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| HỘI CÁC TRƯỜNG THPT CHUYÊN  VÙNG DUYÊN HẢI VÀ ĐỒNG BẰNG BẮC BỘ  **TRƯỜNG THPT CHUYÊN HOÀNG VĂN THỤ-**  **HÒA BÌNH**  **ĐỀ ĐỀ XUẤT** | **KÌ THI HỌC SINH GIỎI NĂM HỌC 2022-2023**  **MÔN THI: TIẾNG ANH LỚP 11**  **Ngày thi: 15 tháng 7 năm 2023**  *Thời gian làm bài:* ***180*** *phút (không kể thời gian giao đề)*  *(Đề thi gồm 18 trang)* |

1. **LISTENING. Part 1: You are going to hear an interview with a chef called Heston Blumenthal about the process of eating. Decide whether these statements are true (T) or false (F).**

1. Heston mentions eating fish from a paper plate with a plastic knife and fork as an example of what influences the eating experience.

2. According to Heston, the number of taste buds on the tongue and in the mouth gradually decreases.

3. The experiment involving salt and other foods shows that it is impossible to taste something that you can’t smell.

4. The story about the trainee waiters illustrates that one sense can strongly influence another.

5. According to Heston, reactions to bitterness don’t change overtime.

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**Part 2: Listen to a talk about how to prevent a food crisis and answer the questions. Write NO MORE THAN FOUR WORDS taken from the recording for each answer in the corresponding numbered boxes provided**.

6. What stimulates Africa’s economic boom?

7. What will become heavily dependent on AI in Europe?

8. What have fossil fuels been considered in the Middle East?

9. What will substitute for oil disputes in the future?

10. What will come to the throne by 2039?

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## Part 3: You will hear a discussion in which academics Gordon Mackie and Sophie Blackmore talk about how communication has changed in society. For questions 11–15, select the best answer A, B, C or D. Read the questions carefully before playing the audio. In the exam, you will have the opportunity to listen to each recording twice.

1. ***In his latest book, Gordon aims to challenge the notion that:***

A technology has changed the purpose of communication.

B linguistic standards in society are falling.

C the media influences people’s use of language.

D the evolution of language is inevitable.

1. ***Gordon says his main duty as an academic is to:***

A ensure language traditions survive in modern communication.

B record examples of linguistic patterns and trends.

C explain the fundamental principles of correct language use.

D evaluate different theories about language change.

1. ***Sophie says the thing she values most in written communication is:***

A. style B. accuracy C. clarity D. tone.

1. ***Why does Sophie use social media posts in her classes?***

A To raise awareness of what catches readers’ attention

B To show how people alter their communication styles

C To highlight the features of informal communication

D To prove that context changes the meaning of a message

1. ***What aspect of ‘text language’ do Sophie and Gordon disagree about?***

A Whether it will ever be accepted in education

B Why it may be favoured by young people

C How well it crosses cultural boundaries

D Whether it influences spoken communication

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**Part 4: For questions 16-25, listen to a piece of news from the BBC and fill in the missing information. Write NO MORE THAN THREE WORDS taken from the recording for each answer in the spaces provided.**

Recently in the Great Pyramids, a 100-feet long space, which is called a (16) \_\_\_\_\_\_\_\_\_\_, has been discovered lately. According to the “Nature”, this is a significant discovery to the archaeology because since the 1800s, there has no other significant discovery like this been (17) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . However, whether this can help to unravel the ancient mysteries is (18) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. There is no proof that a/an (19) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or burial chamber can be found from this space. There may be more others like this in the pyramid and this discovery is expected to help the researchers find out how it was built. To identify this space, not allowed to track (20) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or use cameras, they had to take use of some appliances to (21) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ inside the structure. That’s not the only way the modern technology is helping archaeologists.

Adam Low, an archaeologist, admitted to being a man with (22) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the tomb of a Pharaoh, Seti I. It can be learnt from the tomb how ancient people have different thoughts, different values and (23) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. He can read the way they thought through the (24) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the walls. With the help of technology, a dialogue crossing time can be built and become one of the most exciting moment. “the Hall of Beauties” is, in fact, only a (25) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ built in a museum in Switzerland.

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| 21 | 22 | 23 | 24 | 25 |

**B. LEXICO-GRAMMAR**

**Part 1. Choose the best answer to complete the following sentences.**

1. I woke up late for my interview because I \_\_\_\_ about it all night and didn’t get much sleep.

A. worried B. have been worrying C. had been worrying D. had worried

1. \_\_\_\_ September 1st, ticket prices for the museum will increase to $6.

A. As for B. As of C. As shown D. As well

1. \_\_\_\_\_\_ receipt of your instructions, I immediately sent a telex message to Algeria.

A. On B. In C. With D. By

1. The old lady came near to \_\_\_\_\_\_\_ of pneumonia but to everyone's amazement she pulled through.

A. death B. dying C. being dead D. die

1. I take great exception \_\_\_\_\_\_\_ the implication that I was not telling the truth.

A. against B. from C. to D. with

1. There is no \_\_\_\_\_\_\_\_\_\_\_that will help you lose weight without effort, the only way is to

exercise and follow a diet.

A. smoking gun B. silver bullet C. straight arrow D. golden brick

1. When Frances has an exam to take, she either studies day and night or does nothing at all. She

can never find the \_\_\_\_\_\_.

