

Text 1: choose the right word according to the context.

Why Queen Elizabeth II is the ultimate modern monarch of the 20th and 21st centuries

By Sanjana Ray in Yourstory.com, April 21, 2017

“Let us not take ourselves too seriously. None of us has a monopoly on wisdom.”

The idea of a monarchy still flourishing in the flux of 21st century -101- may seem like an anomaly to many. However, what would the British -102- be without the crown?

While the role of the monarchy has been at constant odds with the changing nature of the British Parliament, it is a universal acclaim that while the reigning monarch may not have the power to take the ‘final call’ in -103- of state, she will still have an undistinguishable role to play in the matter. Since her coronation back in 1952, Queen Elizabeth II, the current reigning monarch of England, has never looked back since. Now in 2017, she is the -104- reigning monarch after her great-grandmother, -105- Queen Victoria.

Through the course of her reign, Elizabeth has watched the rise and fall of dynasties, the total recall of political ideologies and structures, and -106- the famous Brexit of her country from the European Union. As the future Queen of the United Kingdom, Elizabeth had been schooled in royal matters from the time she was a little girl. -107-, her famous slogan – “I have to be seen to be believed” – has been a concurrent theme -108- her life and reign. Elizabeth’s reign witnessed the building and subsequent tearing down of the Berlin Wall, she was called -109 - by the South African anti-apartheid icon Nelson Mandela, and even today continues to preside -110 - the Commonwealth, constituting 52 member states, -111- includes 15 former colonies including Australia and Canada, where she is still the sovereign.

As historian Kate Miller -112 -, “She has been a constant in an ever-changing world, and embodies the history of the 20th century.” Indeed, Queen Elizabeth II is perhaps the reigning monarch who best knows the age of ‘modernisation’.

Elizabeth has been a beacon of female empowerment for women across the world. She has rekindled the faith in a woman’s -113 - to rule as well as any man and that she can commandeer an undying sense of -114 - and awe from her people. During her 65 years on the throne, she has undertaken almost 300 official overseas visits to 129 countries, posed for 139 -115 -, and given thousands of speeches, and continues to do so even at 90. She rarely opts out from an official engagement and even actively -116 - Twitter.

Another factor that makes the Queen so popular is her carefree attitude. While not devotedly and ceremoniously performing her duties, she likes to -117 - open a bottle of gin, blurt out an occasional stomach-doubling joke, and sport the brightest -118 - while making her public appearances.

She was always a keen proponent for invention. Despite resistance from Prime Minister Winston Churchill, she insisted that her entire coronation be filmed and shown -119 - television. In 1969, she allowed the making of a documentary, *Royal Family*, which gave three-quarters of her subjects and some 40 million viewers a -120 - of the Royal life behind closed doors. She sent her first email from an army base back in 1976, and -121- the Buckingham Palace website in 1997. She even owns an iPod, which is certainly something considering she was alive to witness the creation of the television!

In an effort to win over the public, Elizabeth made a bid that set her apart from the rest of dynastic history — she decided to endorse measures which would reduce mandatory public spending. Publicly -122 - the fact that the monarchy was indebted to the public tax and revenue system for its functioning, and in an attempt to repair the Windsor Castle after the fire of 1992, she opened up a part of the Buckingham Palace

to the -123 - for the first time in British history. She -124 - to pay income tax and capital gains tax, and in 2013, called for the reform of the Civil List, the biggest change to royal funding in 250 years.

She is highly encouraging of cultural -125 -, and in 2002, at the age of 75, made excursions to a mosque, Jewish museum, Hindu temple, and Sikh gurdwara, all in the -126-.

Queen Elizabeth II may be turning a year older today, but the spring in her step and the twinkle in her eyes give away her eternally -127- spirit. Long -128 - the Queen!

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|---------------------|-------------------|--------------------|-----------------------|
| 101) a) politique | b) politic | c) political | d) politics |
| 102) a) image | b) cultures | c) identity | d) identities |
| 103) a) matters | b) problems | c) affairs | d) issues |
| 104) a) long | b) longest | c) longer | d) longing |
| 105) a) the | b) their | c) Ø | d) our |
| 106) a) even looked | b) even witnessed | c) even saw | d) even acknowledge |
| 107) a) So thus | b) Since | c) As a result | d) As the consequence |
| 108) a) through | b) over | c) around | d) about |
| 109) a) a "friends" | b) "dear friends" | c) a "dear friend" | d) a "best friend" |
| 110) a) over | b) on | c) into | d) Ø |
| 111) a) whose | b) whom | c) what | d) which |
| 112) a) puts it | b) puts in | c) puts if | d) puts this |
| 113) a) gift | b) ability | c) inability | d) incapacity |
| 114) a) respects | b) respect | c) respectful | d) respectable |
| 115) a) portraits | b) pictures | c) images | d) profiles |
| 116) a) uses | b) criticizes | c) count on | d) utilized |
| 117) a) crack | b) ask to | c) demand | d) order to |
| 118) a) colour | b) colours | c) smile | d) grins |
| 119) a) live | b) alive | c) live on | d) alive on |
| 120) a) glimpse | b) look | c) idea | d) show |
| 121) a) deleted | b) launched | c) creates | d) imagined |
| 122) a) denying | b) acknowledging | c) refusing | d) disapproving of |
| 123) a) public | b) royalty | c) spectators | d) nice people |
| 124) a) refused | b) flinched | c) volunteered | d) hesitates |
| 125) a) uniformity | b) constancy | c) conformity | d) diversity |
| 126) a) Scotland | b) England | c) UK | d) Northern Ireland |
| 127) a) youth | b) youthful | c) youngish | d) youngster |
| 128) a) live | b) life | c) living | d) lived |

