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| **SỞ GIÁO DỤC VÀ ĐÀO TẠO****HÀ TĨNH****ĐỀ THI CHÍNH THỨC** | **KỲ THI CHỌN HỌC SINH GIỎI TỈNH LỚP 12 THPT****NĂM HỌC 2016 - 2017** |
|  (Đề thi có 12 trang) |  Môn thi: **TIẾNG ANH** Thời gian làm bài: **180** phút |
|  |  |
|  • | *Thí sinh không sử dụng bất kể tài liệu nào, kể cả từ điển.* |
|  • | *Thí sinh làm bài trực tiếp vào đề thi, ghi câu trả lời vào các chổ trống hoặc các ô cho sẵn.* |
|  • | *Riêng phần trắc nghiệm thí sinh chỉ ghi đáp án A, B, C hoặc D.* |
|  • | *Giám thị không giải thích gì thêm.* |

|  |  |  |
| --- | --- | --- |
| **Điểm của toàn bài thi** | **Các giám khảo** | **Số phách** |
| (Bằng số) | (Bằng chữ) | (Ký và ghi rõ họ tên) | (Do chủ tịch Hội đồng ghi) |
|  |   | *Giám khảo 1:*  |  |
| *Giám khảo 2:*   |

**I. LISTENING**

**Hướng dẫn phần thi nghe hiểu:**

* Bài thi gồm 3 phần, mỗi phần được nghe 2 lần. Mở đầu và kết thúc bài nghe đều có tín hiệu và lời dẫn. Thí sinh có 20 giây để đọc phần đề và nội dung bài nghe.
* Sau khi nghe hết 3 phần của bài nghe, thí sinh có thời gian để viết đáp án vào các ô cho sẵn ở cuối các phần.

***Part 1: You will hear a chef who cooks food for television programmes talking about his work. For questions 1-10, complete the sentences with NO MORE THAN THREE WORDS. You will hear the recording twice. Write your answers in the numbered boxes.***

Graham's first job as a freelance chef involved cooking in 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

In his first job for television, Graham made the food for a 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ scene.

Graham found information about eating habits in the eighteenth century in a 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The historical setting for Graham's latest project is the 4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Graham says that most people didn't use 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for cooking at that time.

The food that Graham prepares must be able to stand up to 6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ over time.

Graham has to be careful about 7.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ regulations when preparing certain food.

It can be a problem for Graham when actors are 8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Graham gives the example of a 9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to show the problems caused
by 10 .\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Your answers:**

|  |  |
| --- | --- |
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

***Part 2: You will hear part of a radio programme about a well-known toy called a 'YO-YO'. For questions 11-20, decide whether the statements are TRUE or FALSE by writing T or F in the corresponding space provided. You will hear the recording twice. Write your answers in the numbered boxes.***

|  |  |
| --- | --- |
|  | For the past ten years, the yo-yos have become well-known around the world.  |
|  | The earliest evidence of the yo-yo is a painting on a cave’s wall. |
|  | The first yo-yos might have been used as weapons. |
|  | They might have been made from bones attached to a string. |
|  | The name yo-yo seems to have originated in the South East Asia. |
|  | Pedro Flores' design allowed the yo-yo to be used for doing various tricks. |
|  | All yo-yos have been made by one company since the year 1929. |
|  | One recently-designed yo-yo is described as possessing a thinking capacity. |
|  | Whatever they have become, yo-yos are considered simple devices. |
|  | Cotton has ever been the only material for the string. |

**Your answers:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 11. | 12. | 13. | 14. | 15. | 16. | 17. | 18. | 19. | 20. |

***Part 3: You will hear an interview with a professional athlete called Ann Brown. For questions 21-30, choose the best answer A, B, C or D. You will hear the recording twice. Write your answers in the numbered boxes.***

