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| **TRƯỜNG THPT CHUYÊN****TỈNH TUYÊN QUANG****ĐỀ THI ĐỀ XUẤT*****(Đề thi có 20 trang)*** | **KỲ THI HỌC SINH GIỎI CÁC TRƯỜNG THPT CHUYÊN****KHU VỰC DUYÊN HẢI VÀ ĐỒNG BẰNG BẮC BỘ****LẦN THỨ XIV, NĂM 2023****ĐỀ THI MÔN: TIẾNG ANH 11***Thời gian: 180 phút (Không kể thời gian phát đề)**Ngày thi: 15/7/2023* |

**A. LISTENING**

***Part 1. For questions 1-5, you will hear a talk about epidemiology. Listen and decide whether the following sentences are true (T) or false (F). Write your answers in the corresponding numbered boxes on the answer sheet. (10 points)***

**1.** Epidemiology involves a interdisciplinary approach to the study of human health and disease.

**2.** Epidemiology is commonly identified with both infectious and non-infectious diseases.

**3.** The epidemiologic triangle is made up of three components: an external agent, a host and an environment.

**4.** Large-scale social distancing recommended by a team of scientists from Imperial College London aimed to break the link between the external agent and the host.

**5.** The team’s recommendations became public policy in many countries.

**Your answer**

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

***Part 2. For question 6-10, listen to a talk about the future of fashion and answer the questions. WRITE NO MORE THAN FOUR WORDS taken from the recording for each answer in the recording numbered boxes provided.***

**6.** What is capable of forcasting fashion trends with high precision?

**7.** As evidenced by H& M’s unsold clothes, what could have untold repercussions?

**8.** Besides superfluous production, what aspect of fashion could be diminished thanks to the adoption of machine learning?

**9.** To create new clothes, what will Amazon’s AI designer be doing aside from duplicating well-known styles?

**10.** What is ZOZO?

**Your answer**

**6.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**7.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**8.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**9.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**10.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part 3. You will hear an interview with Maria Stefanovich, co-founder of a creativity group which organises workshop executives. For questions 11-15, choose the answer (A, B, C or D) which fits best according to what you hear.**

**11.** Corporations appreciate mask-making workhops because\_\_\_\_\_\_

**A.** no one wants negative faces at the office.

**B.** unhappy employees won’t come to work.

**C.** they realise how their employees see them.

**D.** their employees change their approach.

**12.** Companies are turning to creative workshops because they have acknowledged that \_\_\_\_\_\_

**A.** unproductive employees are a financial burden.

**B.** the traditional work environment has its limitations.

**C.** there is an increase in absenteeism.

**D.** employees are working too hard without enjoying it.

**13.** The employees at the firm “Play” \_\_\_\_\_\_

**A.** change positions frequently to lessen boredom.

**B.** have business cards indicating their jobs.

**C.** do not have stereotyped ideas about their jobs.

**D.** dress up like comic book characters.

**14.** The companies that show most interest in creative workshops are surprising because \_\_\_\_\_\_

**A.** they usually have creative employees to begin with.

**B.** their employees are the one who have to present regularly.

**C.** there are many other exciting workshops they would prefer.

**D.** their employees should be used to being funny.

**15.** Maria mentions the traditional companies that have held workshops in order to \_\_\_\_\_\_.

**A.** boast about the clients her company has helped.

**B.** show that they have a narrow list of clients.

**C.** downplay the serious reputations of the films.

**D.** point out the diversity of those trying different approaches.

**Your answer**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **11.**  | **112.**  | **13.**  | **14.**  | **15.**  |

***Part 4. For questions 16-25, you will listen to a presenter talking abour a phenomenon in the nature. Complete the summary by writing NO MORE THAN THREE WORDS in each gap. Write your answers in the corresponding numbered boxes on the answer sheet. (20 points – 2 points/a correct answer)***