A. a double bind B. a leading light C. the common touch D. the happy medium

1. I don’t know why Greta doesn’t break up with Dan. She’s always \_\_\_\_\_\_.

A. turfing him out B. slagging him off C. holding him down D. mauling him around

1. All the employees were asked to \_\_\_\_\_\_ 20 dollars to pay for the meal thay had last night

A. fork out B. even out C. hype up D. chip in

1. The kids \_\_\_\_\_\_ in their rooms with computer games and you never get to talk to them.

A. piddle about B. drag off C. hole up D. bash away

1. Large cities like New York are usually \_\_\_\_\_\_\_\_when it comes to adopting new technology.

A. before the wind B. beyond depth C. above bend D. ahead of the curve

37. They \_\_\_\_\_\_\_ and hawed for weeks before deciding to buy the house.

A. blared B. dined C. thudded D. hummed

38. Living in the commuter \_\_\_\_\_\_\_ is fine, but I’m planning to move into the city centre.

A. belt B. pane C. line D. skirt

39.The food tour was great, except for the insects, they looked and tasted so horrible that I \_\_\_\_\_\_\_ with disgust.

A. gloated B. grimaced C. grinned D. chuckled

40.\_\_\_\_\_\_\_ your heart and mind of sinful thoughts before you enter the pagoda.

A. Clean B. Purify C. Liberate D. Cleanse

41. Unfortunately, the victim didn’t make it to the hospital, he was pronounced \_\_\_\_\_\_\_\_\_\_\_.

A. dead from the neck up B. dead on sight C. dead in the water D. dead on arrival

42. I cannot understand what does Jenny \_\_\_\_\_\_\_ against Tom that makes her treat such a nice guy so badly.

A. hold B. have C. keep D. make

43. It turned out I was wrong to think that I could reach the finish line as I started to \_\_\_\_\_\_\_ in the heat just thirty minutes after the race started.

A. shrivel B. weed C. wither D. wilt

44. Born in the Soviet Union during the 1930s, my father was so deeply influenced by the

contemporary sociopolitical context that socialism has become a(n)\_\_\_\_\_\_\_ of faith with him.

A. realm B. article C. element D. clause

45. How sad it is to see with your own eyes the squalor and poverty that lay behind the glittering \_\_\_\_\_\_\_\_\_of Dubai.

A. facade B. antenna C. masquerade D. camouflage

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| 26. | 27. | 28. | 29. | 30. |
| 31. | 32. | 33. | 34. | 35. |
| 36. | 37. | 38. | 39. | 40. |
| 41. | 42. | 43. | 44. | 45. |

**Part 2. Give the correct form of the words in the brackets.**

46. Sam was by Linda at first sight, no wonder she is considered a campus fairy. (PATE) 47.Annie looks so much like an Indian that it’s hard to believe this little girl is of Vietnamese \_\_\_\_\_\_\_\_\_\_\_\_\_ (TRACT)

48.They watched TV and chatted before going for a drink at half past nine. (CONSEQUENCE)

49.I have to admit that this textbook has too many for it’s price. (LONG) 50.\_\_\_\_\_\_\_\_\_\_\_- the unfair treatment of people because they have a disability - is untenable in a progressive society today. (ABLE)

51.This disadvantaged immigrant with a (SHORT) education grew to be one of Scotland's top manufacturers.

52. One of the most firmly (TRENCH) ideas of masculinity is that men don't cry.

53. After being dismissed from school, Thomas Edison was \_\_\_\_\_\_\_\_\_\_by his mother (SCHOOL)

54. In the field of standards of practice have been developed for practitioners in the field. (DIET)

55. Friends think his attitude runs even deeper now than before (DEVIL)

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| 46. | 47. | 48. | 49. | 50. |
| 51. | 52. | 53. | 54. | 55. |

**C. READING**

***Part 1: Read the following passage. Fill each blank with ONE suitable word.***

Sad as it is, a social misperception of the disabled is still 56)\_\_\_\_\_\_ in many communities. It

is only in a few highly-civilised states where the problems and needs of people with physical

or mental incapacities are given the proper 57)\_\_\_\_\_\_.

In the remaining countries, the discrimination against the disabled is still practiced in many

areas of social life. As in the past, they are ignored, denounced and forced to stay away from

the normal community which, unfortunately, isn’t capable of making any 58)\_\_\_\_\_\_ for its less

fit members.

For decades, the hale and hearty 59)\_\_\_\_\_\_ of every society has stripped the disabled of their fundamental rights as their job applications have been turned down, their active participation in business life has on most 60)\_\_\_\_\_\_ been disallowed and there has been little concern for their convenience in access to public transport. Equally little effort has been made to help the disabled fully 61)\_\_\_\_\_\_ with the able-bodied thus laying foundations for greater community awareness of the drawbacks that the handicapped have to wrestle 62)\_\_\_\_\_\_ daily.

There’s an urgent need to offer the disabled more adequate assistance and support in their

struggle for putting their basic rights into 63)\_\_\_\_\_\_. The key principle is that the stereotyped

approach towards the impaired individuals ought to be 64)\_\_\_\_\_\_ for a more considerate one.

