the negative. It's training our brains to see what's positive instead of focusing on the negative by default.

The three habits in this article have helped me develop a positive attitude. I hope they serve you well, too, if you choose to implement them.



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.

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

- 1a. The aim of this article is to help readers
 A. find the negativity in them. B. overcome their negativity. C. admit to their negativity.
- 2a. The author seems to believe that her feelings of negativity were related to her
 A. living in isolation. B. not getting enough sleep. C. getting old.
- 3a. When going to bed, the author tried to
 A. remember everything she had done that day. B. bring pleasant moments of the day to mind. C. exercise a little before falling asleep.
- 4a. In order to improve her mood, the author
 A. started watching TV once more. B. deleted her Facebook page. C. picked up reading a little each day.
- 5a. According to the author, if you affirm that you are going to have a great day, your mind will
 A. try to find things that go well that day. B. disregard all negative instances that day. C. be creating good thoughts the whole day.

1.2 Choose the best option (A, B, or C) for items 6a-10a.

MEANING IN CONTEXT

WHAT DO THE UNDERLINED WORDS / EXPRESSIONS FROM THE TEXT MEAN?

- 6a. Luckily, I didn't have many opportunities to spread my negativity to others because we were in confinement.
 A. unfold B. transmit C. display
- 7a. At that point, I really didn't know if I'd be able to shift all these negative feelings into a more positive state of being.
 A. move B. carry C. change
- 8a. The idea is pretty straightforward: *go to bed thinking positive thoughts and feeling happy feelings, and you're more likely to wake up thinking and feeling positive in the morning.*
 A. honest B. clever C. simple
- 9a. As I closed my eyes to sleep at night, I scanned the whole day, and I tried to recall all the positive things that had happened that day.
 A. overlook B. remember C. disregard
- 10a. So, I decided to stop scrolling mindlessly on Facebook (or at least do so less often) and consume positive-only content instead.
 A. read B. buy C. use

ACTIVITY 2

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

- 11a. According to this article, the use of "like" in speech has been
 A. condemned. B. questioned. C. encouraged.
- 12a. The use of "like" has been investigated by
 A. linguists. B. public speakers. C. school principals.
- 13a. According to Carmen Fought, language use
 A. is often under scrutiny. B. is always judged badly. C. concerns liberals.
- 14a. Fought believes that pupils should
 A. not use "like" very often. B. be rewarded for using "like". C. not be told how to speak.
- 15a. The use of "like" in narratives helps people
 A. show their academic insights. B. tell amusing, enjoyable jokes. C. be somewhat evasive with respect to detail.

The Observer

www.observer.co.uk



USE THE IDEA OF LIKE FOR FILL IN Too!

Sam Wolfson, Sun 15 May 2022 14.00 BST

Saying the word 'like' has long been seen as a sign of laziness and stupidity. But its use is actually richly nuanced, goes back to Shakespearean times, and is an indicator of, like, intelligence.

Why do people have such a problem with "like"? In 1992, Malcolm Gladwell wrote a robust defense of the word and the way it carries "a rich emotional nuance", responding to what had already been a decade of criticism. Linguists agree that usage of the word has increased every year since then, to the point where in one five-minute exchange on Love Island in 2017, the word was uttered 76 times, once every four seconds. Scores of recruitment specialists and public-speaking coaches have publicly bemoaned the word's rise and say those who use it prevent themselves from getting opportunities.

Politicians, educators and business leaders have complained that "like" makes speakers sound stupid. In 2019, one primary School Head in Bradford, Christabel Shepherd, said she banned the word. Nick Gibb, then schools minister, praised the decision and said others should follow suit.

Why is "like" then so detested? "Well, humans have an innate tendency to judge. People who are very liberal in other aspects of things, who would never judge someone based on race or sexual orientation or whatever, still have this thing about language," says Carmen Fought, professor of linguistics at Pitzer College. "They want to freeze it and they want to judge it."

Fought adds that although the debate around "like" can be fun, when it comes to teachers punishing children for saying the word there are more serious impacts. "There's nothing more non-conducive to learning and contrary to the purpose of education than constantly shutting kids down because of how they talk."