 **(16)\_\_\_\_\_\_\_\_\_** are the building blocks of plant life. Plants naturally absorb nutrients from the soil through their root system. However, farmers turn to **(17)\_\_\_\_\_\_\_\_\_** when facing poor soil or massive erosion or leaching. Farmers tend to overuse fertilizer as a precautionary measure because it is difficult to **(18)\_\_\_\_\_\_\_\_\_** the amount of fertilizer needed. Excess fertilizer can runoff into bodies of water causing **(19)\_\_\_\_\_\_\_\_\_**, characterized by the rapid accumulation in the population of algae in marine water systems. Dense layers of algae form an **(20)\_\_\_\_\_\_\_\_\_** on the surface of the water, blocking other plants in the water from getting the sunlight they need to survive. Because water cannot support aquatic life, plants die off and sink to the bottom of the water body, where **(21)\_\_\_\_\_\_\_\_\_** feast ont the dead bodies. This decomposition process consumes plenty of **(22)\_\_\_\_\_\_\_\_\_** and animals that rely on oxygen to breathe can, in fact, suffocate. A vicious cycle of degradation in aquatic life can be observed and a **(23)\_\_\_\_\_\_\_\_\_** is created. If this process occurs in lakes, native species can be **(24)\_\_\_\_\_\_\_\_\_** and give way to invasives. If this happens in the ocean, the incidence of coral bleaching is inevitable. **(25)\_\_\_\_\_\_\_\_\_** and farming activities can lead to nutrient-rich runoff, also known as clear-cutting.

**Your answer**

**16.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**17.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**18.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**19.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**20.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**21.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**22.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**23.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**24.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**25.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**B. LEXICO – GRAMMAR (30 points)**

***Part 1. For questions 26-45, choose the best option A, B, C or D to complete the following sentences and write your answers in the corresponding numbered boxes provided. (20 points)***

**26.** Google is the first major company to \_\_\_\_\_\_ refuse China’s demands for control.

**A.** blissfully **B.**sorely **C.** steadfastly **D.** woefully

**27.** Although it takes quite a bit of time at the begginning, once you have acquired the basic knowledge, a quick learner like you will surely \_\_\_\_\_\_.

**A.** forge ahead **B.** plunge ahead **C.** plough ahead **D.** press ahead

**28.** Do you think it’s better to \_\_\_\_\_\_ your anger than to supress it?

**A.** assert **B.** repress **C.** arouse **D.** vent

**29.** Breaking his leg dealt a \_\_\_\_\_\_ to his chances of becoming a professional footballer.

**A.** thump **B.** strike **C.** blow **D.** hit

**30.** I don’t know \_\_\_\_\_\_ the new manager.

**A.** what to get **B.** what to make of **C.** how to get of **D.** how to make of

**31.** Jenny decided to draw a line \_\_\_\_\_\_ her recent breakup and move on.

**A.** at **B.** under **C.** over **D.** with

**32.** It’s hard to believe that so many completely untrue stories are spread on social media. We are living in an era where \_\_\_\_\_\_ information is more credible than fact.

**A.** full- scale **B.** low-key **C.** post-true **D.** short-lived

**33.** I only asked to move her car but she made such a(n) \_\_\_\_\_\_ about it.

**A.**song and dance **B.** short and sweet **C.**cut and dried **D.** open and shut

**34.** 25 people have replied to the invitation, but I’ve \_\_\_\_\_\_ and put out 30 chairs.

**A.** teetered on the brink **B.** erred on the side of caution

**C.** been on a zaror’s edge **D.** been in the teeth

**35.** She’s a bit down in the \_\_\_\_\_\_\_\_ at the moment – her husband has just lost his job.

**A.** world **B.** bottom **C.** heart **D.** dumps

**36.** The company cannot accept\_\_\_\_\_\_\_\_\_for injuries resulting from improper use of rental equipment

**A.** validity **B.** liability  **C.** compensation **D.** privilege

**37.** You’ll just have to \_\_\_\_\_\_\_\_\_ yourself to the fact that you can’t always have what you want.

**A.** acknowledge **B.** concede **C.** allow **D.** reconcile

**38.** A whole \_\_\_\_\_\_\_ of measures was tried in an attempt to get them to give up cigarettes.

**A.** battery **B.** wood **C.** generation **D.** stream

**39.** Only the most basic and essential facts are required, stop adding more information, you are making \_\_\_\_\_\_\_ of the presentation, Emily!

**A.** a song **B.** a dish **C.** a meal **D.** a scale

**40.** \_\_\_\_\_\_\_ tests assume that individuals have instrinc talents and limitations as well as a natural predisposition toward success or failure in various areas based on their innate qualities.