Another pressing matter is that the disabled shouldn’t be appraised on the basis of their

handicap, but society should rather focus on providing them with complete acceptance

1. \_\_\_\_\_\_ of any imperfections thus treating them as fully-fledged citizens.

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| 56. | 57. | 58. | 59. | 60. |
| 61. | 62. | 63. | 64. | 65. |

***Part 2.* *For questions 66-75, read an extract from an article and choose the answer A, B, C or D that fits best according to the text. Write your answers in the corresponding numbered boxes provided.***

**Earth’s Age**

[1] One of the first recorded observers to estimate Earth’s relative age was the Greek historian Herodotus, who lived from approximately 480 B.C. to 425 B.C. He realized that the Nile River Delta was in fact made up of a series of sediment deposits built up as a result of continuous floods. He noted that individual floods deposit only thin layers of sediment, and he was then able to conclude that the Nile Delta had taken thousands of years to build up. More important than Herodotus’s calculations of the Earth’s age, which are in fact trivial in comparison with the actual age of Earth, was the idea that one could estimate ages of geologic features by determining rates of the processes responsible for such features, and that it was possible to assume the rates to be roughly constant over time. Similar applications of this concept were used time and time again in later centuries to estimate the age of the formation of rocks, in particular, layers of sediment that had compressed and cemented to form sedimentary rocks.

[2] It wasn’t until the 17th century that any further attempts were made to understand clues to Earth’s history through the rock record. Nicolaus Steno (1638–1686) was the first to work out the principles of the progressive depositing of sediment in Tuscany. However, it was the founder of modern geology, James Hutton (1726–1797), who was the first to learn that geologic processes recur naturally, a key insight. Forces associated with subterranean heat cause land to be uplifted into plateaus and mountain ranges. The effects of wind and water then break down the masses of uplifted rock, producing sediment that is transported by water downhill to then form layers in oceans, lakes, or even seashores. With time, the layers then become sedimentary rock. These rocks are then uplifted in the future to form new mountain ranges, which exhibit sedimentary layers (and the remains of life within those layers) of the earlier episodes of erosion and deposition.

[3] Hutton’s idea thus represents an amazing insight because its discovery was able to unite many individual phenomena and observations into a conceptual picture of Earth’s history. With the further assumption that these geologic processes were generally no more or less vigorous than they are today, Hutton’s examination of sedimentary layers led him to the realization that Earth’s history must be colossal, that geologic time is an abyss and human history a speck by comparison.

[4] After Hutton, many geologists tried to determine rates of sedimentation so as to estimate the age of Earth from the total length of the sedimentary, or stratigraphic record. The numbers estimated for the age of Earth at the turn of the 20th century were 100 million to 400 million years. These numbers underestimated the actual age by factors of 10 to 50 because much of the sedimentary record is missing in various locations and because there is a long rock sequence that is older than half a billion years that is far less well defined in terms of fossils and less well preserved.

[5] A variety of other methods used to estimate the Earth’s age fell short, and could be seen as ***defective***determinations of the Sun’s age. German philosopher Immanuel Kant (1724–1804) recognized that chemical reactions could not supply the tremendous amount of energy flowing from the Sun for more than about a millennium. The age of the Sun based on the Sun’s energy coming from ***gravitational contraction*** was discovered by two physicists in the 19th century. Due to the force of gravity, the compression resulting in an object’s collapse must release energy. Ages for Earth were derived that were in the tens of millions of years, much less than the geologic estimates of the time.

[6] It was the discovery of radioactivity at the end of the 19th century that resulted in finally determining both the Sun’s energy source and the age of Earth. From the discovery of radioactivity came a wave of discoveries leading to radioisotopic dating. This then led to the realization that Earth must be billions of years old, and finally to the discovery of nuclear fusion as an energy source capable of supporting the Sun’s luminosity for that amount of time. By the 1960s, both analyses of meteorites and refinements of solar evolution models came together to settle on an age for the solar system, and hence for Earth, of 4.5 billion years.

1. According to paragraph 2, James Hutton was the first person to

A.work out standards of the dynamic saving of silt.

B.understand that geologic processes occur in repeating cycles

C.show the power of Earth’s warm inner core

D.comprehend pieces of information to Earth’s history through the stone record.

1. Which of the following best expresses the essential information in the highlighted sentence? Incorrect answer choices change the meaning in important ways or leave out essential information.

**With the further assumption that these geologic processes were generally no more or less vigorous than they are today, Hutton’s examination of sedimentary layers led him to the realization that Earth’s history must be colossal, that geologic time is an abyss and human history a speck by comparison.**

A.Hutton understood that if these geologic procedures have dependably happened at about the same rate as they do today, Earth’s history is tremendously long compared to mankind’s.

B.Hutton’s idea revealed vast knowledge by bringing together numerous individual questions and ideas into a theoretical picture of Earth’s history

C.Hutton’s examination of aggregate layers caused him to infer that geologic processes have been by and large the same as they are today throughout Earth’s long history.

D.Hutton’s examination of clastic layers resulted in a breakthrough, and his decisions about geologic procedures are among the most noteworthy in mankind’s history

1. As indicated by passage 4, what happened when geologists at the turn of the twentieth century attempted to gauge Earth’s age?

A.They disregarded Hutton’s discoveries about rates of sedimentation and by doing so their calculations were off by a factor of 10 to 50.

