

LEVEL C (C1&C2)

2025 A

MODULE 1 Reading comprehension and language awareness

PART A - CHOICE ITEMS

ACTIVITY 1

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

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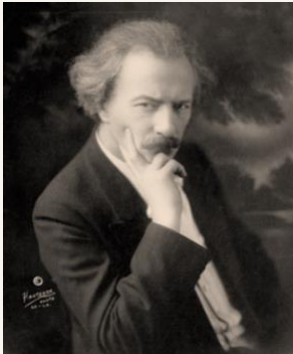
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In 1892 at Stanford University, an 18-year-old student was struggling to pay his fees. He was an orphan, and not knowing where to turn for money, he came up with a bright idea.

He and a friend decided to host a musical concert on campus to raise money for their education. They reached out to the great pianist Ignacy J. Paderewski and his manager demanded a fee of \$2000 for the piano recital.

So, the boys began to work for the concert. But, unfortunately, they only sold tickets with a total collection of \$1600.

They went to Paderewski and gave him the entire \$1600, plus a check for the balance \$400 and promised to honour the check as soon as possible.



Ignacy Jan Paderewski

But “No” said Paderewski. He tore the check and told the two boys: “Here’s the \$1600. Please deduct whatever expenses you have incurred. Keep the money that you need for your fees. And just give me whatever is left”.

The boys were surprised and thanked him profusely. It was a small act of kindness. But it clearly marked on them that Paderewski is a great human being. Why should he help when he didn't even know them?

Paderewski later went on to become the Prime Minister of Poland. He was a great leader but, unfortunately, when World War I began, Poland was ravaged. There were more than 1.5 million people starving in his country and no money to feed them.

Paderewski reached out to the US Food and Relief Administration for help. He heard there was a man called Herbert Hoover — who later became the US President.

Hoover agreed to help and quickly shipped tons of grain foods to the starving Polish people.

The calamity was averted. Paderewski was relieved and decided to go across to meet Hoover and personally thank him.

When Paderewski began to thank Hoover for his noble gesture, Hoover quickly interjected and said, “You shouldn’t be thanking me, Mr. Prime Minister. You may not remember this, but several years ago, you helped two young students go through college. I was one of them.”

We all come across situations like these in our lives. And most of us think “If I help them, what will happen to me?” But truly great people will think, “If I don’t help them, what will happen to them?” and are not expecting something in return. They do it because they feel it’s the right thing to do. Keep helping others for Good Karma will always return.

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ATTENTION

- 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.

ANSWER ON THE BASIS OF THE TEXT

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

1a. Why did the two students host a musical concert at Stanford University?

- A. To celebrate a campus event. B. To support themselves financially. C. To promote a famous pianist.

2a. What challenge did the students face while organizing the concert?

- A. They raised less money than required. B. They couldn't find a proper venue. C. They sold tickets too cheaply.

3a. What did Paderewski do when the students couldn't pay his full fee?

- A. He accepted the money offered in cash and left. B. He told them to keep the amount they needed. C. He paid for the concert expenses himself.

4a. How did Herbert Hoover help Paderewski during World War I?

- A. By sending a large number of troops to Poland. B. By providing substantial financial aid to Poland. C. By shipping tons of goods like wheat, rice, pasta, etc.

5a. What was Herbert Hoover's connection to Paderewski in the past?

- A. He was one of the students Paderewski had helped. B. He was Paderewski's university associate. C. He was Paderewski's political advisor.

MEANING IN CONTEXT

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

6a. They went to Paderewski and gave him the entire \$1600, plus a check for the balance \$400 and promised to honour the check as soon as possible.

- A. credit the bank B. cancel the check C. pay their debt

7a. It was a small act of kindness. But it clearly marked on them that Paderewski is a great human being.

- A. left a lasting effect on them B. influenced them C. inspired them

8a. Paderewski later went on to become the Prime Minister of Poland. He was a great leader, but unfortunately when World War I began, Poland was ravaged.

- A. was utterly devastated B. was conflict affected. C. suffered injuries

9a. When Paderewski began to thank Hoover for his noble gesture, Hoover quickly interjected and said, "You shouldn't be thanking me, Mr. Prime Minister".