**A.** Achievement **B.** Perception **C.** Acumen **D.** Aptitude

**41.** If you dare to go against everyone’s expectations, you will be \_\_\_\_\_\_\_.

**A.** off for it **B.** for one **C.** for it **D.** off and on

**42.** Jason has \_\_\_\_\_\_\_ a fantastic job with one of our top newpapers.

**A.** earned **B.** launched **C.** won **D.** landed

**43.** Despite dismal failures in the past, James still \_\_\_\_\_\_\_ his ambitions of playing professional soccer.

**A.** nurses **B.** cradles **C.** breeds **D.**  rears

**44.** As a man with an eye for neatness around the place, Tom always ensured that things were \_\_\_\_\_\_\_.

**A.** hale and hearty **B.** spick and span **C.** bright and breezy **D.** short and sweet

**45.** The books are a good cover to cover read for the recommended age group, with enough detail to \_\_\_\_\_\_\_\_ the imagination of inquiring young minds.

**A.** incense **B.** foment **C.** kindle **D.** pique

***Your answer***

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

***Part 2. For questions 46-55, give the correct form of each given word to complete the following sentences and write your answers in the corresponding numbered provided. (10 points)***

**46.** The loveliest scenes, he found, were comprised of the simplest, most natural \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of native plants. **(POSITION)**

**47.** Living in cities and towns, kids these days are much more than we ever were at their age. **(STREET)**

**48.** As in all the chapters, David maintain the excitement visually with pictures and page designs that make such a book a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. **(PAGE)**

**49.** There are islands in Antartica and parts of northern Canada that are uninhabitable due to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the weather. **(CLEMENT)**

**50.** A(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ political outlook can be misguided or even dangerous, because it doesn’t take the lessons of the past into account. **(HISTORY)**

**51.** Mind-alerting drugs weren’t necessary, since this was an evening of pure \_\_\_\_\_\_\_\_\_\_\_\_\_\_ spontaneous and harmless fun. **(ADULT)**

**52.** The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ headed by Mr.Smith would be looking to develop hotel facilities adjoining the stadium. **(CONSORT**)

**53.** People living in very hot climates need to ensure that they get enough fluids into their bodies to prevent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. **(HYDRATE)**

**54.**  Once a fine-looking manor, and easily the largest and grandest building for miles around, the Riddle House was now damp, \_\_\_\_\_\_\_\_\_\_\_\_\_\_, and unoccupied. **(RELIC)**

**55.** I believe he has committed a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_ sin, so his punishment is well-deserved. **(PARDON)**

***Your answer***

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

**C. READING (60 points)**

***Part 1. For questions 56-65, fill each of the following numbered blanks with ONE suitable word and write your answers in the corresponding numbered provided. (15 points)***

Concentration is good in exams, bad in orange juice. Concentration **(56) \_\_\_\_\_\_** when you manage to focus on one thing to theexclusion of all others, and concentrating on that one thing allows you to stop worrying about a lot of other things. Sometimes your mind concentrates when you don’t want it to. Maybe you can’t get something **(57) \_\_\_\_\_\_** of your head, such as a problem you have to face up to, or an embarrassing situation you’ve been in. That’s why collecting things as a hobby is popular; it **(58) \_\_\_\_\_\_**  your mind off other things. Indeed, some people seem to prefer looking after and cataloguing their collections to actually **(59) \_\_\_\_\_\_** anything with them, because this is when the absorbing, single- minded concentration happens.

The natural **(60) \_\_\_\_\_\_**  for concentration is 45 minutes. That’s why half an hour for a television programme seems too short **(61) \_\_\_\_\_\_** an hour seems too long. But many people's lives are devoidof concentration. Modern culture is served up in small, easily digestible chunks **(62) \_\_\_\_\_\_**  require only a short attention span although young people can concentrate on computer games for days at a **(63) \_\_\_\_\_\_** .

Sticking out the tongue can aid concentration. This is because you can’t (**64) \_\_\_\_\_\_** yourself with talking at the same time and other people won’t dare to **(65) \_\_\_\_\_\_**  your thoughts, because you look like an idiot! It would probably be better to concentrate your own mind before having it concentrated for you, but only people with a will of iron choose that route.

