

*Read the two texts and do the task. Fill in each gap with an appropriate phrase from the list. Write the appropriate letter in the gap. There are more phrases than gaps.*

### **Self-Control: The Key to Health and Wealth**

Every kid throws temper tantrums and behaves impulsively once in a while. But new research suggests that a lack of self-control during youth may predict health problems, (1)\_\_\_\_ and a criminal record by adulthood.

In a survey of more than 1,000 children who were studied from birth to age 32, scientists found that kids who scored lowest (2)\_\_\_\_ – those who were more impulsive and easily frustrated and had the most trouble with delaying gratification or waiting their (3) \_\_\_\_\_ were roughly three times as likely by adulthood to report having multiple health problems and addictions, earning less than \$20,000 a year, becoming a single parent or committing a crime than kids (4)\_\_\_\_\_.

The good news is that self-control can be learned. Children (5)\_\_\_\_\_ who improved self-control on their own as they grew older reported fewer health and criminal behavior problems than those who remained impulsive. So school and family interventions that teach kids (6)\_\_\_\_\_ may lead to healthier and more stable adults.

### **Diet and Oral Health**

To prevent cavities and maintain good oral health, your diet is (7)\_\_\_\_\_. Changes in your mouth start the minute you eat certain foods. Bacteria in the mouth convert sugars to acids, and it's the acids that (8)\_\_\_\_\_ the enamel on teeth, starting the decay process. The more often you eat and snack, the more frequently you are exposing your teeth to the cycle of decay.

Foods such as crunchy fruits and vegetables have a high water content, which dilutes the effects of the sugars they contain and (9)\_\_\_\_\_ of saliva (which helps protect against decay by washing away food particles and buffering acid).

Poor food choices include candy – such as lollipops, hard candies, and mints – cookies, cakes, pies, breads, muffins, potato chips, pretzels, French fries, bananas, raisins, and other dried fruits. These foods contain large amounts of sugar and can stick to teeth, providing (10)\_\_\_\_\_ for bacteria. In addition, cough drops should be used (11)\_\_\_\_\_ as they contribute to tooth decay because they continuously coat the teeth with sugar.

Chewing sugarless gum is actually (12) \_\_\_\_\_ your teeth as chewing helps dislodge food that becomes stuck to your teeth.

- A in the study
- B day-long sipping
- C to self-regulate early on
- D on measures of self-control
- E begin to attack
- F a fuel source
- G stimulates the flow
- H less financial stability
- I only when necessary
- J an important factor
- K turn in line
- L beneficial to
- M with the most self-control

**Text 2.** High school students were asked the question 'Is high school preparing you for success in the real world?' Read their answers. Write the letter A-L next to the appropriate statement. There are more answers than statements. An example has been done for you.

### IS HIGH SCHOOL PREPARING YOU FOR SUCCESS IN THE REAL WORLD?

**A**

No. I haven't been taught things like economics, managing my money, etc. I think there should be classes or seminars to help us out if we have questions about what's really going on in the real world.

**B**

No. We dedicate our time to learning test-taking strategies. It is frustrating that these outdated, one-size-fits-all and irrelevant tests are overtaking our curriculum.

**C**

Not really, because they teach you some things that you won't need to use in the real world, which to me is a waste of time. If I were to make any changes, I would take out the courses that won't benefit us towards our future career goals.

**D**

Yes. Careers class helped me a lot. Some people may disagree, but as long as you keep up with your work, it will benefit you in the end. I think more of the courses should be taught with a 'hands on' approach as opposed to being taught by the textbook so much. Courses such as co-op will definitely help me to get the experience I need for later on.

**E**

No. School is torture because I am required to spend all my time doing menial tasks, worksheets, and rote memorization. This takes too much time away from being able to discover my hobbies, interests, or passions.

**F**

No. I think there should be more teachers who have worked in the real world instead of coming straight from university, because they haven't experienced life. I think that cutting the curriculum back by a year was a bad idea because I don't feel that I will be fully prepared when I leave school.

**G**

Yes. Each course in school teaches you different things depending on what you would like to do as a career. I think that these courses are a stepping-stone to higher education.

**H**

Yes. But, if I were to make any changes to the way things are done, I would make the classes a lot smaller so that the students could get the attention that they require in order to work to their full potential.

**I**

The one thing that I have been taught in high school is that it prepares you for the politics of business and life in general. The teachers tell you that the more time you spend in a workplace, the more respect you will gain from people.

**J**

Generally yes; but some parents think they can shield their kids from all the pain in life and prefer educating them at home. While I think home schooling is okay, I still think kids are better off going to a state school.

**K**

No. There should be shared decision-making among students and staff on matters concerning living and learning together. Students should individually decide what to do with their time, and learn as a by-product of ordinary experience rather than through classes or a standard curriculum.

**L**

Yes. The classes in high school offer a variety of choices. I think that they're doing a good job and moreover, we are taught how to handle certain social situations, tough or easy.