Text 2 : answer the questions according to the context

BY HANNAH SMOTHER, MARCH 8, 2022

When Willow Rosen teaches sex education to fourth and fifth graders, **they like to wear bright colors**—not their usual wardrobe, but it's something, they've learned over the years, that tends to make the kids feel more comfortable, and get a conversation going. A few months ago, a student in Rosen's class approached her to ask if it was OK that **she liked her best friend as more than a friend**—something the student's mom thought she was too young for, but which Rosen understood.

"It's these little moments of connection that feel really good," Rosen, 33, says. "Because, **the first day that you walk in, most of the students are like, Ugh, what are we doing?**" Rosen's curriculum—which they began teaching to kindergarten through college students at schools around the St. Louis area last year—doesn't look much like the sex ed class you might've gotten in school. Rosen's approach is inclusive, evidence-informed, and age-appropriate, and runs the gamut from puberty and sexual consent to personal hygiene and media literacy—depending on the age of the students—all through a gender-expansive and affirming lens. The curriculum is part of Rosen's job as the Education and Care Support Specialist on the Transgender Care Team at Planned Parenthood of the St. Louis Region and Southwest Missouri, a team of specialists dedicated to expansive trans-affirming healthcare.

"One of the primary tenets of the classes is that we focus on the idea of shame-free sex ed and meeting folks where they're at," Rosen says. "And in all of my classes, laughing is OK—we're just not going to laugh at other people. We get to laugh, and build emotional safety."

Rosen's approach is revolutionary in that it exists; sex education in the United States is **patchy**, at best, and often employs fear-based methods, like abstinence-only. And while Rosen isn't alone in what they do, they are part of just a handful of folks across the country who dedicate time to developing and implementing inclusive, affirming sex ed.

As Brittany McBride, associate director of sex education at Advocates for Youth, says, sex ed in the United States varies from state to state, and even with schools from classroom to classroom. Of the 24 states that require sex ed at all, only 17 require that it be LGBTQ-inclusive, and only nine require any discussion on consent. Missouri doesn't mandate sex ed, but when it's taught, it must stress abstinence, sex only within marriage, and does not have to include information on gender or sexual orientation.

Rosen is also at work developing a curriculum specifically for trans students to learn about their bodies and sexualities, which may be the only one of its kind in the country. They're initially launching the course with adults, and at a recent demo class, they saw the effects the current sex ed environment has on those who don't easily find themselves within it.

129) During Rosen's classes, "[kids] like to wear bright colors" because:

- a) they feel happier
- b) they don't like dark colours
- c) they feel more comfortable and open up
- d) they like to look good

130) "She liked her best friend as more than a friend" means:

- a) she liked her best friend like the best friend she had never had.
- b) she liked her best friend as a sister
- c) she admired her best friend in a way she never had
- d) she felt some kind of sexual attraction to her best friend

131) "It's these little moments of connection that feel really good", means that Rosen:

- a) likes it best when her students wear bright colours and look trendy
- b) likes it better when her students focus and remember her words
- c) loves it when they confide in her because it shows they trust her
- d) feels uncomfortable when the conversations are too private

132) "The first day that we walk in, most of the students are like, Ugh, what are we doing?", means:

- a) the school cafeteria was so bad that it made the students sick from day one
- b) the students felt nauseated at the idea of having sex education at school
- c) the students were not very enthusiastic about going back to school
- d) they felt disgusted at the photographs about sex education in their school books

133) Rosen's approach of sexuality is innovative:

- a) because she takes the kids' age into account
- b) as she takes the kids' age into account and covers a variety of topics
- c) as she openly mentions sexually transmitted diseases and sexual positions
- d) as she takes the kids' age into account, covers a variety of topics, mentions LGBT people, discusses relationships and anatomy

134) In Rosen's classes, laughing is OK as long as:

- a) the students laugh at their classmates
- b) each and every student cracks up a joke to get started
- c) they all laugh together which contributes to making them feel emotionally safe
- d) the teacher initiates it

135) Sex education in the United States is “patchy” is synonymous with:

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| a) unequally addressed | c) almost always ignored |
| b) globally condemned | d) non-existent |
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Text 3: answer the questions according to the context.