The truth is that "like" isn't just a filler word. It's actually an incredibly versatile and dynamic word. There are its traditional uses as a verb, "I like the smell of what's cooking". Then there are the ones that are the subject of scorn. The first of these is the quotative "like": "He cooked spaghetti Bolognese for me last night, I was like, that's delicious." It allows you to tell a story without promising complete accuracy. Indeed, one of the most enjoyable things about this kind of "like" is that you can tell an anecdote that makes you sound more erudite than you actually are, because you're not promising exactly what was said but the feeling of what was said.

ACTIVITY 3

Read the text below and decide if items 16a-20a are True, False, or Not Stated.

STATEMENTS		A	B	C
		TRUE	FALSE	NOT STATED
16a.	The text suggests that coping with the unexpected is like sailing in changing weather.			
17a.	According to the text, not everyone who experiences the unexpected succeeds in achieving their goals.			
18a.	According to the text, obstacles are inevitable but, when you gain the right perspective, they're opportunities for even greater success.			
19a.	The way we respond to difficulties in life is not as significant as the difficulties themselves.			
20a.	The text suggests that changing our minds about something can be an extremely liberating act that expands our horizons.			

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How to deal with the unexpected

By [Jim Rohn](#)

In life, the winds of circumstances blow on us all in an unending flow that touches each of our lives. It's one thing to create change. It's another thing—often unavoidable—to have change foisted upon you when you don't expect it.

We all experienced the blowing winds of change. Yet some of us still manage to reach our intended destinations. What guides us to different shores is determined by the way we have chosen to set our sails. The way that each of us thinks makes the major difference in where each of us arrives.

Unforeseen circumstances happen to us all. We have disappointments and challenges. We all have reversals and those moments when, in spite of our best plans and efforts, things just seem to fall apart. Challenging circumstances are not events reserved for the poor, the uneducated or the destitute. The rich and the poor have marital problems. The rich and the poor have the same challenges that can lead to financial ruin and personal despair. In the final analysis, it is not what happens that determines the quality of our lives, it is what we choose to do when we discover that the wind has changed directions.

When things change, we must change. We must struggle to our feet again and reset the sail to steer us toward the destination of our own deliberate choosing. The set of the sail—how we think and how we respond—has a far greater capacity to alter our lives than any challenges we face. How quickly and responsibly we react to adversity is far more important than the adversity itself. Once we discipline ourselves to understand this, we will finally and willingly conclude that the great challenge of life is to control the process of our thinking.

Learning to reset the sail with the changing winds rather than permitting ourselves to be blown in a direction we did not purposely choose requires the development of a whole new discipline. It involves going to work on establishing a powerful, personal philosophy that will help to influence in a positive way all that we do, think, and decide.

ACTIVITY 4

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

A.	roughly	B.	fairly	C.	largely
D.	accurately	E.	regularly	F.	constantly



Who invented chess?

By Joe Phelan

Chess is one of the world's most popular and beloved games. The United Nations estimates that close to 605 million people around the globe play it (21a) _____. But where did the game originate, and how old is it?

Where did chess originate?

The specific origins of chess are, given the game's age, difficult to (22a) _____ determine. And, while there is no one person who can be credited as the sole creator of chess, most historians think the game originated in India.

"Besides there being historical attributions in India earlier than in the Middle East, I take a nod from linguistics," states Kenneth W. Regan, an associate professor of computer science and engineering at the University at Buffalo in New York. The Sanskrit name "chaturanga" (23a) _____ translates to "four members of an army," according to the Online Etymology Dictionary, with the four members being elephants, horses, chariots, and foot soldiers. The first chess iterations contained chariot and elephant pieces. These were eventually replaced by the rook and bishop, respectively.

However, not all historians agree that chess originated in India. In a 1996 essay, Spanish chess player and historian Ricardo Calvo (who died in 2002) wrote that "most certainly it was invented in Iran," a conclusion reached (24a) _____ on the basis that ancient Persian literature mentions chess prior to it ever being mentioned in Indian literature.