B.Utilizing the sedimentary record, they were able to figure Earth’s proper age within 100 million to 400 million years.

C.They didn’t realize that a great part of the sedimentary record is missing and in this way, believed that Earth was substantially younger than it is in reality.

D.They didn’t effectively ascertain the rates of sedimentation which caused them to incorrectly presume that the age of the Earth is considerably younger than it ought to be.

1. The word ‘***defective***’ in paragraph 5 is closest in meaning to:

A.broken B.late C.unspecific D.incorrect

1. For what reason is ‘***gravitational contraction***’ used in the entry?

A.To demonstrate that inquiries concerning the Sun’s vitality source were as intriguing to early researchers as inquiries regarding Earth’s age

B.To give proof that Hutton’s thoughts prompted an in material science and stargazing and also in geography

C.To refer to a strategy for assessing the age of the Sun that was utilized to decide Earth’s age

D.To clarify why there is such a lot of vitality spilling out of the Sun

1. As indicated by paragraph 5, Immanuel Kant perceived that the Sun’s vitality

A.was not possible through chemical reactions alone over a long period of time.

B.originated from powerful pressure resulting from gravity.

C.was to a great extent the consequence of synthetic responses that occurred over a time of over a thousand years.

D.was important to fuel the greater part of the concoction responses on Earth

1. As indicated by passage 6, which of the following isn’t valid about researchers latest estimate of Earth’s age?

A.It depends on data taken from the examination of shooting stars.

B.It is shockingly similar to estimates from the nineteenth century.

C.It is affirmed by sun based development models.

D.It puts the period of Earth at around 4.5 billion years.

1. Which of the following can be inferred from paragraph 6 about the formation of the solar system?

A.The Sun was already billions of years old when the planets were formed.

B.The planets closest to the Sun formed first.

C.Meteorites entered the solar system sometime after the planets were formed.

D.All parts of the solar system formed at approximately the same time.

1. Examine the four █ in the selection below and indicate at which block the following sentence could be inserted into the passage:

**This thought came to be known as the rule of uniformitarianism, and Herodotus was just the first to apply it.**

One of the first recorded observers to estimate Earth’s relative age was the Greek historian Herodotus, who lived from approximately 480 B.C. to 425 B.C. █ [A] He realized that the Nile River Delta was in fact made up of a series of sediment deposits built up as a result of continuous floods. █ [B] He noted that individual floods deposit only thin layers of sediment, and he was then able to conclude that the Nile Delta had taken thousands of years to build up. █ [C] More important than Herodotus’s calculations of the Earth’s age, which are in fact trivial in comparison with the actual age of Earth, was the idea that one could estimate ages of geologic features by determining rates of the processes responsible for such features, and that it was possible to assume the rates to be roughly constant over time. █ [D] Similar applications of this concept were to be used time and time again in later centuries to estimate the age of the formation of rocks, in particular, of layers of sediment that had compressed and cemented to form sedimentary rocks..

[A] [B] [C] [D]

1. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

* A. Herodotus endeavored to compute Earth’s age by watching residue stores, however, modern standards for evaluating Earth’s age from geologic procedures emerged from the work by Steno and Hutton.
* B. Gaps in the sedimentary record started to be perceived by Kant and were later clarified by physicists contemplating the amount of energy provided by the Sun.
* C. Radio isotopic dating, made possible by the discovery of radioactivity, as well as the revelation of atomic fusion, cleared up misconceptions regarding as to Earth’s age and the source of the sun’s energy.
* D. Hutton portrayed the impacts of wind and water on masses of inspired shake and was the first to propose that a significant part of the sedimentary record was missing because of disintegration.
* E. Estimates of Earth’s age from the past were amazingly low in light of what we know today about the rates of geologic procedures, and evaluations of the Sun’s age and vitality source.
* F. In the 1960s researchers moved from the investigation of shooting stars to refinements of sun-based advancement models and decided the age of the nearby planetary group to be no less than a billion years.

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| 66. | 67. | 68. | 69. | 70. |
| 71. | 72. | 73. | 74. | 75. |