*Edited from* [*https://www.theguardian.com/lifeandstyle/2006/sep/23/weekend.guybrowning*](https://www.theguardian.com/lifeandstyle/2006/sep/23/weekend.guybrowning)

***Your answer***

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

***Part 2. For questions 66-75, read the passage below and choose the answer A, B, C or D that fits best according to the text. Write your answers in the corrresponding numbered boxes provided. (10 points)***

**LEARNING TO RUN**

An article published recently in the prestigious scientific journal Nature is shedding new light on an important, but hitherto little appreciated, aspect of human evolution. In this article, Professors Dennis Bramble and Daniel Lieberman suggest that the ability to run was a crucial factor in the development of our species. According to the two scientists, humans possess a number of anatomical features that make them surprisingly good runners. ‘We are very confident that strong selection for running (**A) \_\_\_\_**was instrumental in the origin of the modern human body form,’ says Bramble, a biology professor at the University of Utah. Traditional thinking up to now has been that the distinctive, upright body form of modern humans has come about as a result of the ability to walk, and that running is simply a by-product of walking.

Furthermore, humans have usually been regarded as poor runners compared to such animals as dogs, horses or antelopes. However, this is only true if we consider fast running, or sprinting, over short distances. Even an Olympic athlete can hardly run as fast as a horse can gallop, and can only keep up a top speed for fifteen seconds or so. Horses, antelopes and greyhounds, on the other hand, can run at top speed for several minutes, clearly outperforming us in this respect. But when it comes to long-distance running, humans do astonishingly well **(B)**\_\_\_\_\_ They can maintain a steady pace for miles, and their overall speed compares favourably with that of horses or dogs.

Bramble and Lieberman examined twenty-six anatomical features found in humans. One of the most interesting of these is the nuchal ligament, a band of tissue that extends from a ridge on the base of the skull to the spine. When we run, it is this ligament that prevents our head from pitching back and forth or from side to side. Therefore, we are able to run with steady heads, held high. The nuchal ligament **(C)\_\_\_\_\_**is not found in any other surviving primates, although the fossil record shows that Homo erectus, an early human species that walked upright, much as we do, also had one. Then there are our Achilles tendons at the backs of our legs, which connect our calf muscles to our heel bones - and which have nothing to do with walking. When we run, **these** behave like springs, helping to propel us forward. Furthermore, we have low, wide shoulders, virtually disconnected from our skulls, an anatomical adaptation which allows us to run more efficiently. Add to this our light forearms, which swing out of phase with the movement of our legs to assist balance, and one begins to appreciate the point that Bramble and Lieberman are trying to make.

But what evolutionary advantage is gained from being good long-distance runners? One hypothesis is that this ability may have permitted early humans to obtain food more effectively. ‘What these features and fossil facts appear to be telling us is that running evolved in order for our direct ancestors to compete with other carnivores for access to the protein needed to grow the big brains that we enjoy today,’ says Lieberman. Some scientists speculate that early humans may have pursued animals for miles in order to exhaust them before killing them. Running would also have **conferred** an advantage before weapons were invented: early humans might have been scavengers, eating the meat and marrow left over from a kill by lions or other large predators. They may have been alerted to the existence of a freshly-killed carcass by vultures **(D)\_\_\_\_,** and the faster they got to the scene of the kill, the better.

‘Research on the history of human locomotion has traditionally been contentious,’ says Lieberman. ’At the very least, I hope this theory will make many people have second thoughts about how humans learned to run and walk and why we are built the way we are.’