When was chess invented?

"There is no credible evidence that chess existed in a form approaching the modern game before the 6th century," according to Britannica. Since that time, the game has evolved, with different cultures introducing both minor and major changes over the centuries.

"All major regional cultures – those rich and unified enough to expand geographically – had their own forms of chess," Regan said, noting that some versions were better than others. "The Arabian games on any size board were (25a) _____ slow moving," he said. This is probably because the pieces weren't as agile or dynamic as they are today, and as a result many games ended as a draw.

ACTIVITY 5

Read an extract of Samuel Sigal's text on "Future Perfect: Finding the best ways to do good" and respond to the tasks that follow.

Vox

November 2022



What's the best way to help extremely poor people?

By [Sigal Samuel](#)

PART 1

If you want to fight poverty, you probably intuitively feel that the worst-off people are the ones who should be prioritized. As difficult as it is to live on a few bucks a day, someone who's living on just \$1.90 a day clearly has it worse, and it makes sense to think you should try extra hard to help the poorest of the poor. It's a big moral problem, then, that a lot of anti-poverty programs fail to successfully do that.

That problem has bothered Shameran Abed since the 1990s. Back then, he was working on vogueish anti-poverty programs with the international development organization he directs from Bangladesh, known as BRAC. At that time, it was becoming clear that microloans weren't reaching the poorest households. Nobody wanted to lend to them because who knew if they could pay back the loan? And the poorest households often didn't want to borrow because they weren't confident that they could figure out how to turn a profit and repay.

Like many other charities, BRAC had also been distributing food to very vulnerable households. But Abed grew disenchanted with the model of simply giving away food, or even giving away money via cash transfers. "It's very important, but not transformative," Abed told me. "You're keeping people alive, you're helping them to survive to the next day, but you're not helping them move out of that situation." To put it in terms of a classic slogan: You're giving them a fish, but you're not teaching them how to fish.

Abed and his team decided they needed to try something new if they wanted to lastingly improve life for the worst-off — the "ultra-poor" as they put it. So, in the early 2000s, they went into village after village in Bangladesh, deliberately looked for the poorest people, and talked to them. And what they realized was that the ultra-poor aren't only poor in terms of cash — they also lack knowledge about how to invest cash, lack confidence in themselves, and lack social ties to the broader community. So, then there was this idea of a 'big push' investment.

That "big push" is the idea that offering a combo of assets and training and cash — instead of just, say, cash — can trigger a virtuous cycle that ultimately helps ultra-poor people escape poverty. For example, you can offer people livestock plus training on how to make money off that livestock plus a bit of cash to sustain them while they get things up and running. This premise became the bedrock of what BRAC called the "ultra-poor graduation program," which aims to "graduate" recipients out of extreme poverty.

BRAC pioneered this program in 2002, at a time when some of the world's top development economists were starting to champion a more scientific, evidence-based approach to figuring out what helps people in poverty. Economists decided to study the effects of the ultra-poor graduation program over many years. Because the graduation program in Bangladesh seemed to do a good job of lastingly increasing earnings, that model started spreading around the world. It's currently in use in 50 countries, generating even more research aimed at evaluating the impacts.

On a certain level, it seems intuitive that doing more for people — giving assets and training and cash — will produce better outcomes than just giving one thing, like cash. But the downside is that it takes more time, effort, and money to run a more complex intervention. So, a major question looms over the graduation program: Is it worth spending that money on the program or is it more efficient to just give all the money directly to people in need? In other words, is it really useful to teach the person to fish or should you just give them the damn fish already?

In 2015, a group of economists including Banerjee and Duflo published a huge, randomized study looking at a graduation program in six countries: Ethiopia, Ghana, Honduras, India, Pakistan, and Peru. The program had been implemented from 2007 to 2014, and the results showed that it significantly increased incomes and savings, while also improving mental health and reducing hunger. That's why it's worth drilling down into another randomized controlled study published by Duflo and Banerjee just a few months ago. This study followed up on an experiment conducted in West Bengal, India. Ultra-poor people were given two cows or two goats, together with training on how to generate income from the livestock and a small subsistence stipend to keep them going. The researchers found that the initial results persisted, with study subjects enjoying higher income and consumption even a full decade later.

