

absorb	balanced	calorie	digest
fibre	intake	mineral	nutrient
obesity	portion	protein	vitamin

★ One word does not fit any gap.

Every _____ (1) of food we eat contains a certain amount of energy. Understanding this concept helps explain why people gain weight when they eat more than their body uses, and lose weight when they eat less. But nutrition is far more complex than simply counting numbers on a label.

The body needs food in order to _____ (2) essential substances and convert them into energy, tissue, and chemical signals. Different foods are broken down at different speeds: the stomach begins to _____ (3) a meal almost immediately, but some compounds take hours to process fully.

A diet rich in _____ (4) — found in vegetables, fruit, and wholegrains — supports healthy digestion and helps maintain a stable weight. Equally important are _____ (5) such as iron, calcium, and magnesium, which the body cannot produce on its own and must obtain through food.

Each food group contributes a different _____ (6) to the body. Carbohydrates provide quick energy; _____ (7) builds and repairs muscles and organs; healthy fats support brain function and hormone production. Cutting out any one group entirely can create deficiencies over time.

A lack of _____ (8) D — which the body also synthesises through sunlight — can affect bone density, mood, and immunity. Rising rates of _____ (10) in many countries are linked not just to how much people eat, but to the type of food they consume most regularly.

Maintaining a(n) _____ (9) diet — varied, moderate, and rich in whole foods — remains the most reliable approach to long-term health. Eating the right _____ (11) at each meal, rather than very large amounts of any one thing, helps the body use what it receives more efficiently.

appeal	charge	civil	contract
court	defend	legal	penalty
sentence	sue	trial	verdict

★ *One word does not fit any gap.*

The law exists to protect people and to resolve disputes fairly. When someone is suspected of breaking it, the police may formally _____ (1) them with an offence — a process that begins an official legal procedure. From that point, the accused has the right to _____ (2) themselves and to seek independent advice.

Not all legal problems involve crime. A person may choose to _____ (3) a company for failing to honour a(n) _____ (5) — for example, delivering faulty goods or refusing to pay wages that were agreed. These are known as _____ (4) cases, and they are handled separately from criminal proceedings.

Every accused person has the right to _____ (6) against a decision they believe is unjust. This means that a(n) _____ (7) can review a case and, if sufficient grounds exist, overturn or reduce the outcome. The process protects individuals from errors at earlier stages of the system.

During a(n) _____ (8), both sides present their arguments and evidence to an independent judge or jury. The aim is to establish the facts as accurately as possible. Once all the evidence has been heard, a(n) _____ (10) is delivered — either guilty or not guilty.

If found guilty, the person faces a(n) _____ (11). In serious cases this can mean imprisonment; in others, a financial _____ (11) or community service. Whatever the outcome, the process must be fully _____ (9) — transparent, impartial, and based on evidence rather than assumption or prejudice.

bond	conform	devote	dominant
exclude	hierarchy	link	norm
peer	role	status	tribe

★ *One word does not fit any gap.*

Most teenagers feel enormous pressure to _____ (1) — to dress, speak, and behave in ways that match those around them. This pressure is strongest within the peer group, where standing out can feel genuinely dangerous. Schools are, in this sense, highly compressed social worlds where the unwritten rules are enforced with remarkable efficiency.

At the centre of any school social world is a(n) _____ (2) group — usually a small cluster of students whose approval everyone else seems to seek. Below them, a loosely organised _____ (3) determines who sits with whom at lunch, who gets invited to parties, and whose opinion is treated as worth hearing.

Every student occupies a(n) _____ (4) within this system: class clown, quiet achiever, athlete, outsider. The _____ (5) that comes with each position is rarely fair and rarely fixed, but it shapes daily experience in ways that many people remember for the rest of their lives.

Groups tend to _____ (6) those who do not fit the expected pattern. Sometimes this is deliberate; often it is simply the result of _____ (7) — the unspoken assumption that certain people belong and others do not. A student who is excluded from their _____ (8) group loses not just company but a sense of identity.

What keeps a group together is the _____ (9) that forms between its members — a shared history, a common language, and the feeling of being known. This _____ (10) between people is what turns a loose collection of classmates into something more like a _____ (11): a group with its own rituals, loyalties, and sense of who belongs.

abstract	acquire	associate	attention
encode	interact	logic	mature
perceive	recall	reinforce	retain

★ *One word does not fit any gap.*

Learning is not a passive process. The brain does not simply record information the way a camera records an image. To truly _____ (1) new knowledge, a learner must actively engage with it — questioning, connecting, and applying it in different contexts.

Young children find it easier to learn languages and motor skills because their brains are still developing. As people _____ (2) and the brain becomes more structured, learning new skills takes more effort — but it also becomes more deliberate and strategic.

One of the biggest obstacles to learning is divided _____ (3). When students try to study while checking social media or watching television, the brain struggles to _____ (4) the new information effectively. Encoding requires sustained focus; without it, material enters short-term memory but rarely transfers to long-term storage.

It is easier to _____ (5) information that is meaningful to you personally. This is why good teachers try to _____ (6) new concepts with things students already know — connecting the unfamiliar to the familiar makes it far more likely to stick.

The ability to think in _____ (7) terms — to work with ideas that have no physical form — develops gradually through education and experience. Higher-level thinking also depends on _____ (9): the ability to organise information systematically and draw conclusions from evidence without letting emotion interfere.

How we _____ (8) the world around us — the way we interpret what we see, hear, and feel — is shaped as much by our expectations and prior knowledge as by the raw data our senses receive. Students who _____ (10) regularly with their material, through discussion or practice, are far more likely to _____ (11) it over the long term.

ANSWER KEY

Exercise 33 — Nutrition & Food Science

- | | |
|-------------|-------------|
| 1. calorie | 2. absorb |
| 3. digest | 4. fibre |
| 5. mineral | 6. nutrient |
| 7. protein | 8. vitamin |
| 9. balanced | 10. obesity |
| 11. portion | |

◆ *Distractor: intake*

Exercise 34 — Law & Justice

- | | |
|-------------|-------------|
| 1. charge | 2. defend |
| 3. sue | 4. civil |
| 5. contract | 6. appeal |
| 7. court | 8. trial |
| 9. legal | 10. verdict |
| 11. penalty | |

◆ *Distractor: sentence*

Exercise 35 — Sociology & Social Groups

- | | |
|--------------|-------------|
| 1. conform | 2. dominant |
| 3. hierarchy | 4. role |
| 5. status | 6. exclude |
| 7. norm | 8. peer |
| 9. bond | 10. link |
| 11. tribe | |

◆ *Distractor: devote*

Exercise 36 — Learning & Cognitive Psychology

- | | |
|--------------|--------------|
| 1. acquire | 2. mature |
| 3. attention | 4. encode |
| 5. recall | 6. associate |
| 7. abstract | 8. perceive |

9. logic

10. interact

11. retain

◆ *Distractor: reinforce*