- A. his graciousness B. his aristocratic upbringing C. his act of generosity

10a. Several years ago, you helped two young students go through college.

- A. take college entrance exams B. start their academic careers C. complete their university studies

ACTIVITY 2

Match pieces of information about Ancient Greek ingenuity (items 11a-15a) with their titles (options A-F). There is one option you do not need.

A.	Healthcare in ancient times	D.	Designing Solutions for Urban Vitality
B.	Buildings that Last Forever	E.	A Tool for Exploring the Unknown
C.	Defending the City	F.	Entertaining the Public



- 11a.** Over 2,000 years ago, a special device was made to study the skies. It could follow the sun, moon, and stars. This device showed how ancient people used knowledge to understand nature and foresee what might happen. It was both clever and beautiful. No wonder it keeps surprising experts even today.
- 12a.** Skilled and talented people in Ancient Greece built astounding temples using stone and wood. They designed special columns to make the constructions strong and beautiful. Using simple tools, workers created landmarks that still stand today. These designs inspire modern creators, showing how old ideas can stay important for many generations.
- 13a.** The cities needed water for drinking and cleaning. Engineers built systems to carry water over long distances. They used pipes and channels that worked without modern machines. These systems helped keep cities clean and healthy. Today, people still study these ideas to solve problems with water.
- 14a.** Doctors in the ancient world made new discoveries about the body. They used the results of their careful studies to help people get better. Special tools were created for treatments. Their ideas became the beginning of today's medical practices, showing how early efforts helped save lives and improve understanding of wellbeing.
- 15a.** Inventors made strong tools to protect their people. They built machines to attack enemies from far away and to block attacks on their homes. Some machines were even able to lift heavy objects. These inventions made battles more advanced and showed how creative people could be in difficult times.

ACTIVITY 3


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

- 16a.** This text is
A. a historical-literary article. **B.** an academic article **C.** an autobiography.
- 17a.** The text is mainly about Hans Christian Andersen's "The Little Mermaid", which is
A. a realistic tale. **B.** a common tale of romance. **C.** a phantasy tale.
- 18a.** The Little Mermaid in the story partly symbolises
A. the mixture of good and evil. **B.** the joy of shared love and longing. **C.** the struggle between revenge and sacrifice.


3.2 Read the text again and choose the best answers (A, B, or C) for items 19a-22a.

- 19a.** Andersen's fairy tales were considered controversial because, at the time, children's stories were to
A. cultivate the imagination. **B.** strictly educate. **C.** entertain.
- 20a.** To gain human legs, the mermaid in Andersen's tale must give up her ability
A. to swim. **B.** to love. **C.** to speak.
- 21a.** How does the original story of "The Little Mermaid" end?
A. The mermaid sacrifices herself for the prince. **B.** The prince marries the mermaid and lives forever. **C.** The mermaid kills the prince and remains a sea creature.
- 22a.** "The Little Mermaid" contributed to Andersen's career by
A. giving him widespread acclaim. **B.** making him popular in his own country. **C.** making him a very wealthy published author.

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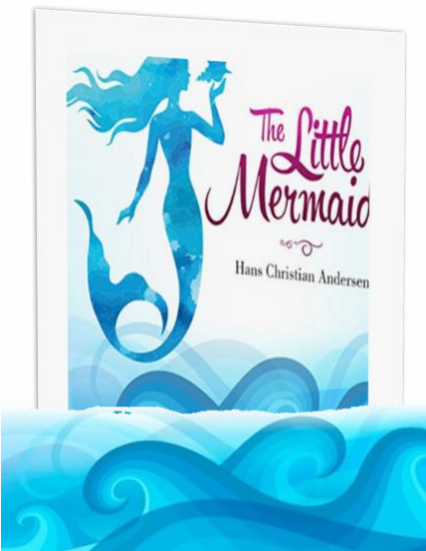
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Hans Christian Andersen publishes “The Little Mermaid”

Danish author Hans Christian Andersen completed the first version of the story that is now widely known as “The Little Mermaid” in 1836. He knew it was great as soon as he’d finished it and wrote to a friend that the story was “the only one of my works that has affected me while I was writing it.”