5.1 Choose the best answer (A, B, or C) for items 26a-30a, on the basis of PART 1 of the text.

- 26a.** This article is concerned with programs designed to help people who
A. live in absolute poverty. **B.** do not spend much money. **C.** live in Bangladesh.
- 27a.** Abed and his team felt that providing poor people with food or cash only was
A. unimportant. **B.** ineffective. **C.** time-consuming.
- 28a.** The team realised that, in order to help poor people escape poverty, they should
A. continue giving them money in cash. **B.** give them farm animals and money. **C.** teach them how to profit from raising animals.
- 29a.** The 'graduation program' BRAC, which has been running since 2002,
A. can be implemented unproblematically. **B.** is undoubtedly a complicated enterprise. **C.** deprives the poor from the money they need.
- 30a.** According to randomized studies, BRAC's 'graduation program'
A. was successful only at the beginning. **B.** was effective in helping people earn more money. **C.** has had long-term positive effects on poor people's lives.

PART 2

How exactly did this experiment in India help people escape poverty? What was the mechanism by which it worked? At first, the beneficiaries became richer simply because they had the stipend and the transferred asset: the cows or goats. (They immediately could sell the animals' milk, for one thing). By year three, many were using that as a jumping-off point to start up small businesses, like a seamstress shop, and earning more money as a result.

By year seven, however, a good chunk of their wages was coming from a different source: work in cities via migration. Rural families who had received aid built up enough resources to be able to send a member of their household to work in a city. That migrant worker would then send money back home. By year 10, much of the beneficiaries' money was coming from these remittances.

Abed is convinced that graduation is the best approach for the ultra-poor. However, while graduation may be best for ultra-poor people who are young and healthy enough to start businesses if given half a chance, it may not work for those who are elderly or disabled. For those groups, the answer may well be cash transfers.

Abed is keenly aware that there are more than 600 million people in ultra-poverty around the world, and that trying to help them all through an organization like BRAC would be impossible. So, the key is to partner with governments and see if a graduation program can be integrated into broader government programming. "We need governments to scale at a rate that only governments could do. We need governments to buy in." Of course, governments tend to shy away from expensive programs, and the full suite of offerings in a graduation program is expensive.

So, in the interest of designing a program that's as cost-effective as possible, the graduation camp is realizing that it should try to peel back some of its offerings to determine which ones are crucial to success and which may be dispensable. "We're working now on what we're calling a minimum viable product," Abed said, "you know, what needs to happen for us to have a quality graduation program". Banerjee told me he doesn't know whether all the graduation program's components are necessary, so he wants to do new research exploring whether a lighter-touch approach works.

In addition to getting clearer on what to offer, Banerjee wants the research to clarify where it's best to offer cash-plus programs and to whom. We have some preliminary hints now, but there's more work to be done on fine-tuning our understanding of which market contexts and which categories of people should be targeted with cash-plus programs, and which might be well-served by just plain old cash.

When you talk to people in the pro-graduation camp and people in the pro-cash camp, you start to realize a funny thing: These two camps are actually moving closer and closer together over time. The gap between "teach a man to fish" and "give a man a fish" is narrowing. In other words, however gingerly, both camps are taking steps toward each other, realizing that the best approach could lie somewhere in the middle.

Vox

5.2 Choose the best answer (A, B, or C) for items 31a-35a, on the basis of PART 2 of the text.

- 31a.** The poor people who participated in the experiment in India eventually increased their income by
A. engaging in small-business activities. **B.** migrating to the capital city. **C.** investing money in other countries.
- 32a.** In Abed's view, graduation programs for the poor
A. should address young people only. **B.** may not be suitable for everyone. **C.** can benefit only those who run small businesses.
- 33a.** In order for the poor around the world to be helped effectively,
A. BRAC should create more graduation programs. **B.** BRAC should be supported by the state. **C.** governments should invest in different programs.
- 34a.** Abed and his team are currently working on
A. how to give cash to the poor on a fairer basis. **B.** identifying the programs poor people prefer. **C.** designing less expensive graduation programs.
- 35a.** With time, the views of people who are pro-graduation and those who are pro-cash seem to
A. converge. **B.** convert. **C.** be compromised.