***Part 3. Answer the questions 76-89, which are based on reading passage below.***

**EBONICS**

1. Ebonics - also known by a host of other names such as African American Vemocular English, Black English, Black Vernacular, and so on - is an African-American language that has its roots in the trans-Atlantic slave trade, as African captives devised the means to communicate with each other and with their captors. In the South of the United States, these Pan-African languages co-mingled with Standard English and the Southern dialect. Many uniquely African American components have arisen over the last two centuries, and all of these influences have forged what is now known as Ebonics.
2. In 1996, debates around the nature of "Ebonics" in the United States came to ahead. That year, the Oakland Unified School District (OUSD) in California enacted Resolution 597-003, which officially recognized that African-American students "as part of their culture and history as African people possess and utilize a language". Alternatively referred to as Ebonics (literally "black sounds"), African Communication Behaviours, and African Language Systems, this language was declared to be "genetically-based" rather than a dialect of Standard English.
3. Within the profession of language research and pedagogy, a strong consensus formed behind the OUSD's decision to recognise Ebonics. Linguistics professor John Rickford noted that Ebonics was not simply characterised by erroneous grammar and large slang vocabulary, but that underlying this language was a structured form and process of grammar and phonology that made English learning for Ebonics speakers far more complex a task than simply dropping bad habits. English teachers, Rickford counselled, must, therefore, accept and embrace these complexities.
4. The Linguistic Society of America (LSA) concurred with Rickford, adding that whether or not Ebonics should be defined as a dialect or a language does not matter in terms of its "validity". While linguists studying Ebonics typically restrain from prescribing edicts in favour of tracking changes in form and style, the LSA did point to the fact that speakers of Swedish and Norwegian can typically understand each other while conversing in different "languages", whereas Mandarin and Cantonese speakers cannot understand each other's "dialects" to conclude that spatial and social tensions, rather than strict linguistic criteria, were the crucial factors in defining these terms.
5. For many others, however, the OUSD's decision was tantamount to endorsing lazy, vulgar, and "broken" English - the equivalent, perhaps, of acknowledging "text-speak" or Internet slang as a valid form of expression. Recognizing and fostering the use of informal, culturally-specific spoken language, say those detractors, traps users in a kind of linguistic ghetto in which they can interact with other disenfranchised and excluded citizens, but cannot engage within the public sphere in a meaningful way.Because of the dominance of Standard English in the United States, Ebonics-only speakers are essentially unable to go to university and work in high-valued professions, and they are unlikely to be electable to any kind of public office (even in areas with a high density of black residents, those who lose their Ebonics-tinged speech patterns fend to be more trusted).
6. Psychology professor Ladonna Lewis Rush has noted, however, that the OUSD's resolution did not promote Ebonics instruction as an alternative to Standard English in an either-or approach but was intended to provide a better springboard for black achievement in English education. The systematic devaluation of Ebonics in American society parallels. Rush has argued, the devaluation of African-Americans in general. While a demeaning attitude can lead to social exclusion, teachers are suggested to think inductively and encourage Ebonics speakers to use and collaborate their way of speaking while understanding that the language of the workplace, and of academics, is Standard English. Nobel Prize-winning journalist Toni Morrison has also found a reciprocal, mutually enriching use for both Ebonics and Standard English. "There are certain ideas and ways of thinking I cannot say without recourse to my Ebonics, language... I know Standard English. I want to use it to restore the other language, the lingua Franca."
7. In the media, the Ebonics controversy has mostly been portrayed as a revival of black-versus-white confrontation - this time over linguistic differences - but journalist Joan Walsh thinks there are bask elements inherent in the dispute that people do not want to openly discuss. She considers that there is increasing resentment by black parents and teachers who see enormous amounts of federal and state support going into Asian and Latino bilingual programmes. As immigration continues to increase, a greater proportion of the school budget is going into these programmes. The question has to be raised: why should immigrant children get English-language assistance as well as reinforcement of their own language and culture while native-born African-Americans get no such resources? Walsh maintains inner-city black children are more isolated than in the past and have less social interaction with those fluent in Standard English. For this reason, they need help by trained teachers to translate the native tongue they hear at home into the English of the classroom.
8. Ebonics should be treated as a black contribution to culture in the way that jazz and rock-and-roll have been welcomed - the new vocabulary and imagery has added to the American language rather than devalued it. In Walsh's eyes, there has always been "white mistrust of how black people handle their business" but "in the public realm, white disdain yields block intransigence more reliably than 'P comes before e"

**Questions 76—78:  
Complete the summary below.  
Choose NO MORE THAN THREE WORDS from the text for each answer.  
Write your answers in blank spaces next to 76—78 on your answer sheet.**

**Ebonics originated from the 76………………… The prisoners found a way to talk to other enslaved Africans as well as to their captors. In the southern USA, several African languages mixed with English and the local 77………………….. Over time, many distinctive 78 ………………….. have been added to produce the Ebonics language of today.**

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| 76. | 77. | 78. |

**Questions 79-85:  
Complete each sentence with the correct ending, A-K. below.  
Write the correct letter, A-K, in boxes 79 —85 on your answer sheet.**

1. to use Ebonies in order to express specific concepts
2. to recognise the genetic differences between African-American students and others
3. to acknowledge the systematic differences that Ebonies speakers must learn to overcome
4. to consider Ebonies as lazy English rather than a unique form of expression
5. to admit Ebonies users to university to gain more knowledge
6. to make a statement about particular geo-social relationships
7. to compare Scandinavian languages and Chinese dialects
8. to declare Ebonies an independent language, not a variation on English
9. to honor positive aspects of Ebonies, while emphasizing the necessity of Standard English for formal use
10. to approve the language of text messaging as a legitimate mode of communication
11. to describe how Ebonies has developed without dictating rules for proper usage
12. In 1996, the Oakland Unified School District passed a measure
13. According to John Rickford, it is a good idea when teaching Standard English
14. Linguists studying Black speech patterns are only able
15. The LSA nailed that definitions of “dialect” and “language” are generally away
16. Critics of vernacular alternatives to Standard English tend
17. Ladonna Lewis Rush argues that it is important for educators
18. Toni Morrison finds it necessary

**Questions 86-88:  
Choose THREE letters, A- G  
Write the correct letters in boxes 86 –88 on your answer sheet.  
Which THREE statements below represent the views of Joan Walsh?**

1. Linguistic issues are impeding black academic success rather than social issues.
2. Ebonics deserves to be considered as nothing less than a gift to American society.
3. Children of non-English speaking immigrants should be denied access to limited educational resources.
4. Ebonics is a debate that reflects rising multi-minority tensions and frustrations over funding issues.
5. Ebonics is just another hostile encounter between black and white opponents
6. Many urban African-American children do not have the same exposure to accepted norms of English that they used to.
7. Blacks need more flexibility in their dealings with the white public.