The story was published in a collection of fairy tales on April 7, 1837. “The Little Mermaid” was actually part of the third instalment of Andersen’s collection; the first two volumes, which included “The Princess and the Pea” and “Thumbelina,” had not been very well reviewed. “Today, we accept imaginative, anarchic stories as the basis of all good children’s books,” wrote Andersen’s biographer Jackie Wullschläger. “But when Andersen wrote his first fairy tales, children’s books were not expected to be about enjoyment: they were usually formal, improving texts which highlighted a morale and were meant to educate, not amuse, young readers.” Andersen’s use of casual language was scandalous too.



Andersen’s most famous tale concerns a mermaid who longs to live among humans, particularly the handsome prince with whom she has fallen in love, and sells her tongue for a pair of legs, which allow her to dance beautifully, but cause her to feel always as though she is walking on a bed of sharp knives. If she can win the heart of the prince, she’ll also win a human soul.

Easy enough, but unlike in the Disney version in Andersen’s story, the prince does not fall in love with her in return; instead, he marries a human princess and the mermaid is offered a choice: she can kill the prince on his wedding night and have her tail returned to her, or she can let him live and die herself, crashing against the rocks. She chooses the virtuous route and is rewarded by being transformed into an air spirit, with the chance—if she spends the next three hundred years doing good deeds—to win that immortal soul after all. So, it’s still a happy ending, or sort of.

The story “made Andersen’s name as an international writer,” Wullschläger writes.

This was among the first of Andersen’s tales to be translated into English, in 1846, and it is clear why the Victorians loved it: primitive folklore is layered over with a Christian message. Yet the rich symbolism of ‘The Little Mermaid’ bears many meanings, and it is a tale one returns to at different periods in life. As a tragic account of the permanency of female love encountering male inconstancy, it is timeless. As the drama of the suffering of a social outsider and an unrequited lover who cannot express his or her passion, it is still poignant.

“With this third pamphlet the Fairy Tales are now gathered in one little volume,” wrote Andersen in the preface to the 1837 book. “It will depend on the impression it makes on the public if this is to be the only one. A poet is always a poor man in his own little country. Fame is therefore the golden bird he has to catch! Time will tell if I catch it by telling Fairy Tales.”

187 years later, it’s safe to say he did.

ACTIVITY 4

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

- 23a.** The purpose of this text is to
 A. caution the reader. B. share a personal anecdote. C. give tips about potty training.
- 24a.** We can say that the text is
 A. comic. B. didactic. C. critical.
- 25a.** Where could a text like the one below appear, besides a parenting blog?
 A. A Diversity and Inclusion Training Resource. B. An academic research journal on parenting practices. C. A scientific paper concerning racism.

My wise 3-year-old

My husband and I told our 3-year-old daughter Sophia that if she went to poop on the potty for a whole month, she could pick out a special prize from her favourite toy store in town. Of course, she chose a new doll—her love of dolls is real.

When I was paying, the cashier asked Sophia if she was going to a birthday party. We both looked at her confused. Then the cashier pointed to the doll and asked if Sophia picked it out for a friend. Sophia just stared blankly, as though she didn't understand what the cashier was asking. So, I explained to the cashier that this doll was a prize for Sophia being fully toilet trained.

The woman looked surprised that a little white girl wanted a black doll for herself, and asked Sophia, "Are you sure this is the doll you want, honey?"

Sophia spoke up and said, "Yes, please!" The cashier then added, "But she doesn't look like you. We have lots of other dolls that look more like you."

I felt angry that the cashier was trying to impose her racism on my daughter but before I could say anything, Sophia confidently said, "Yes, she does. She wants to be a doctor like me, she's pretty like me and she has no other friends, like me."

Thankfully, the cashier dropped the subject and simply said, "Oh, OK."

This whole experience made me realize something important. We aren't born thinking about our skin colour. Racism is not something children are born with. It's taught and learned. And it can be untaught and unlearned.