ACTIVITY 6

Choose the best option (A-F) to complete items 36a-40a. Use each option only once. There is one option you do not need.

A	control	B	integrity	C	movement
D	solution	E	intolerance	F	illusion

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Why does thinking make you tired?

Researchers explain why mental labour makes us feel mentally exhausted

Physical labour makes us feel physically tired – but can mental labour have the same effect? Although mental labour does not require physical (36a) _____, a study published in *Current Biology* shows that thinking hard can make us feel worn out. The aim of the research team was to understand mental fatigue. Machines are able to compute continuously in a way that the brain cannot and Pessiglione and his colleagues wanted to know why. The research team claim that when intense cognitive work is prolonged for several hours, it causes potentially toxic byproducts to build up in the part of the brain known as the prefrontal cortex. In turn, this cognitive fatigue affects your (37a) _____ over decision-making and pushes us towards low-cost actions requiring little or no effort or waiting.

Mental fatigue is real

“Influential theories suggested that fatigue is a sort of (38a) _____ cooked up by the brain to make us stop whatever we are doing and turn to a more gratifying activity,” explains Mathias Pessiglione of Pitié-Salpêtrière University in Paris, France. “But our findings show that cognitive work results in a true functional alteration—accumulation of noxious substances—so fatigue would indeed be a signal that makes us stop working but for a different purpose: to preserve the (39a) _____ of brain functioning.”

How can we combat brain fatigue?

Employ good old recipes, like “rest and sleep”, Pessiglione explains. There is no simple (40a) _____ to combatting mental fatigue but adds: “I would employ good old recipes: rest and sleep! There is good evidence that glutamate is eliminated from synapses during sleep.” Pessiglione implores that people do not make important decisions when tired because fatigue affects the way they think.



ACTIVITY 7

Read the text below and choose the best answer (A, B or C) for the items that follow (41a-45a).

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South to the Promised Land

By [Richard Grant](#)

Before the Civil War, numerous enslaved people made the treacherous journey from America to Mexico in a bold quest for freedom. The earliest examples of slaves escaping south are from the late 17th century.

For the great majority, the journey south was an unknown and hostile geography. Runaways lived by their wits on a constant knife-edge of danger; for those on foot, the journey could take months. Often pursued by their enslavers, or hunted by slave patrols, with a bounty on their heads that any citizen might attempt to collect, they had to find food and water and contend with the Texas climate—well over 100 degrees in summer and freezing storms in winter.

Until recently, the southbound “Underground Railroad”, as some scholars call it, has been overlooked, mainly because it left so few traces in surviving records. The history of southbound runaways, preserved in scattered fragments, presents scholars with enormous challenges of research and interpretation. But in recent years scholars have begun to uncover a wealth of information about the southbound freedom-seekers. For example, they’ve learned that while there was no organized network of assistance, slaves escaping to Mexico did sometimes receive help along the way.

Some fugitives were helped by other slaves, by free Black people, by Mexicans, Germans, and other sympathetic white people. But these allies operated independently of one another and risked being hanged or shot for helping slaves escape. One former slave who made it to Chihuahua, Mexico, and was later captured, said mail carriers helped him escape, but this appears to be an isolated example.

One historian who has done more than any other to advance our understanding is a historian named Alice Baumgartner. In 2012, she came across records of a completely unexpected kind of violence—between American slave catchers crossing the Rio Grande and Mexicans who fought against them. Incidents of such violence were not unusual, Baumgartner discovered.

Even though slavery existed in Mexico or New Spain, American runaways were usually granted asylum by the authorities, because the American form of slavery was regarded as far more brutal and dehumanizing.