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| 79. | 80. | 81. | 82. | 83. |
| 84. | 85. | 86 | 87. | 88 |

***Part 4.*** ***In the passage below, seven paragraphs have been removed. For questions 89-95, read the passage and choose from the paragraphs A-H the one which fits each gap. There is ONE extra paragraph which you do not need to use. Write your answers in the corresponding numbered box provided.***

**If these bones *could talk ...***

To a palaeoanthropologist, the past is an open book, but one that fails to tell the whole story. The covers are missing. The first chapters may never be found. There are hardly any pages, and most are so smeared and crumpled, so foxed and faded, that the text could mean almost anything. The cast of characters is confusing and narrative thread anybody's guess. Is it a detective story, a cliffhanger, or a romance? Can there be a happy ending?

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| **89.** |  |

Homo floresiensis was the mysterious survivor unearthed from a cave on the island of Flores in Indonesia: a pygmy descendant, perhaps, of Homo erectus, perhaps even connected to an earlier human species, but with this special feature: the bones were only 18,000 years old. So Homo sapiens, Homo erectus, Homo neanderthalis and Homo floresiensis must have all shared the planet at the same time, tantalisingly recently: within the last 100,000 years perhaps. Now only Homo sapiens survives.

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| **90.** |  |

Stringer, 57, is head of human origins at the Natural History Museum in London. One of palaeoanthropology's big players, he has spent his career in pursuit of Homo neanderthalis and is also one of the great proselytisers of the Out-of-Africa theory, the one that says the human story begins on just one continent. Homo floresiensis, however, astonished him.

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| **91.** |  |

'Nature is constantly experimenting. I think a lot of people thought that humans were somehow different; that we had this all embracing culture and this unifying adaptation, which meant that human evolution progressed in a somewhat different way, because of our technology and the way we probably vainly think we are partly controlling the world now. So people project backwards and think that humans are somehow special. The evidence shows us that our evolution was as complex and as undirected, I suppose, as that of any other species we have studied.'

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| **92.** |  |

Modern humans probably popped up within the last 200,000 years, but the things that make modern humans so distinctive in the fossil record - symbolic art, pottery and jewellery - bloomed only about 50,000 years ago. Nobody in the world of palaeoanthropology considers modern humanity to be the flower of creation, either. A temporary bloom, maybe.

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| **93.** |  |

Genetic evidence suggests humans may have come close to extinction a number of times in the past. Modern humans shared the Middle East with Homo neanderthalis 120,000 years ago, and as Cro-Magnons became the sole tenants of Europe 30,000 years ago, a terrain held successfully by the Neanderthals for more than 100,000 years. Did they compete? Did they co-exist? Did they trade, or cohabit?

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| **94.** |  |

'I still tend to the view that the primary message would have been: different. They would have had a different body language, a completely different way of communication; they would have had different behaviours.'

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| **95.** |  |

He and his co-author Peter Andrews - a former head of human origins at the Natural History Museum, and an expert on the early part of the human story - tried to tell the story of human evolution not just through time, but through its context, Stringer says: how you set about excavating a site, what a piece of tooth or jaw can tell you about ancient human behaviour. In that, the title of the book means what it says: complete.

***The missing paragraphs:***

1. It's humbling, Stringer says. ‘We shouldn't see ourselves as the summit of the perfection of whatever evolution is trying to achieve. We seem to be very successful at the moment in terms of our numbers but, looking at it on a geological timescale, how successful will we look in 50,000 years, which is a very short time, geologically speaking?'
2. 'Neanderthals were certainly human and evolved as us in their own way, but they were different. They had several hundred thousand years of evolving their own anatomy and behaviour. But when these people met in Europe would they have seen each other as people? Or as someone different?' he says.
3. What stories could these bones tell? And who could have dreamed, before their discovery that some tree-climbing, pygmy-elephant-hunting human candidate could have survived on a tropical island while Homo sapiens moved into the Fertile Crescent, preparing to invent agriculture, civilisation and global terrorism?
4. He thinks the Neanderthals perished at a moment of maximum stress in the stop-go, hot-cold pattern of climate during the last ice age. Though they left their mark in the Pyrenees, they never got to Britain at all. But then the human occupation of Britain itself is a bit of a riddle. There is evidence of it, most of it indirect, of little pulses of human occupation, and then a gap of 100,000 years when no humans appeared to have visited Britain at all. Modern humans finally moved in and stayed only 12,000 years ago.
5. These people were capable of making tools and butchering large beasts like rhinos. They may not have killed these beasts themselves - they were, after all, dangerous animals - but even if they were just scavenging, it must have taken some degree of cooperation and organisation to have driven off the lions or wolves, and secured the carcass for themselves.
6. There is a story-so-far, but that potted version of events is forever being revised, and nobody knows that better than Chris Stringer, one of the authors of a book published today called The Complete World of Human Evolution. Complete? Stringer spent eight years on the text. Then, late last year, he had to sit down in one night and compose an entirely new chapter to incorporate the discovery of Homo floresiensis, also known as the Hobbit.
7. Here is the orthodm,'Y, pieced together over a century or more by Darwin's disciples: primate creatures with a capacity for walking upright emerged perhaps twenty million years ago. From these emerged the ancestors of all gorillas, all chimpanzees and all humans. There is no line of evolution: think, instead, of foliage, and the surviving humans and two species of chimpanzees are just nearby buds at the ends of twigs dose together on the tree oflife.
8. 'Until that turned up, we had no idea that ancient humans had ever reached as far as Flores. We certainly had no idea that there was a completely new kind of human - or is it even human? That is still being argued about – living there, and the fact that it was still around there when modern people passed through the region. Each of those is astonishing and that shows how little we knew about human evolution in that part of the world. We are building up the pieces of a huge, complex jigsaw, and we still have a lot of spaces to fill in,' he says.