4.2 Choose the comment (A, B, or C) that best suits each character in the text above (items 26a-28a).

- 26a.** The little girl, Sophia is a
 A. very spoilt child and not fully potty trained yet.
 B. strange little girl, as she believes she's a doctor!
 C. bright little girl who knows what she wants.
- 27a.** The cashier
 A. makes a racist remark but doesn't realise that this is what she is doing.
 B. is an inconsiderate employee who's not doing her job as she should.
 C. is a busybody who gets involved in other people's business.
- 28a.** The little girl's mother
 A. is angry about how the cashier treats her and her little girl.
 B. dislikes the cashier because of her racist comments and so she insults her.
 C. recognises that one is not born with biases; these are learned through socialisation.

ACTIVITY 5

5.1 Read the text below and find the best synonym (A-F) for the underlined words (29a-33a). There is one word you do not need.

A.	procreated	B.	depended	C.	exploited
D.	explored	E.	approximated	F.	aroused

SCIENCE FOR ALL

Do Blind People 'See' Images in Their Dreams?

Can blind people dream in images? For those blind from birth, studies suggest visual experiences in dreams are generally absent. Instead, their dreams have (29a) relied on other senses like hearing, touch, taste, and smell. However, research has found brain activity associated with vision in blind individuals, even during sleep.

A 2014 study revealed that people who lost their vision later in life sometimes dream in images, drawing from their past visual memories. In contrast, the earlier someone became blind, the less likely they were to experience visual dreams. For those born blind, the visual cortex adapts to other functions. For instance, blind individuals reading Braille may experience sensations in their fingers when their visual cortex is (30a) stimulated.

Despite this, some findings challenge the idea that individuals born blind lack visual dreams. A 2023 study analyzing dreams of seven congenitally blind participants reported descriptions which (31a) resembled visual imagery. This raises the possibility that blind brains might generate abstract visual-like concepts through other sensory inputs.

Having (32a) investigated these phenomena further, researchers hope to understand how blind people construct dream experiences. Future advancements, like artificial intelligence, may analyze brain activity during dreams to uncover deeper insights.

Beyond understanding dreams, this research holds practical potential. Cognitive neuroscientists suggest dreams could be (33a) harnessed as rehabilitative tools. Sensory stimulation during sleep might enhance spatial awareness for blind individuals, aiding them in overcoming challenges related to spatial tasks.



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5.2 Read the text again and choose the best answers (A, B, or C) for items 34a-37a.

- 34a. What sense or senses do individuals with congenital blindness primarily rely on in their dreams?
 A. Vision and imagination. B. Tactile and auditory senses. C. Vivid senses of smell.
- 35a. What happens to the visual cortex in individuals whose blindness is genetically inherited?
 A. It becomes totally inactive and purposeless. B. It only processes intangible assets. C. It is repurposed for other sensory functions.
- 36a. What did the 2023 study about the dreams of people blind from birth find?
 A. Their dreams seem to be similar to visual imagery. B. They often involve different colour combinations. C. The descriptions of their dreams are dissimilar.
- 37a. How might dreams potentially serve as rehabilitative tools for blind individuals?
 A. By activating all their senses during sleep. B. By improving their perception of space. C. By generating visual experiences for them.

ACTIVITY 6

The text below is an excerpt from the book *I Am Nobody's Slave: How Uncovering My Family's History Set Me Free* by Lee Hawkins (Harper Collins Publishers, 2022). Read it and do the task that follows.

Part
1

One axiom that's often trotted out is that children come into the world pure, innocent, and colorblind and thus cannot possibly be racist. Anyone who believes that has never met my classmates and teachers in kindergarten. Not a day went by without someone, often a teacher, having something to say about my brown skin or black hair, which was studied and dissected like holy writ. My name changed according to the day; it might be "Blacky" or "the Brown kid," and all-too-often, "nigger." Many kids, along with bus drivers and teachers, would high-five me or say, "Gimme five, bro." All of it made me want to hit them—but not as much as I wanted them to like me.

Finally, on the bus ride home from school one day, I had the opportunity to make a friend. A white boy on the bus was carrying a nicely wrapped birthday gift. I wanted to see what was inside, thinking it might be a G.I. Joe.