**66**. According to the text, the human ability to run \_\_\_\_\_\_\_\_

**A**. was only recently described in a scientific journal.

**B**. is now regarded as more important than the ability to climb trees.

**C**. played an important part in human evolution.

**D**. is surprising when we consider evolutionary trends.

**67**. According to the text, scientists used to believe \_\_\_\_\_\_\_\_

**A**. that the human body owes its form to the ability to walk.

**B**. the human ability to walk adversely affected the ability to run.

**C**. that only modern humans could walk upright.

**D**. that humans can run because they stand upright.

**68**. According to the text, humans\_\_\_\_\_\_\_\_

**A**. are better runners than most other animals. **B**. are not good at running short distances.

**C**. cannot run at top speed for long distances. **D**. compare unfavourably with horses and dogs.

**69**. It appears that the nuchal ligament\_\_\_\_\_\_\_\_

**A**. is found only in modern primates. **B**. is associated with the ability to run.

**C**. prevents the head from moving **D**. is a unique anatomical feature.

**70.** The text implies that\_\_\_\_\_\_\_\_

**A**. we do not need calf muscles in order to walk.

**B.** without shoulders we could not run very fast.

**C**. the movement of our forearms is out of phase.

**D**. our Achilles tendons are an adaptation for running.

**71**. The pronoun **“these**” in the third paragraph refers to\_\_\_\_\_\_\_\_

**A**. legs **B**. tendons **C**. muscles **D**. bones

**72**. According to the text, early humans\_\_\_\_\_\_\_\_

**A**. killed animals by exhausting them. **B**. may have evolved big brains for running.

**C**. competed with other animals for food. **D**. could probably run before they could walk.

**73**. Professor Lieberman hopes to\_\_\_\_\_\_\_\_

**A**. dispel any remaining doubts about the nature of the human body.

**B**. prove conclusively that humans did not always walk in an upright position.

**C**. make people reconsider previously-held ideas about human anatomy.

**D**. inform people of the real reason why humans are able to run and walk.

**74**. Which of the following spaces can the relative clause “- **which came at the expense of the historical ability to live in trees** -” fit?

**A**. **(A) B**. **(B) C**. **(C) D**. **(D)**

**75**. The word **“conferred”** in the fourth paragraph can be best replaced by\_\_\_\_\_\_\_\_.

**A**. give out **B**. bring about **C**. refer to **D**. make out

***Your answer***

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

***Part 3. For questions 76-88, read the following passage and do the tasks that follow. (13 points)***

**A**

Since 1901, the Nobel Prize has been honoring men and women from all corners of the globe for outstanding achievements in physics, chemistry, medicine, literature, and for work in peace. The foundations for the prize were laid in 1895 when Alfred Nobel wrote his last will, leaving much of his wealth to the establishment of the Nobel Prize.

**B**

Alfred Nobel was born in Stockholm on October 21, 1833. His father Immanuel Nobel was an engineer and inventor who built bridges and buildings in Stockholm. In connection with his construction work, Immanuel Nobel also experimented with different techniques for blasting rocks. Successful in his industrial and business ventures, Immanuel Nobel was able, in 1842, to bring his family to St. Petersburg. There, his sons were given a first-class education by private teachers. The training included natural sciences, languages and literature. By the age of 17, Alfred Nobel was fluent in Swedish, Russian, French, English and German. His primary interests were in English literature and poetry as well as in chemistry and physics. Alfred’s father, who wanted his sons to join his enterprise as engineers, disliked Alfred’s interest in poetry and found his son rather introverted.

**C**

In order to widen Alfred’s horizons, his father sent him abroad for further training in chemical engineering. During a two year period, Alfred Nobel visited Sweden, Germany, France and the United States. In Paris, the city he came to like best, he worked in the private laboratory of Professor T. J. Pclouze, a famous chemist. There he met the young Italian chemist Ascanio Sobrero who, three years earlier, had invented nitroglycerine, a highly explosive liquid. But it was considered too dangerous to be of any practical use. Although its explosive power greatly exceeded that of gunpowder, the liquid would explode in a very unpredictable manner if subjected to heat and pressure. Alfred Nobel became very interested in nitroglycerine and how it could be put to practical use in construction work. He also realized that the safety problems had to be solved and a method had to be developed for the controlled detonation of nitroglycerine.

**D**

After his return to Sweden in 1863, Alfred Nobel concentrated on developing nitroglycerine as an explosive. Several explosions, including one (1864) in which his brother Emil and several other persons were killed, convinced the authorities that nitroglycerine production was exceedingly dangerous. They forbade further experimentation with nitroglycerine within the Stockholm city limits and Alfred Nobel had to move his experimentation to a barge anchored on Lake Malaren. Alfred was not discouraged and in 1864 he was able to start mass production of nitroglycerine. To make the handling of nitroglycerine safer Alfred Nobel experimented with different additives. He soon found that mixing nitroglycerine with kieselguhr would turn the liquid into a paste which could be shaped into rods of a size and form suitable for insertion into drilling holes. In 1867 he patented this material under the name of dynamite. To be able to detonate the dynamite rods he also invented a detonator (blasting cap) which could be ignited by lighting a fuse. These inventions were made at the same time as the pneumatic drill came into general use. Together these inventions drastically reduced the cost of blasting rock, drilling tunnels, building canals and many other forms of construction work.

**E**

The market for dynamite and detonating caps grew very rapidly and Alfred Nobel also proved himself to be a very skillful entrepreneur and businessman. Over the years he founded factories and laboratories in some 90 different places in more than 20 countries. Although he lived in Paris much of his life he was constantly traveling. When he was not traveling or engaging in business activities Nobel himself worked intensively in his various laboratories, first in Stockholm and later in other places. He focused on the development of explosives technology as well as other chemical inventions including such materials as synthetic rubber and leather, artificial silk, etc. By the time of his death in 18%, he had 355 patents.