21. What does Ann say about her performance in the world championships?

A. She was disappointed not to win.

B. She wishes she had been more prepared.

C. She did better than she’d been expecting to.

D. She was not herself when she was in the competition.

22. How does Ann feel about the place where she trains?

A. She finds it quite boring.

B. She enjoys looking at the scenery.

C. She pays little attention to where she is.

D. She thinks different sceneries have different effects on her performance.

23. What does Ann think of the idea of taking a ‘day off’ from training?

A. She thinks all athletes need one sometimes.

B. She would like to have more of them.

C. She doesn’t find them necessary.

D. She considers it a good way to revive the strengths.

24. What is Ann’s opinion about pushing herself hard in training?

A. It’s good for the athlete.

B. It’s a way to improve one’s performance.

C. It’s a way to have fun.

D. It may have undesirable outcomes.

25. What is Ann’s attitude towards the other competitors in races?

A. She avoids close social contact with them.

B. She’s made a few good friends amongst them.

C. She finds it easy to talk to them when she has to.

D. She finds making friends with them difficult.

26. In her free time, Ann enjoys \_\_\_\_\_\_\_\_\_\_\_.

A. kite flying

B. skiing

C. reading

D. watching films

27. What kind of activities is Ann in favour of?

A. passive B. creative C. interesting D. active

28. How does Ann feel about being recognised in public?

A. She’s relaxed about it.

B. She finds the attention exciting.

C. She dislikes signing autographs.

D. She finds it thrilling.

29. At what age does Ann think athletes like her perform best?

A. In their early teens. C. In their late teens.

B. In their early twenties. D. In their late twenties.

30. When thinking about the future, Ann \_\_\_\_\_\_\_\_\_\_\_.

A. plans around five years in advance.

B. admits to worrying about getting injured.

C. remains focused on winning important races.

D. is determined to win gold medals.

**Your answers:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 21. | 22. | 23. | 24. | 25. | 26. | 27. | 28. | 29. | 30. |

**II. LEXICO – GRAMMAR**

**Part 1:**

**Choose the correct word or phrase to complete each sentence. Write your answer A, B, C or D in the numbered boxes.**

1. “Don’t you like this place?” “I’d rather we \_\_\_\_\_\_ somewhere romantic.”

A. had gone B. went C. did go D. have gone

2. \_\_\_\_\_\_ left the station, when there was a deafening explosion.

 A. Hardly the train had C. The train barely had

B. Hardly had the train D. Scarcely the train had

3. I had a \_\_\_\_\_\_, which I couldn’t explain, that something terrible was going to happen.

 A. sense B. feeling C. thought D. view

4. “Will they ever get married?” “Yes, definitely \_\_\_\_\_\_their differences”.

 A. however B. owing to C. although D. despite

5. \_\_\_\_\_\_ interested in that subject, I would try to learn more about it.

 A. If I am B. Should I C. I was D. Were I

6. They are investigating the \_\_\_\_\_\_ global warming will have on us over the next 50 years.

 A. change B. effect C. result D. outcome

7. What does D.C. \_\_\_\_\_\_ in Washington D.C?

 A. means B. stand for C. stand by D. represents

8. “Is this the address to \_\_\_\_\_\_ you want to send the packet?”

 A. which B. where C. that D. whom

9. The foods that contain \_\_\_\_\_\_ are made of animal fat whereas vegetables have the least energy.

 A. as much energy as C. the more energy

 B. the most energy D. more energy than

10. Employers nowadays are looking for \_\_\_\_\_\_ skills in their new employees.

 A. central B. focal C. core D. nuclear

11. The meeting might go on for several hours, \_\_\_\_\_\_ I’ll not be home in time for dinner, I’m afraid.

 A. in which case B. at which point C. by which time D. with which time

12. If I had invented the book, I would be \_\_\_\_\_\_ as a genius.

 A. accosted B. hailed C. exalted D. addressed

13. By the end of next month, the author \_\_\_\_\_\_ his sixth novel.

 A. has written C. has been writing

 B. will have been writing D. will have written

14. The streets were \_\_\_\_\_\_ wide enough for two people to pass each other.

 A. narrowly B. strictly C. barely D. closely

15. Did Miss Wang enjoy her trip on the ocean liner?

 - No, she stayed in her cabin while the ship was \_\_\_\_\_\_.

 A. over the sea B. in the sea C. to sea D. at sea

16. We were shocked to hear the news of your \_\_\_\_\_\_.

 A. having fired B. having been fined C. to be fired D. to have been fired

17. He was very isolated and had no one to turn \_\_\_\_\_\_ when he needed help.

 A. round B. over C. on D. to

18. - Janet: “Do you feel like going to the cinema this evening?