"Hey, happy birthday," I told him. "Why haven't you opened your gift?" "Oh, it's not my birthday. It's Patrick's. He's having a birthday party, with games and everything. You wanna come?"

I was thrilled that this white kid was inviting me to a party where everybody was going to be. But would this Patrick kid be okay with a Black kid coming?

"That sounds cool, but I wasn't invited. Won't he be mad if I come?" I asked. "Don't I need one of those invitation cards that moms send out?"

"No, you don't need that. Just come with me. It's just a few stops." And sure enough, instead of waiting to get off at my stop and going home, I got off at that white boy's stop, and we walked right into that party. Patrick's mom opened the door. Seeing me, she got red-faced and confused.

"Hi! Can I help—"

Before she could say anything else, the other kid told her that I was on his bus and that he said I could come. I told her my name and apologized for not having a gift, since I hadn't known I was coming.

"Okay," she said, smiling. "Do you live around here? And do your parents know that you came to the party?"

"I live over on Hazel Street, but I wanted to come here and have ice cream."

She laughed, and other mothers came over, trying to figure out exactly who I was. She grabbed the massive Northwestern Bell phone book off a shelf and told me to join the other children.

She pointed to a dark-wood-paneled living room off the kitchen, where a pin-the-tail-on-the-donkey game was going on. I met the other kids, and they seemed cool, even though everybody knew I hadn't been invited.

I had just finished my turn on the donkey game when I heard his mother on the phone, talking to my mom. "Oh, he just came right in and made himself at home. He's all excited for the ice cream. He's welcome to stay. We can make an extra spot—"

There was a pause, then, "Okay, well, I'll have him ready to go. He's right here with the kids."

Then it hit me. My mom was coming to get me instead of waiting until the party was over. I had made a big mistake. As the kid's mom talked, my body heat soared, my heart rate increased, and I felt a surge of what seemed to be a hot liquid spilling into my upper chest and up to my brain. I couldn't lash out or flee, so I just froze and let the liquid flow like a stream through my head and every organ. Today, I know that what I perceived as liquids were "fight-or-flight" hormones flooding my body. Back then, I just called them poisons.

Mom walked in with a huge smile, introducing herself as Roberta Hawkins, not Bobby, as she was known in our family and by most Black people. Hearing her use her official 'white people name', I knew I was in trouble.

"I am so sorry that he invited himself to your son's party," Mom said, her mouth still stretched into a broad smile. "He knows better. I hope he hasn't caused you too much trouble."

"Oh no-o-o," the white ladies said in unison, and Patrick's mom said, "We love having him, but I figured you'd want to know where your kindergartner was, and now that I know you were wondering, I'm so glad I called."

Mom looked over at me, rendering her best June Cleaver impersonation. "Lee-Lee, why did you come here? You know better than to invite yourself to somebody's party. Say you're sorry."

I was so filled with dread that I could barely squeak out an apology.

Not a second after the car door slammed, she leaned in less than an inch from my face and pinched and twisted my skin. My baptism in 'Black boy' fire had officially commenced, burning much fiercer than the spark of the whacking I'd gotten at the Rondo duplex when I was three.

I longed to live in a world where I would be invited to a party, where I wouldn't have to just show up, and the mothers wouldn't have to think twice about whether I lived in the neighborhood.

"Boy, don't you EVER embarrass our family like that again! Don't you know these white people don't want you in their homes?" she said, speaking so sternly that some of her spit flew into my eye. "That boy didn't invite you to that party! He doesn't even know you, and you go waltzing in there like these white people want you there? And you had the nerve to ask those white people for ice cream? What are they going to think about us, with you begging for food? They're going to spread this all over the neighborhood! Those white women are going to say, 'Those niggers didn't have food!' Don't you know you're a nigger to them? Are you stupid or something? You're an embarrassment to this family, boy! Wait until I get you home!"

Then she slapped me, hard, across the face.