**F**

Intensive work and travel did not leave much time for private life. At the age of 43, he was feeling like an old man. At this time he advertised in a newspaper “Wealthy, highly-educated elderly gentleman seeks the lady of mature age, versed in languages, as secretary and supervisor of household.” The most qualified applicant turned out to be an Austrian woman, Countess Bertha Kinsky. After working a very short time for Nobel she decided to return to Austria to marry Count Arthur von Suttner. In spite of this Alfred Nobel and Bertha von Suttner remained friends and kept writing letters to each other for decades. Over the years Bertha von Suttner became increasingly critical of the arms race. She wrote a famous book, Lay Down Your Arms and became a prominent figure in the peace movement. No doubt this influenced Alfred Nobel when he wrote his final will which was to include a Prize for persons or organizations who promoted peace. Several years after the death of Alfred Nobel, the ***Norwegian Storting*** (Parliament) decided to award the 1905 Nobel Peace Prize to Bertha von Suttner.

**G**

Alfred Nobel died in San Remo, Italy, on December 10, 1896. When his will was opened it came as a surprise that his fortune was to be used for Prizes in Physics, Chemistry, Physiology or Medicine, Literature and Peace. The executors of his will were two young engineers, Ragnar Sohlman and Rudolf Lilljequist. They set about forming the Nobel Foundation as an organization to take care of the financial assets left by Nobel for this purpose and to coordinate the work of the Prize-Awarding Institutions. This was not without its difficulties since the will was contested by relatives and questioned by authorities in various countries.

**H**

Alfred Nobel’s greatness lay in his ability to combine the penetrating mind of the scientist and inventor with the forward-looking dynamism of the industrialist. Nobel was very interested in social and peace-related issues and held what were considered radical views in his era. He had a great interest in literature and wrote his own poetry and dramatic works. The Nobel Prizes became an extension and a fulfillment of his lifetime interests.

***For questions 76-82, decide whether the following statements are True (T), False (F) or Not Given (NG). Write your answers in the corresponding numbered boxes provided***

Do the following statements agree with the information given in Reading Passage?

*In boxes****76-81****on your answer sheet, write*

**TRUE**                if the statement is true

**FALSE**               if the statement is false

**NOT GIVEN**     if the information is not given in the passage

76. The first Nobel Prize was awarded in 1895.

77. Nobel’s father wanted his son to have a better education than what he had had.

78. Nobel was an unsuccessful businessman.

79. *Bertha von Suttner* was selected by Nobel himself for the first peace prize.

80. The Nobel Foundation was established after the death of Nobel

81. Nobel’s social involvement was uncommon in the 1800s.

***For questions 82-88, complete the notes below using* NO MORE THAN TWO WORDS** ***from the passage. Write your answers in the corresponding numbered boxes provided***

**Education:**

Having accumulated a great fortune in his business, Nobel’s father determined to give his son the best education and sent him abroad to be trained in **82\_\_\_\_\_\_** during Nobel’s study in Paris, he worked in a private laboratory, where he came in contact with a young engineer **83\_\_\_\_\_\_**  and his invention nitroglycerine, a more powerful explosiven than **84\_\_\_\_\_\_**

**Benefits in construction works:**

Nobel became really interested in this new explosive and experimented on it. But nitroglycerine was too dangerous and was banned for experiments within the city of **85\_\_\_\_\_\_**. So Nobel had to move his experiments to a lake. To make nitroglycerine easily usable, Nobel invented dynamite along with **86\_\_\_\_\_\_** while in the meantime **87\_\_\_\_\_\_** became popular, all of which dramatically lowered the **88\_\_\_\_\_\_**  of construction works.