- 41a.** Enslaved people who escaped from the USA to Mexico
- | | | |
|----------------------------------|----------------------------------|--------------------------------------|
| A. hardly had any place to hide. | B. were placed on a wanted list. | C. fought slave hunters with knives. |
|----------------------------------|----------------------------------|--------------------------------------|
- 42a.** The history of enslaved people’s southbound journey to freedom
- | | | |
|--|---|--|
| A. is less important than that of people escaping north. | B. seems to have been under-researched. | C. has been extremely well documented. |
|--|---|--|
- 43a.** People who helped enslaved runaways
- | | | |
|---|--|--|
| A. were white people who had social prestige. | B. worked closely with organized networks. | C. were punished severely if they were caught. |
|---|--|--|
- 44a.** Alice Baumgartner found that slave hunters
- | | | |
|----------------------------------|----------------------------|------------------------------|
| A. were pushed back by Mexicans. | B. captured many runaways. | C. kidnapped Black families. |
|----------------------------------|----------------------------|------------------------------|
- 45a.** In Mexico or New Spain, slavery was
- | | | |
|-------------------------------|---------------------------|----------------------|
| A. less cruel than in the US. | B. an inconceivable idea. | C. forbidden by law. |
|-------------------------------|---------------------------|----------------------|

ACTIVITY 8

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

A.	ascertained	B.	produced	C.	envisaged	D.	sanctioned
E.	detected	F.	proscribed	G.	acquired	H.	side-lined



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Meet the Teens Fighting Book Bans with Banned Book Clubs



Samantha Facciolo

Updated: Oct. 05, 2022

In the face of censorship, students are coming together to exercise their right to read through banned book club gatherings

While Ella Scott and her classmates at Vandegrift High School in Austin, Texas, were attending school remotely, the Leander Independent School District's Community Curriculum Advisory Committee banned 15 books. Between February and August 2021, the committee **(46a)** generated two more lists of banned books. When Scott returned to in-person learning last fall and discovered the books were gone, she and her friend Alyssa Hoy co-founded the Vandegrift Banned Book Club.

Unfortunately, book banning is not a new phenomenon in the United States, but it has seen a resurgence since late 2021. It's **(47a)** gained such momentum, that an elected representative in Tennessee recently suggested burning books, an act that calls to mind the public book burnings in Nazi Germany in the 1930s.

Book banning often targets titles that touch on themes of race and racial inequity, gender and sexuality, and mental health. Nearly all of the recently **(48a)** prohibited books explore the experiences of minority voices and ask readers to reflect on difficult moments in our society's present or past.

Committees like those at Leander ISD believe the content of these books to be alarming and potentially harmful to students, but as Scott argues, if students are **(49a)** expected to grow into society, they need to read these books and discuss their themes "in order to be prepared to address these issues in the future."

Reading books from a variety of perspectives, including those of traditionally **(50a)** marginalized voices, is critical to preserving and strengthening an inclusive and vibrant nation. People like Scott are not only preserving students' right to freely choose what they read, but they're also inspiring others to fight for intellectual freedom, the freedom of expression and a society that honors diversity and representation.



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2

PART B - SHORT ANSWERS

ACTIVITY 1

Fill in gaps 1b-5b with words which, combined with “tell”, form idiomatic expressions, and create meaning in the statements below.

1b	We were all astounded when the defence produced their last witness. The man they called to the stand was the spitting image of the man on trial. Nobody could tell them _____.
2b	She really told us _____, but we deserved it. Not only had we not kept our promise but what we'd done had scared her half to death!
3b	Promise you won't tell _____ me. I really need time off work to recover but they won't give me a leave of absence. So, I lied that I'm ill and running a high fever.
4b	This paragraph tells us a lot _____ the author and her use of metaphor in surprisingly short utterances. She's really an amazing narrator.
5b	Alright... I'll tell it _____ it is. I don't consider you a friend. I never have. You've never stood by me or my family and you've never supported any of the principles that are important to me.