6.1 On the basis of the first part of the story, choose the best option A, B, or C for items 38a-42a.

- 38a.** What assumption is challenged at the opening of the text?
- A.** Children are inherently fair and unbiased. **B.** Adults do not influence children's behaviour. **C.** Racial bias is taught in school.
- 39a.** Why does the narrator want to attend the party?
- A.** To give Patrick his birthday gift. **B.** To enjoy the party games and feel included. **C.** To prove to the other kids that he has white friends.
- 40a.** How does Patrick's mom react when the narrator arrives?
- A.** She gets very angry and calls his parents. **B.** She hesitates but allows him to join the party. **C.** She refuses to let him in without an invitation.
- 41a.** What triggers the narrator's feeling of dread at the party?
- A.** Patrick's mom talking to his own mother on the phone. **B.** Being excluded by the other children at the party. **C.** Realizing he forgot to bring a gift for Patrick.
- 42a.** What lesson does the narrator's mother emphasize after the party?
- A.** Always respect other people's boundaries. **B.** Be courteous when you're with white families. **C.** Don't act as though you're in need of a hand out.

6.2 Now read the second part of the excerpt and do the task that follows.

I knew that was just the opening act. The main event was yet to come. Dad would be biting his tongue for sure. But when he got home, he didn't pull out his belt immediately. He grabbed me and shook me, hard, then put both hands on my shoulders, pressing down, with his thumbs digging into my neck. He launched into a screaming lecture, adding frightening dimensions that Mom hadn't even brought up.

Then he unbuckled his belt and brought it down on my back. Hard. “Boy! Don’t you ever disappear like that!”

Whap! Whap! Whap!

“Don’t you know that you can disappear and never be seen again?”

They'll KILL you!"

Whap! Whap! Whap! Whap!

[illegible]

I was five years old.

He literally beat the child out of me. From that day forward, I would never be anybody's baby, least of all my parents'.

Slowly, it began to register that being Black rarely meant freedom; instead, it meant there were strict rules to follow and my parents would belt-whip me every time I broke them. My job was to learn those Black-boy rules and be exceedingly careful, and if I stepped left or right instead of exactly on the line, a beating would ensue, and that beating would be all my fault, and deserved. I learned that day that my parents' job was to whip me, to scare me into being afraid to ever go to another party without asking permission. I never doubted back then that they loved me, but I blamed myself for not being mature and wise enough to know better than to attend that party.

The severity of that birthday party beating and the derangement it unleashed in my parents was my first inkling of both subtle and major differences between my family and the white families in Maplewood. Scores of white families left their front doors unlocked, even while they slept, but my parents went ballistic if me and my sisters failed to lock ours behind us the minute we walked in the house. If we had ever left the door open, it wouldn't have been white people killing us—it would have been our parents.

But I didn't understand why Dad said I could have gotten kidnapped or killed at that birthday party. Yes, the kid's mom was white like the scrunchy-faced women I'd seen on TV screaming at Dr. Martin Luther King and his fellow marchers from the side of the roads, but she seemed nice. All the mothers did, and they didn't seem to mind if I wanted ice cream. Mom kept screaming that nobody wanted me there, but it had felt like they did. No one seemed like they wanted to kidnap or kill me. But my parents reacted as if I'd come this close to disappearing forever or getting stabbed forty times in the neck by a white soccer mom who would then throw my body into a dumpster.

I longed to live in a world where I would be invited to a party, where I wouldn't have to just show up, and the mothers wouldn't have to think twice about whether I lived in the neighborhood. A world where I could just call my mom and say, "I'm going to this party at this friend's house, and I'll be home soon," and live just as freely as that white boy who'd invited me to the party without a formal invitation. I longed for a mom who wanted me to go to a birthday party and have a joy-filled time. But that day marked the beginning of my assumption that such an event would never happen.

6.2 On the basis of excerpt 2, choose the best option A, B, or C for items 43a-46a.

- 43a.** The narrator's father reacted severely after the party incident because
A. he was concerned about his son's safety. **B.** he was angry about his son having disobeyed him. **C.** he believed his son did not respect his family.
- 44a.** The lesson the narrator learned from the beating is that
A. his parents had to be strict for his own good. **B.** there are rigid rules for black boys to adhere to. **C.** white people have a superiority complex.
- 45a.** The narrator felt that the mothers at the party were
A. fine with him being there. **B.** hostile and unfriendly to him. **C.** acceptive and welcoming to him.
- 46a.** The long-term desire that the narrator expresses is that
A. he'd live in a world where race wasn't an issue. **B.** he'd not be obliged to attend social gatherings. **C.** he'd never have to break his parents' hearts again.