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| 89. | 90. | 91. | 92. | 93. | 94. | 95. |

***Part 5.*** ***The passage below consists of four sections marked A, B, C and D. For questions 96-105, read the passage and do the task that follows. Write your answers (A, B, C or D) in the corresponding numbered boxes provided.***

**Thinking of studying history? We asked four graduates to talk about directions they have followed?**

1. On graduating, I challenged conventional notions that teaching is the only feasible option open to history graduates and chose to become an art crime investigator with the police. The job involves conscientious research on my part to track down works of art stolen from sites, museums and churches, which are particularly vulnerable and cannot always safeguard their treasures. The loot is smuggled abroad with the sole intent of being sold to the highest bidder. A collection of sculptures, once constituting a single entity, may be shamefully fragmented and just scattered across the world, so art crime squads in different countries constantly exchange information on illicit trafficking. A recent case of mine involved the repatriation of three paintings taken from an Italian church. Seized during a raid on a London hotel where dealers in illicit antiquities were meeting, these paintings were returned to their rightful owners. In my experience, I'd estimate some of the priceless art in museums may have been acquired under dubious circumstances, and some could actually be forgeries!

Retrieving stolen art is a long, drawn-out process. This is painstaking and not always rewarding, so I'm under no illusions about happy endings. In the worst-case scenario, thieves try to destroy the evidence before we can confiscate it, often causing irreversible damage. Sometimes, sadly, pieces are lost forever.

1. Studying for a history degree taught me to gather, assess and collate information — skills which are invaluable in many walks of life. And having been fascinated by programmes on the History Channel, I made what seemed like a natural choice and became a television research assistant. Creating a historical series requires meticulous study, and that's where I come in. Above all, it's essential that I examine and verify the factual background on costumes, furniture and jewellery. I also skim through images to provide inspiration for the scenery and props. Researchers conflict original ideas to expand on the life of a character such as Thomas Cromwell in WolfHall or Queen Victoria. I'm not an authority on any particular period, but I do a lot of reading. My work requires a high degree of accuracy and I pay strict attention to detail to avoid glaring errors - like double parking lines in a 19th-century village!

Historians have discredited certain series for "fudging" the facts, yet they do spark an interest in history, even if they stray into the realm of fiction on the odd occasion' Period dramas like Vikings are in many respects deemed historically accurate. The Viking hairstyles and clothing are as authentic as possible -- inspired by medieval manuscript.

1. There's an acute shortage of people choosing to study history. I think this is probably the result of the misguided assumptions that it leads nowhere career-wise. Nothing could be further from the truth, though. History develops your competence to research and present information coherently in a range of formats, from brochures and guidebooks to informative films. Such skills can pave the way for many careers, including mine. As a heritage manager, I am responsible for developing interest in ancient monuments and historic buildings, such as Highclere Castle, which is a prime example of 19th century architectural style. One important task of mine is to market the building with events and tours to increase visitor numbers. All our activities have to be profitable to support the building's conservation. Another aspect of the job is to do research and provide information for a reference book or an official history of the site. It's astounding how misinformed many people are, often having learned their history from highly inaccurate sources like Hollywood films.
2. People often confuse the work of a historian with that of an archaeologist. First and foremost, a historian's work involves investigating and analysing data in written form — from stone engravings to books and letters — in order to validate information alleged to be facts. As an archaeologist, I try to understand the legacy of the ancient world by excavating physical relics, such as coins or statues. Despite what is often assumed, much of my work is done not on site, but in a lab, where we determine the age of artefacts and their place of origin, using scientific techniques like carbon dating. At a dig, we use cameras, 7 tablets and laser scanners to digitally record the site and every find. Another intrinsic part of my work is to catalogue every item carefully in order to comply with local laws. It may sound tedious, but sometimes it is actually a welcome relief from digging.

Archaeology and history have a reciprocal relationship. While I try to make a valid case about the culture of a preceding civilization, I rely on a historian to verify my hypothesis or prove it untenable by using a vast array of written evidence. But conversely, for example, when the lost remains of England's King Richard Ill were unearthed, it would have been impossible to confirm they were indeed his without the methods we archaeologists utilize, even though his reign was fully documented.

**Which person**

1. expresses gratitude for aspects of work that nurture their innovative ideas?
2. censures the reckless manner in which antiquities are sometimes handled?
3. clarifies a misconception about the nature of their work?
4. confesses unpleasant aspects they sometimes stumble in their work?
5. explains that finding flaws is a feature of their work?
6. underscores the practical need to appeal to the general public?
7. explains the role of myriad devices in their work?
8. questions the authenticity of certain artefacts?
9. comments on the scarcity of graduates in their field?
10. mentions the need to follow existing regulations?