Why Thinking Hard Wears You Out By Diana Kwon on August 11, 2022 in Scientific American.

Concentrating for long periods builds up chemicals that disrupt brain functioning.

A workday filled with a string of mentally demanding tasks can leave you feeling **drained**. After long hours of mentally tracking one thought to the next, you're probably more likely to choose a relaxing evening of streaming TV shows than **to tackle a tough task** on your to-do list or to make time on a creative pursuit. A new study provides a biological explanation for this familiar phenomenon: thinking hard leads to a buildup of chemicals that may disrupt the functioning of the brain.

For some time, scientists have struggled to find an explanation for why our mental resources **get depleted**. Researchers have hypothesized that long periods of **strenuous mental effort** lead to a depletion of glucose and other key resources that supply the energy-hungry brain. Early experiments in the 2000s supported this notion—reporting that people experienced a reduction in blood glucose after a cognitively demanding task and that consuming a sugar drink could boost performance. **But subsequent work failed to reproduce those findings**. “If you look at all of the studies together, there has been, on average, no effect,” says Antonius Wiehler, a cognitive neuroscientist at Pitie-Salpetriere Hospital in France.

In a previous study published in 2016, Wiehler's Pitie-Salpetriere colleague Mathias Pessiglione and his team demonstrated that long periods of mentally effortful tasks made people more likely to choose immediate gratification over waiting for a bigger reward much later (\$40 now versus \$50 in two weeks, for example). This behavioral change was accompanied by a decrease in brain activity in the lateral prefrontal cortex (LPFC), an area involved in cognitive processes such as decision-making. The result left the team with the question of what was causing this change in brain activity.

To probe that question further in the new study, published in *Current Biology* on August 11, Pessiglione, Wiehler and their colleagues recruited 40 volunteers to follow up on the earlier work. Participants had to spend around six and a half hours at the lab—the approximate equivalent of a full workday—performing repetitive but mentally challenging tasks. Among them was the “N-back” task, which asked individuals to recall a letter that appeared on a screen “N” number of trials before. **The subjects were split into two groups**: one was assigned a difficult version of these tasks, while the other was given a simpler version. Although both groups reported feeling similar levels of exhaustion after the daylong experiment, only **those who had been given the harder task were more likely to choose** to take home an immediate reward rather than wait for a larger cash-out at a later date.

To determine what was going on, the team used magnetic resonance spectroscopy, a form of magnetic resonance imaging that enables researchers to detect levels of certain chemicals in the brain. The

investigators found that people **who had undertaken the harder task** had higher concentrations of the neurotransmitter glutamate in the LPFC than those who had performed the easier one. They also found an increased level of glutamate diffusion in the difficult group, indicating that the molecules were moving faster—which, according to Wiehler, suggests the chemical was building up outside cells, where its movement was less constrained.

136) In “**a string of mentally demanding tasks can leave you feeling drained**”, “**drained**” means that it can make you feel:

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| a) energetic | c) depressed |
| b) efficient | d) exhausted |

137) “**to tackle a tough task**” means:

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| a) to engage in a tough task | b) to think of a tough task |
| b) to give up on a tough task | d) to disapprove of a tough task |

138) In “**why our mental resources get depleted**”, “**get depleted**” means that the resources tend to:

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| a) wear out | c) multiply |
| b) build up | d) strengthen |

139) “**strenuous mental effort**” is synonymous with:

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| a) stressful | c) discontinued |
| b) intense | d) little |

140) “**But subsequent work failed to reproduce those findings**” means:

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| a) there was no further proof of the findings | c) the experiment was never reproduced |
| b) no experiments were carried out that showed reduction in blood glucose | d) the scientists quickly gave up on these experiments |

141) “**To probe that question further in the new study**” means:

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| a) To get rid of that question | c) To go deeper into that question |
| b) To focus on that question | d) To evade that question |

142) “**The subjects were split into two groups**” means that the subjects:

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|--------------------------------------|-------------------------------|
| a) were divided into two groups | c) fell over two groups |
| b) were confronted with other groups | d) were opposed to two groups |

143) **“those who had been given the harder task were more likely to choose...”** means:

a) those who had been given the harder task would probably choose

c) those who had been given the harder task were not allowed to choose

b) those who had been given the harder task would never choose

d) those who had been given the harder task couldn't possibly choose

144) **“who had undertaken the harder task”** is synonymous with:

a) who had finished

c) who had carried out

b) who had given up

d) who had ignored