***Your answer:***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **76.** | **77.** | **78.** | **79.** | **80.** | **81.** |  |
| **82.** | **83.** | **84.** | **85.** | **86.** | **87.** | **88.** |

***Part 4: In the passage below, seven paragraphs have been removed. Read the passage and choose from paragraphs A-H the one which fits each gap. There is ONE extra pragraph which you do not need to use. Write your answers in the corresponding numbered boxes provided on the answer sheet. (7 points)***

 “What do you want to be when you grow up?” a class of fresh-faced 12-year-olds were asked upon commencing secondary school. Their new English teacher- Mrs Marcus- asked this question every year and it seemed to fire the imagination of every child. Usually there was a smattering of professions, vocations and trades, along with some interesting surprises. This lot did not disappoint

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| **89.** |  |

 It turns out they were a highly varied lot: doctor, nurse, lawyer, judge, electrician, archeologist, businesswoman, vet, police officer, hairdresser, actor, shop assistant. There was trouble containing their enthusiasm, with some throwing out more than one idea. A few had non-specific ambitions, ‘I don’t know. I want to travel,’ and ‘I just want to go to university.’ All of them had opinions, some stronger than others, but opinions nonetheless.

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| **90.** |  |

 I’m particularly interested in the differences between that generation and the current one. ‘Hopes and dreams,’ she replies immediately. ‘Whether your classmates achieved those things or not is irrelevant. The important thing is you had ideas about your future; you had aspirations. When I have asked that question in recent years, instead if setting their sights on becoming a scientist, a lawyer or an artist, the best some children could think of was going on the dole, being famous, or being the boss of a gang,’ she says.

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| **91.** |  |

 It is a vicious circle that becomes increasingly difficult to break. It was crucial for my peers and I that we knew people who worked and we could make decisions about our ambitions based on some knowledge. We had the benefit of seeing our parents, relatives and neighbours going to work, returning from work, talking about their jobs, or their time at university. These experiences informed our ideas, ambitions and, let’s face it, our expectations, too. We wouldn’t have dreamt of the alternative. After all, work and study were our means to get ahead and make our way in life.

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| **92.** |  |

 This lies at the very core of a gang’s appeal. The aimlessness of some youths’ experience is replaced by the rigid system of rules, rituals, and codes of behavior that members follow, and which gives them a purpose and adds much-needed structure to their lives. In many cases, the gang becomes a surrogate family, providing security, camaraderie and a sense of belonging. These powerful inducements exert a strange power over vulnerable teenagers.

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| **93.** |  |

 I ask Margaret what it is that can drive such a change. ‘I’ve known many young boys who have turned over a new leaf,’ she says. ‘The key is intervention at the grassroots level. Community programmes that keep kids off the streets and involve them in pro-social activities are great deterrents. Strong after-school programmes that meet children’s needs for supervision are also successful in reducing attractionto gang-related activities. These cost money, though, and authorities are often not willing to spend,’ she explains, ‘and sadly, some kids fall through the cracks.’

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| **94.** |  |

 What chance for rehabilitation do they have, I wonder, when they cling to their gangs even in these circumstances? Admittedly, the need for survival plays a role since those in prison rely on their fellow gang members for protection. After all, prison is no picnic and is possibly more dangerous an environment than the outside world. But even in here, there is hope.

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| **95.** |  |

 ‘You can’t make anyone succeed, but you can help them to see that success in life is possible outside of the narrow confines of the gang,’ says Margaret. ‘If we give young people opportunities to bring about a change in their circumstances, they can build a happy future.’ Let’s hope that the next time Margaret asks ‘the question,’ there will be some scientists, entrepreneurs and plumbers in the group.

***Paragraphs***

**A.** Success, however, can be measured in a myriad of ways, and for those without traditional role models, gang culture becomes increasingly alluring as a way to make something of themselves. ‘They’re not inherently bad kids,’ says Marcus, ‘they just have no direction and no one to look up to. Were they to attach value to work and education, their whole outlook on life would change and they wouldn’t need what gang membership provides.’

**B.** Though there is no conclusive evidence, many critics of popular media believe exposure to violent films and song lyrics, particularly rap music, has a negative influence; glamorising gang life and encouraging at-risk youths to join gangs or to participate in gang-related crime as a means of gaining a sense of belonging and empowerment.

**C.** Those who do join in a gang inevitably end up in a downward spiral, losing any moral foundation they had and hurtling headlong into a life of violence and crime. And yet, even when they are placed in juveline detention centres, or worse- in adult prisons- some maintain their allegiance to the gang and look upon their membership as a badge of honour; a mark of success, not failure.

**D.** Thick and fast came the replies. ‘Teacher,’ sai a bespectacled girl in the front row. Mrs Marcus smiled to herself. The prospective teachers always sat as close as possible to the board, eager and serious. ‘Football player!’ shouted a tall lad from the back, raising his arms in victory as though he’d just scored a winning goal against Argentina at the World Cup. Mrs Marcus knew he’d be a live wire in class. ‘Prime minister,’ said another, garnering a round of applause as well as ridiculous from his classmates.