6.3 Excerpts 1 and 2 contain sentences that have expressions with "out". Choose the best option A, B, or C for items 47a-50a.

- 47a.** One axiom that's often trotted out is that children come into the world pure, innocent, and colorblind and thus cannot possibly be racist.
A. burst out **B.** announced **C.** repeated
- 48a.** She laughed and other mothers came over trying to figure out exactly who I was.
A. understand **B.** encounter **C.** uncover
- 49a.** I couldn't lash out or flee, so I just froze and let the liquid flow like a stream through my head and every organ.
A. scream **B.** rush out **C.** speak up
- 50a.** He (my father) literally beat the child out of me. From that day forward, I would never be anybody's baby, least of all my parents'.
A. forced me to be a child **B.** erased the child in me **C.** knocked me out as a child

PART B - SHORT ANSWERS

ACTIVITY 1

Complete the following statements (1b-5b) with **ONE** word (the first letter is given), so that the five pieces of advice about what **NOT** to expect from other people make sense.

REALITY EXPECTATIONS



- 1b. Don't expect everyone to agree with you. People have different opinions based on their own **e**_____.
- 2b. Don't expect people to change quickly. Change takes time, so be **p**_____.
- 3b. Don't try hard to please everyone, and don't allow your worth to be **d**_____ by how others see you.
- 4b. Don't just think your way to a new life. Take the necessary **m**_____ to create it.
- 5b. Don't expect others to read your **m**_____. Not everyone will know what you're thinking. So, speak up!

Read the anecdote and find the right synonym (one word) for each of the underlined words (6b-10b)

Here are five idiomatic expressions with “keep” along with remarks to illustrate their use. Fill in the gaps in column B with ONE word to complete the definitions of the underlined idioms.

	Column A	Column B
11b.	Can you <u>keep an eye on</u> Tommy while I get this call? It's really important that I take it.	To _____ something or someone attentively.
12b.	Despite the tough questions in the interview, she managed to <u>keep her cool</u> .	To _____ calm in a stressful situation.
13b.	She always <u>keeps her word</u> , so I know she'll hand in the report on time.	To _____ on one's promise.
14b.	Learning a new language is challenging, but if you <u>keep at it</u> , you'll improve over time.	To _____ with an activity or task.
15b.	He's friendly but tends to <u>keep to himself</u> most of the time.	To _____ interacting with and revealing one's thoughts to others.

ACTIVITY 4

Fill in each gap (16b-20b) in the text below with the most suitable word. The first letter is provided.

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LOOK INSIDE

Alma Gottlieb and Judy DeLoache
A WORLD OF BABIES
Imagined Children's Guides for Eight Societies
JULY REVISION AND EXPANSION
Second Edition

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A World of Babies

How do babies learn language? What are the factors that affect a baby's (16b) a_____ to talk? When do babies begin to recognise gestures? Are they hardwired to imitate adults? These questions are (17b) t_____ to answer, because babies are challenging research subjects, prone to crying and unexpected naps.

The difficulty of recruiting busy, exhausted parents and their often-uncooperative infants to do research studies led to the birth of “Many Babies”. This global collaboration of researchers from over 50 (18b) c_____ pools smaller-scale studies of infant development into large sample sizes – often thousands of babies.

The research collaboration has found that, actually, infants (19b) p_____ baby talk to adult-style speech, suggesting that the natural tendency to coo about a baby's toesie-woesies is an evolutionary adaptation that helps them learn language. Researchers are now studying how babies develop an understanding of other people's attitudes and trying to figure out when they learn to apply abstract rules to situations. They are also developing fascinating new (20b) m_____, such as eye-tracking technology and non-invasive brain imaging techniques, to find out what infants are learning.

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

ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