 - Susan: “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

 A. You’re welcome C. That would be great

 B. I don’t agree, I’m afraid D. I feel very bored

19. It has been raining for days now. I wish it \_\_\_\_\_\_ soon.

 A. will stop B. would stop C. stops D. had stopped

20. The boy had a history of \_\_\_\_\_\_ theft but had never been accused of a serious crime.

 A. small B. unimportant C. petty D. little

**Your answers:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. |
| 11. | 12. | 13. | 14. | 15. | 16. | 17. | 18. | 19. | 20. |

**Part 2: Choose the letter A, B, C, or D to indicate the underlined words or phrases that are INCORRECT in each of the following questions.**

1. After reviewing the curriculum, several significant changes were made by the faculty in traditional

 A B C D

 business program at Havard University.

2. Surrounded by forested mountain slopes are the town of Telluride, a former gold-mining town

 A B C

 7,500 feet above sea level.

 D

3. New equipments for medical diagnosis have made many formerly unpleasant procedures quite

 A B C D

 painless.

4. Only seventeen on one hundred business calls get through to the correct person on the first attempt.

 A B C D

5. The fact that the sophisticated technology has become part of revolution in travel delivery system

 A B C

 has not made travel schedule less hectic.

 D

**Your answers:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. | 2. | 3. | 4. | 5. |

**Part 3: Complete the text below by filling in each blank with a suitable PREPOSITION.**

Demand for adventure holidays in exotic places is (1) \_\_\_\_\_ the increase and I was very taken by the idea of going on one. So at the very last minute, I decided to join a group on a walking holiday in the mountains of northern Spain. From reading the brochure, I was (2) \_\_\_\_\_ the impression that it would be quite easy and not too tiring. It said that for each stage of the trip, your luggage was sent on (3) \_\_\_\_\_ advance, so you weren’t expected to carry it. It sounded ideal – but it all went horribly wrong. My backpack, containing everything I needed for the holiday, was put on a flight to Cairo by mistake. The tour guide wasn’t (4) \_\_\_\_\_ fault, and he was (5) \_\_\_\_\_ hand to deal with the situation, but all his efforts to retrieve my luggage were (6) \_\_\_\_\_ no avail. I had to start the trek with only the clothes I stood up (7) \_\_\_\_\_, and, worst of all, without my walking boots. After the first day’s hike, wearing light canvas shoes, I was (8) \_\_\_\_\_ agony. Everyone else in the group seemed much fitter than I was, and I got totally (9) \_\_\_\_\_ (10) \_\_\_\_\_ breath, trying to keep up with them. Things went from bad to worse.

**Your answers:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |

**Part 4: Write the correct FORM of each bracketed word in the numbered space provided in the column on the right.**

|  |  |
| --- | --- |
| **Celebrities and the media** | **Your answers** |
| It is a generally accepted truth these days that it is impossible either to become or to remain (1) \_\_\_\_\_ (**FAME**) without the help of the media. Politicians and those who work in the (2) \_\_\_\_\_ (**ENTERTAIN)** industry make use of the press to court publicity, and (3) \_\_\_\_\_ (**JOURNAL**) are extremely aware that stories about celebrities sell newspapers. However, there are (4) \_\_\_\_\_ (**GROW**) concerns that the media is abusing its position, and that it all too frequently acts (5) \_\_\_\_\_ (**REASONABLE**) in its attempts to break a story. Remember the (6) \_\_\_\_\_ (**PHOTO)** on motorbikes chasing Diana through Paris on the nights she died? Was that (7) \_\_\_\_\_ (**ACCEPT**) behavior or were they quite within their rights to act as they did? The media clearly does have an extremely (8) \_\_\_\_\_ **(VALUE**) role to play, but should it be allowed to print (9) \_\_\_\_\_ (**ACCURATE**) and unresearched stories about celebrities? Surely the media has an (10) \_\_\_\_\_ (**OBLIGE**) to respect the privacy of everyone and print the truth. | 1. ……………………………….2. ……………………………….3. ……………………………….4. ……………………………….5. ……………………………….6. ……………………………….7. ……………………………….8. ……………………………….9. ……………………………….10. ……………………………. |

**III. READING**

**Part 1: Read the following passage and decide which answer (A, B, C, or D) best fits each gap. Write your answer in the numbered boxes.**