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| 96. | 97. | 98. | 99. | 100. |
| 101. | 102. | 103. | 104. | 105. |

**D. WRITING**

**Part 1. Summarise in your own words as far as possible the possible consequences described in both texts of new developments in the creation and use of artificial smells. Your summary should be between 100 and 120 words long.**

1. Some years ago, a book was published called *The Romantic Story of Scent*. On the jacket, it said that since it was almost impossible to describe a fragrance in words, the readers had been given the scents themselves. Eighteen labels on the jacket flaps corresponded to the eighteen scents described – just scratch and sniff. Personally, I think the resultant conflict of odours was likely to be unbearable.

It is all very well saying that this sort of thing will be limited to cookery books, encyclopaedias of wild flowers and the like, but sooner or later some clown will commission a history of those hot dog stands that infest London, the stench from which is detectable a hundred metres away.

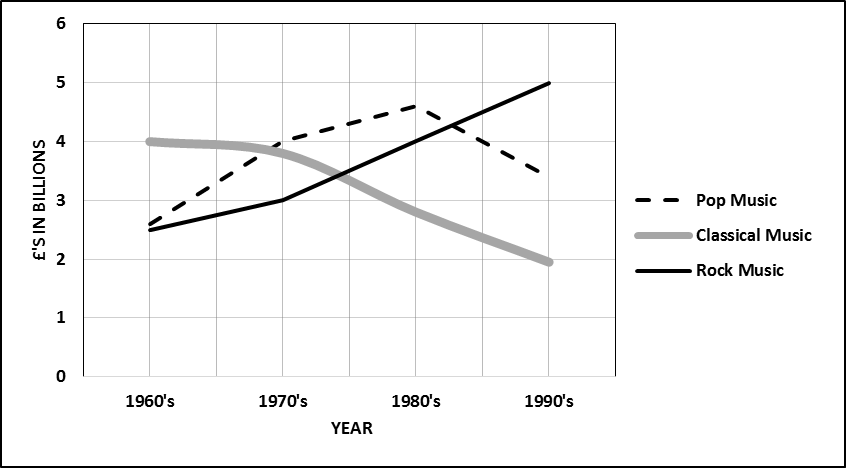
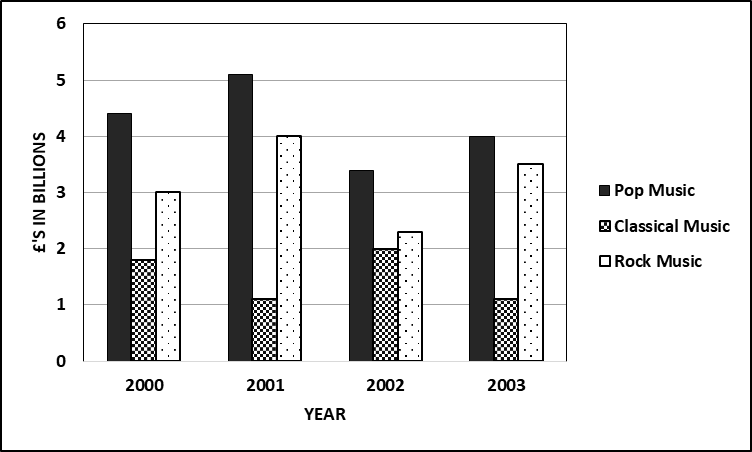
I believe that some theatrical and film producers, in a misguided attempt to add realism to the work on offer, have tried pumping the appropriate artificial smells into the auditorium, as called for by the story, only to find their plan going badly awry. In one case, they had failed to devise any means of removing each smell from the place before the next one was due, so that as the heroine was unwrapping an exquisite flower, the audience was still being regaled with the fish that had been consumed in the previous scene.

1. Smell has the ability to bring alive memories and images more intensely than other senses, but nowadays most scents owe more to science and computers than to the mystique of the finest perfume houses. One new company sees itself as translating ideas and concepts into smells. Many thousands of people have been interviewed to help the company get as close as possible to what its customers want.

The problem is that it’s difficult to talk about smells in a way that will mean anything to the man or woman in the street because most people are unable to communicate their feelings about smells beyond whether they like them or not. In an attempt to get round this inadequacy, the company has developed a computer program which makes visual the scent patterns of individual fragrances.

As a result, the company can measure and recreate any smell in the world. No smells are ruled out. Some smells like vanilla, chocolate and toffee were once considered bizarre perfumes, but have now become mainstream. For most people, though, the latest perfumes emerging from the most fashionable designers may prove a challenge too far: they include ‘mud’ and ‘charcoal’.

# **Part 2. The graphs below provide information about the sales in England of three different kinds of music. The graphs together cover five decades and the sales are measured in pounds sterling.**

**Summarize the information by selecting and reporting the main features, and make comparisons where relevant. You should write about 150 words*.***

***Part 3. Write an essay of 350 words on the following topic.***

**Some people believe that children learn better when they are placed in the classes with children of similar academic abilities. Others believe that children learn better when they are in classes with children representing a diverse range of academic abilities.**

**Discuss both these views and give your opinion.**

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