ACTIVITY 2

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

COLUMN A		COLUMN B
6b.	Extract from an article in <i>National Geographic</i> Cities account for 70% of energy consumption and 40 to 50% of greenhouse gas emissions globally. Much of that comes from buildings, _____ one third of all global energy consumption.	for are responsible which nearly
7b.	Extract from an article in <i>Babbel Magazine</i> You may or may not believe in the existence of different learning styles. Teaching and learning experience have shown, though, that leaning into your learning style _____: Language learning becomes more fun and more efficient at the same time.	nothing benefits you but brings
8b.	Extract from an article in the <i>Guardian</i> Globally, 49% of bird species are declining, one in eight are threatened with extinction and at least 187 species are confirmed or _____ since 1500. Most of these have been endemic species living on islands.	have suspected gone to extinct
9b.	Extract from <i>Health Today</i> A functioning balance system allows a person to move through the environment without falling and to _____ in relation to gravity. The human balance system is complex. It includes input from and coordination of three sensory systems: vestibular, visual, and somatosensory.	physical of position aware be one's
10b.	Extract from an article in <i>Guardian</i> Bikes used as weather stations have the advantage of being well ventilated, sampling _____ and highlighting very local effects such as built-up areas and nearby trees.	and distances times short over

ACTIVITY 3

Find a synonymous word or words for each of the underlined words (11b-15b) in the text below.

Thinking

November 16 2022

BIG THINK

The Swedish philosophy of lagom: how “just enough” is all you need

The idea that human desires are insatiable and that craving leads to misery is not new wisdom. It has ancient roots and forms a keystone of most religions. *Lagom* (**lah-gomm**), translating as “just the right amount”, is the modern, Swedish twist on an ancient idea. It means knowing when enough is enough and trying to find balance and moderation rather than **(11b)** constantly grasping for more.

There are two separate strands to *lagom*. The first is a kind of social awareness that recognizes that what we do **(12b)** affects other people. In this, we might see *lagom* more as a kind of “fair use” policy. If you take three cookies from the plate, two other people aren’t going to get one.

The second strand, however, is a mental shift that finds **(13b)** contentment in *satisfaction*. Many of us have internalized the ideas that bigger means better and that a bank balance means status. *Lagom*, though, is to enjoy the “just right.” So, how are we to apply the Swedish principle of *lagom* to our lives? Here’s an example to start us off.

Work-life balance. It’s very easy to focus on only one part of life — work, love, family, health, play — that we end up **(14b)** ignoring or under-developing another part. Spending an entire month hiking and bonding with your brother might be great family time, but it probably won’t go down well with the boss. The Swedes, though, tend to be much more attuned to a sense of balance. They often will allow **(15b)** generous breaks into their workday; they will go outside when they have been inside for too long; and so on.

ACTIVITY 4

Fill in the missing words (16b-20b) in the text below. The first letter of each word is provided, and the dashes correspond to the missing letters.

SCIENTIFIC AMERICAN®

Viorica Marian

The Language You Speak Influences Where Your Attention Goes

Psycholinguistics is a field at the intersection of psychology and linguistics, and one of its recent discoveries is that the languages we speak influence our eye movements. For example, English speakers who hear “candle” often look at a *candy* because the two words **(16b)** s_____ their first syllable.

It’s even more stunning that speakers of different languages differ in their patterns of eye movements when no language is used at all. In a simple visual search task in which people had to find a previously seen object among other objects, their eyes moved differently **(17b)** d_____ on what languages they knew. For example, when looking for a “clock”, English speakers also looked at a *cloud*.

The story doesn’t end there. Not only do the words we hear activate other, similar-sounding words, but also the translations of those names in other languages **(18b)** b_____ activated as well, in more than one language. For example, when Spanish-English bilinguals hear the word “duck” in English, they also look at a *shovel*, because the translations of *duck* and *shovel* - *pato* and *pala*, respectively, overlap in Spanish.

Because of the way our brain organizes and processes linguistic and nonlinguistic information, a single word can set off a domino effect that cascades throughout the cognitive system. And this interactivity and co-activation **(19b)** c_____ spoken and signed languages alike.

What do findings like these tell us? That as we go about our everyday lives, how our eyes move, what we look at and what we **(20b)** p_____ attention to are influenced in direct and measurable ways by the languages we speak.

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