Have you ever asked yourself what you are working for? If you have ever had the time to consider this taboo question, or put it to others in moment of weakness or confidentiality, you (1) \_\_\_\_\_well have heard some or all of the (2) \_\_\_\_\_. It’s the money of course, some say with a smile, as if explaining something to a child. Or it’s the satisfaction of a task well done, the sense of achievement behind the clinching of (3) \_\_\_\_\_ important deal. I worked as a bus conductor once, and I can’t say I (4) \_\_\_\_\_ the same as I staggered along the swaying gangway trying to (5) \_\_\_\_\_ out tickets without falling over into someone’s lap. It’s the company of other people perhaps, but if that is the (6) \_\_\_\_\_, what about farmers? Is it the conservation in the farmyard that keeps them captivated by the job? Work is power and a sense of status, say those (7) \_\_\_\_\_ have either attained these elusive goals, or feel aggrieved that nobody has yet recognized their leadership (8)\_\_\_\_\_ .Or we can blame it all on someone else, the family or the taxman. I suspect, and say this under my (9) \_\_\_\_\_, that most of us work rather as Mr. Micawber lived, hoping for something to (10) \_\_\_\_\_ up. We’ll win the pools, and tell the boss what we really think. We’ll scrape together the (11) \_\_\_\_\_ and open that little shop we always dreamed of, or go around the world, or spend more time in the garden. Once day we’ll get that (12) \_\_\_\_\_ we deserve, but until then at least we have something to do. And we are so busy doing it that we won’t have time to wonder why.

1. A. might B. can C. will D. should

2. A. below B. rest C. following D. latter

3. A. a B. an C. the D. Ø

4. A. enjoyed B. wished C. hoped D. felt

5. A. make B. turn C. issue D. give

6. A. one B. case C. question D. former

7. A. people B. must C. who D. to

8. A. qualities B. status C. property D. requirements

9. A. oath B. suspicion C. breath D. pressure

10. A. move B. turn C. ease D. end

11. A. resources B. opportunities C. rest D. money

12. A. promotion B. dedication C. satisfaction D. reservation

**Your answers:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. | 2. | 3. | 4. | 5. | 6. |
| 7. | 8. | 9. | 10. | 11. | 12. |

**Part 2: Fill each of the following numbered blanks with ONE suitable word. Write your answer in the boxes.**

**Causes of conflict between adolescents and their parents**

Some interesting discoveries have been (1) \_\_\_\_\_ by psychologists studying conflicts between adolescents and their parents. One notable feature is that they seldom argue about such major topics as sex, drugs, or politics. This is surprising, (2) \_\_\_\_\_ that great differences often exist between the attitudes of parents or adolescents on such issues. Researchers suggest the explanation may be that such topics do not usually relate to day-to-day family interaction and are not discussed as they are not directly relevant (3) \_\_\_\_\_ family life. Instead, parents and children tend to (4) \_\_\_\_\_ out over everyday family matters such as housework.

Despite the changes that have (5) \_\_\_\_\_ place over the past fifty years, adolescents appear to have the same kinds of arguments with their parents as their parents had (6) \_\_\_\_\_ they themselves were young. It seems to come (7) \_\_\_\_\_ to the conflict between the adolescent’s desire for independence and the parents’ authority. Teenagers spoke of their rights to be free of restrictions, while parents were equally (8) \_\_\_\_\_ of their right to exert control, (9) \_\_\_\_\_ this up by referring to the needs of the family as a whole. Interestingly, both groups could see the other’s point of view even though they (10) \_\_\_\_\_ with it.

**Your answers:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |

**Part 3: Read the following passage and choose the best answer A, B, C, or D for each question. Write your answers in the corresponding numbered boxes.**

**(Line 1)** In the exploration of the linguistic life cycle, it is apparent that it is much more difficult to learn a second language in adulthood than a first language in childhood. Most adults never completely master a foreign language, especially in **phonology** - hence the ubiquitous foreign accent. Their development often "fossilizes" into permanent error patterns that no teaching or correction can undo. Of course, there are great individual differences, which depend on effort, attitudes, amount of exposure, quality of teaching, and plain talent, but there seems to be a **cap** for the best adults in the best circumstances.

**(Line 8)** Many explanations have been advanced for children's superiority: they exploit motherese (the simplified, repetitive conversation between parents and children), make errors unself-consciously, are more motivated to communicate, like to conform, are not **set** in their ways, and have no first language to interfere. But some of these accounts are unlikely, based on what is known about how language acquisition works. Recent evidence is calling these social and motivation explanations into doubt. Holding every other factor constant, a key factor stands out: sheer age.

**(Line 14)** Systematic evidence comes from the psychologist Elissa Newport and her colleagues. They tested Korean and Chinese-born students at the University of Illinois **who** had spent at least ten years in the United States. The immigrants were given a list of 276 simple English sentences, half of them containing some grammatical error. The immigrants who came to the United States between the ages of 3 and 7 performed identically to American-born students. Those who arrived between the ages of 8 and 15 did worse the later they arrived, and those who arrived between 17 and 39 did the worst of all, and showed huge variability **unrelated** to their age of arrival.