**Which student thinks this:**

| Example | He/she would rather prefer doing something more realistic.                      | C |
|---------|---------------------------------------------------------------------------------|---|
| 1.      | There has to be more democracy in deciding how to organise one's studies.       |   |
| 2.      | School lacks focus on the individual student's needs.                           |   |
| 3.      | Studying and working are the key to people's good opinions.                     |   |
| 4.      | School prepares you for university.                                             |   |
| 5.      | Practical work should be encouraged in schools.                                 |   |
| 6.      | He/she has been deprived of the possibility to develop individual skills.       |   |
| 7.      | School focuses on preparing students for exams.                                 |   |
| 8.      | He/she will lack the necessary knowledge because of a lower school leaving age. |   |
| 9.      | He/she is not prepared to deal with financial matters in his/her future life.   |   |
| 10.     | In general you can learn a lot of useful things at school.                      |   |

**Text 3. Read the text and do the task. Fill in each gap with an appropriate paragraph from the list. Write the appropriate letter in the gap. There are more paragraphs than gaps. An example has been given (0).**

He watched her walk down the hall, flicked a hand in response as she waved, and then he started to close the door, but it resisted for a moment. As the door opening narrowed, the current of warm air from the hallway, channeled through this smaller opening now, suddenly rushed past him with accelerated force. (0) B

Turning, he saw a sheet of white paper drifting to the floor in a series of arcs, and another sheet, yellow, moving toward the window, caught in the dying current flowing through the narrow opening. As he watched, the paper struck the bottom edge of the window and hung there for an instant, plastered against the glass and wood. (1)   

He ran across the room, grasped the bottom edge of the window, and tugged, staring through the glass. He saw the yellow sheet, dimly now in the darkness outside, lying on the ornamental ledge a yard below the window. Even as he watched, it was moving, scraping slowly along the ledge, pushed by the breeze that pressed steadily against the building wall. (2)    Above the muffled sound of the street traffic far below, he could hear the dry scrape of its movement, like a leaf on the pavement.

The living room of the next apartment to the south projected a yard or more farther out toward the street than this one; because of this the Beneckes paid seven and a half dollars less rent than their neighbors. And now the yellow sheet, sliding along the stone ledge, nearly invisible in the night, was stopped by the projecting blank wall of the next apartment. (3)   

He knelt at the window and stared at the yellow paper for a full minute or more, waiting for it to move, to slide off the ledge and fall, hoping he could follow its course to the street, and then hurry down in the elevator and retrieve it. But it didn't move, and then he saw that the paper was caught firmly between a projection of the convoluted corner ornament and the ledge. He thought about the poker from the fireplace, then the broom, then the mop - discarding each thought as it occurred to him. There was nothing in the apartment long enough to reach that paper.

It was hard for him to understand that he actually had to abandon it - it was ridiculous - and he began to curse. (4)    From stacks of trade publications, gone over page by page in snatched half- hours at work and during evenings at home, he had copied facts, quotations, and figures onto that sheet. And he had carried it with him to the Public Library on Fifth Avenue, where he'd spent a dozen lunch hours and early evenings adding more. (5)   

For many seconds he believed he was going to abandon the yellow sheet, that there was nothing else to do. The work could be duplicated. (6)    Even though his plan were adopted, he told himself, it wouldn't bring him a raise in pay - not immediately, anyway, or as a direct result. It won't bring me a promotion either, he argued - not of itself.

But just the same, and he couldn't escape the thought, this and other independent projects, some already done and others planned for the future, would gradually mark him out from the score of other young men in his company. (7)    And he knew he was going out there in the darkness, after the yellow sheet fifteen feet beyond his reach.

By a kind of instinct, he instantly began making his intention acceptable to himself by laughing at it. The mental picture of himself sidling along the ledge outside was absurd - it was actually comical - and he smiled. (8)

|   |                                                                                                                                                                                                                                                                                             |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | All were needed to support and lend authority to his idea for a new grocery-store display method; without them his idea was a mere opinion. And there they all lay in his own improvised shorthand - countless hours of work - out there on the ledge.                                      |
| B | <i>Behind him he heard the slap of the window curtains against the wall and the sound of paper fluttering from his desk, and he had to push to close the door.</i>                                                                                                                          |
| C | With infinite care he brought out his other leg, his mind concentrating on what he was doing. Then he slowly stood erect.                                                                                                                                                                   |
| D | It lay motionless, then, in the corner formed by the two walls - a good five yards away, pressed firmly against the ornate corner ornament of the ledge, by the breeze that moved past Tom Benecke's face.                                                                                  |
| E | They were the way to change from a name on the payroll to a name in the minds of the company officials. They were the beginning of the long, long climb to where he was determined to be, at the very top.                                                                                  |
| F | Then as the moving air stilled completely, the curtains swinging back from the wall to hang free again, he saw the yellow sheet drop to the window ledge and slide over out of sight.                                                                                                       |
| G | Of all the papers on his desk, why did it have to be this one in particular! On four long Saturday afternoons he had stood in supermarkets counting the people who passed certain displays, and the results were scribbled on that yellow sheet.                                            |
| H | He imagined himself describing it; it would make a good story at the office and, it occurred to him, would add a special interest and importance to his memorandum, which would do it no harm at all.                                                                                       |
| I | He heaved on the window with all his strength and it shot open with a bang, the window weight rattling in the casing. But the paper was past his reach and, leaning out into the night, he watched it scud steadily along the ledge to the south, half-plastered against the building wall. |
| J | But it would take two months, and the time to present this idea... was <i>now</i> , for use in the spring displays. He struck his fist on the window ledge. Then he shrugged.                                                                                                               |