1. The passage mainly discusses\_\_\_\_\_\_\_.

 A. adult differences in learning a foreign language

 B. children’s ability to learn a language

 C. the age factor in learning languages fast

 D. research into language acquisition

2. From the passage, it can be inferred that "**phonology**" is the study of \_\_\_\_\_\_\_\_.

 A. the grammar of a language

 B. the rules of a language

 C. the vocabulary of a language

 D. the sound system of a language

3. The word "**cap"** in the first paragraph is closet in meaning to \_\_\_\_\_\_\_\_\_\_.

 A. prize

 B. limit

 C. covering

 D. level

4. According to the passage, young children learn languages quickly for all of the following reasons **EXCEPT** \_\_\_\_\_\_\_\_.

 A. they make many mistakes

 B. they want to talk

 C. their approach is flexible

 D. they frequently repeat words

5. The word "**set**" in the second paragraph could best be replaced by\_\_\_\_\_\_\_\_.

 A. fixed

 B. changed

 C. stable

 D. formed

6. The word "**unrelated**" in the third paragraph is closet in meaning to \_\_\_\_\_\_\_\_\_\_.

 A. unconnected

 B. unfamiliar

 C. unclassified

 D. unidentified

7. In the experiment in the passage, the psychologists discovered that \_\_\_\_\_\_\_.

 A. most students have lived in the U.S for more than 10 years

 B. older students were unable to learn English

 C. young students learned English best

 D. students who arrived late were worst of all

8. The word "**who**" in the third paragraph refers to\_\_\_\_\_\_\_.

 A. Elisa Newport

 B. Koreans

 C. students

 D. colleagues

9. According to the passage, what was the purpose of examining a sample number of immigrants?

 A. To compare different age groups

 B. To detect differences in nationalities

 C. To confirm different language characteristics

 D. To measure the use of grammar

10. Where in the passage does the author mention that children acquire their own language easily?

 A. lines 1-2

 B. lines 8-11

 C. lines 14-16

 D. lines 17-18

**Your answers:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. |

**Part 4: You are going to read a magazine article, in which four naturalists explain their choice of most inspiring book about the environment. Answer the questions 1-8 by choosing the extracts (A-D). The extracts may be chosen more than once. Write your answers in the numbered boxes. (0) has been done as an example.**

**Natural Books**

**We invited four leading naturalists to tell us about the wildlife classic that has influenced them most.**

1. **Geoffrey Lean**

At least it wasn’t hard to choose the author. As an environmental journalist, one advantage of longevity is that I have had the chance to meet some of the giants who pioneered thinking in the field. Of these, none stood, indeed, still stands, taller than a small, frail woman, Barbara Ward. I can’t think of anyone else more at the heart of environmental issues in post-war Europe. She has synthesised her experience of various environmental movements into her own compelling philosophy. Unwillingly ‘volunteered’ to cover the field, I found, as a young journalist, that she, more than anyone, made it all make sense.

Picking the book was much harder. It could have been *Only One Earth or Progress for a Small Planet*. But despite its title (which sounded old-fashioned, even in 1976), *The Home of Man* is, to me, Barbara’s most important book. Its focus is on the explosive growth of the world’s cities but its canvas is the great themes to which she devoted her life. It is as eloquent and as impassioned a plea as exists for what we would now call ‘sustainable human development’. In the hundreds of books I have read since, I have yet to meet its equal.

1. **Linda Bennett**

When I open the pages of *Signals for Survival* by Niko Tinbergen, I can hear the long calls of herring gulls, recall the smell of the guano in the hot sun and visualise the general hullabaloo of the colony. This book explains superbly, through words and pictures, the fascinating world of animal communication.

Read *Signals for Survival* and then watch any gull colony, and the frenzy of activity changes from apparent chaos to a highly efficient social structure. You can see which birds are partners, where the boundaries are and, later on in the season, whole families can be recognised.

A distinguished behaviourist, NikoTinbergen came from that rare breed of academics who wish to explain their findings to the layperson. His collaboration in this book with one of this century’s most talented wildlife artists, Eric Ennion, was inspirational and has produced a book of interest to anyone with a love of wildlife. His spontaneous style of painting came from years of watching and understanding birds. With just a minimal amount of line and colour, he brings to life how one gull is an aggressor, how another shows appeasement. This is the art of a true field naturalist.

1. **Lee Durrell**

Most definitely, *My Family and Other Animals* by Gerald Durrell is the book that has had the greatest influence on my life. Beyond the obvious reason that it ultimately led me to a wonderful husband, and an exciting career in conservation, this extraordinary book once and for all defined my devotion to the natural world.

I was doing research work into animal vocalisations in Madagascar when I first read the book. I had been there two years and was discouraged by the number of setbacks I was encountering but when, at the end of the day, I opened *My Family and Other Animals* to where I had left off the night before, the world became a brighter place. Animals, people, joy and beauty inextricably woven together- a microcosm of a world worth saving.

Many people say that our species is the worst because of the terrible things we have done to the others. But I like to think back to Gerald as a boy in *My Family and Other Animals*, looking at the world’s inhabitants as a whole, a family whose members, be they good, bad or indifferent, are nevertheless so intertwined as to be inseparable. And that is a concept we all need to grasp.

1. **Bruce Pearson**

A copy of *The Shell Bird Book*, by James Fisher, found its way into my school library shortly after it was first published in 1966. I was drawn to it at once, especially to the 48 colour plates of birds by Eric Ennion, painted, as the jacket puts it, … with particular skill and charm. It was those Ennion images which captured my attention.

I already had copies of other bird books and had spent several holidays learning to identify birds. They encouraged me to begin sketching what I saw as an aid to identification. But in *The Shell Bird Book* there was so much more to feast on. As well as the glorious Ennion paintings, there were chapters on migrants and migration, a review of the history of birds in Britain, and, best of all, a chapter on birds in music, literature and art.

It was the broad span of ornithological information and the exciting images that steered me towards being more of a generalist in my appreciation of birds and the natural world. The book made it clear that my emotional and creative response to nature was as valid and as possible as a rational and scientific one. And, as art was a stronger subject for me than maths or physics, I began to see a door opening for me.

|  |  |
| --- | --- |
| **Which naturalist** | **Your answers** |
|  |
| says that the book contains a wider range of material than other books he/she owned?  | 0. **D** |
| says that the human race is often blamed for its destructive relationship with wildlife? | 1.  |
| praises the author’s desire to make the work accessible to the non-specialist? | 2.  |
| explains what motivated him/her to start drawing? | 3.  |
| describe experiencing a change of mood when reading the book? | 4.  |
| praises the book for both its use of language and depth of feeling? | 5.  |
| describes the sensory experiences evoked by the book? | 6.  |
| thinks the book encouraged greater optimism about a personal skill? | 7.  |
| mentions an initial reluctance to become involved in investigating environmental issues?  | 8.  |

**IV. WRITING**

**Sentence transformation**

**Part 1: Finish each of the following sentences in such a way that it means exactly the same as the sentence before it.**

1. Immediately after his appointment to the post, the new editor fell ill.

 No sooner *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

2. Please let me know if you wish to keep the books any longer.

Should *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

3. I don't really like her, even though I admire her achievements.

 Much as *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

4. Sean did all the illustrations for the book but no one acknowledged his work.

 Sean wasn’t given *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

5. I can’t believe this is the best spot for a picnic.

 There must *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Part 2: Use the word given in brackets and make any necessary additions to write a new sentence in such a way that it is as similar as possible in meaning to the original sentence. Do NOT change the form of the given word. You must use between three and six words, including the word given. (0) has been done as an example.**

0. Jane regretted speaking so rudely to the old lady. (**more**)

Jane wishes she had spoken more politely to the old lady.

1. “Don’t take unnecessary risks,” he said to her. (**warn**)

 He \_*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* unnecessary risks.

2. I’ve never had such uncomfortable shoes. (**far**).

 These shoes are \_*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* ones I have ever gone.

3. She was an excellent playwright whose work didn’t get the recognition it deserved. (**renown**)

 She was an excellent playwright \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her work.

4. He is too irresponsible to run the department. (**charge**)

 He is not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the department.

5. Everyone knows you are not allowed to smoke on domestic flights these days. (**prohibited**)

 It is common \_*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* on domestic flights these days.

**Essay writing**

Environmental pollution has emerged as a serious issue at national and international scale. In your opinion, what solutions could be made to help address this problem?

Write an essay of about 250 words to elaborate on your suggestions.

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**The end**