**E.** How has it come to this? A recent report has found that children in some areas of the country have so little contact with working people that the concept of employment is almost foreign. They live in the so-called ‘welfare ghettos’ where more than half of the working -age population depends on out-of-work benefits. In many families, unemployment is intergenerational with grandparents and parents living on the dole.

**F.** Thankfully, in many cases the lure if temporary. It becomes nothing more than a phase that plays to their fantasies or rebellion and desire for high drama, in part fueled by pop culture through music and films that glamorise thug life. In time, these wannabe gangsters find other interests and reject the values of the gang.

**G.** Fast forward twenty years and Mrs Margaret Marcus is now teaching at an inner-city school in a large metropolis. Hoping to get some insight from this forty-year veteran of the education system, I’m interviewing her about the challenges faced by young people today. ‘So you became a journalist instead of a teacher’, she says with a twinkle in the eye. Yes, I was that child in the specs long ago. Before getting down to business, we reminisce for a few moments about my classmates.

H. There are many organisations that are working positively with young people in gangs, both inside and outside of detention, and helping them through some very difficult times in their lives. With this help they can stop their slide into crime and violence, and make the tough transition of evolving into productive, responsible and law abiding of society.

***Your answer***

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

***Part 5: For questions 96-105, you are going to read an extract about food ans cooking. Answer the questions by choosing from the sections of the extract (A - D). The sections may be chosen more than once.******Write your answers in the corresponding numbered boxes provided on the answer sheet. (15 points)***

**A. Monosodium Gluctamate**

 Good food is one of the life’s pleasures and even 1,200 years ago, oriental cooks knew that food tasted better when prepared with a soup stock made from a type of seaweed. But it was only in 1908 that Japanese scientists identified the ingredient responsible for enhancing flavour.

 That ingredient is known today by its scientific name, monosodium glutamate. It is often reffered to as MSG and it is an amino acid found in virtually all foods. The bound form is linked to other amino acids in proteins and is manufactured in the human body. The free form of glutamate in foods enhances food flavours. Tomaoes, cheese and mushrooms are just some free glutamate rich foods. Free glutamate content increases during ripening, bringing out a fuller taste in many foods and is made as a flavour enhancer by a fermentation process similar to that used for making soy and vinegar.

 People have long known about the four basic tastes-sweet, sour, salty and bitter. But now a fifth basic taste called umani has been recognised. This is imparted to foods by glutamate and is responsible for the savoury taste of many foods, such as tomatoes and cheese.

**B. Organic Food & Bunisess!**

Organic farmers pride themselves on fostering sustainable agriculture, but it remains to be seen if the industry’s rapid growth is in fact sustainable.

One challenge facing the industry is to bring the price of organic products more in line with those of conventional products. The price of organic ingredients is improving but demand still outpaces suppply. However, supply issues are overshadowed by the fact that the organic foods sector continues to grow faster than the food industry as a whole, fundamentally due to the natural alliance between organic foods and processed foods. Firstly, organic foods earmarked for processing do not have to be as comestically perfect as their fresh counterparts. In addition, freezing or tinning reduces many of the shelf-life problems associated with fresh produce. It was only a question of time before mainstream food companies woke up to these synergies.

The pioneers of the organic food industry view the growing presence of major food companies in their markets as a mixed blessing. Many smaller companies fear that the ideals of organic agrilculture will be compromised. Other think major food companies will help persuade consumers to buy organic products through the power of their branding.

**C. Chilli**

Capsicums, commonly known as chillis, come in all dimensions and colours from the tiny, pointed, extremely hot, bird’s eye chilli, to the large, mild, fleshy peppers like the Anaheim. Indigenous to Central and South America and the West Indies, they were cultivated long before the Spanish conquest, which was the eventual cause of their introduction to Europe. Chillis along with tomatoes, avocados, vanilla and chocolate changed the flavours of the known world. Today, there are around 400 different varieties of chillis grown. They are easy to cultivate and are one of the world’s most widely distributed crops, available for sale at most food outlets.

 In 1902, a method was developed for measuring the strength of a given variety of capsicum, ranking it on predetermined scale. This originally meant tasting the peppers, but nowadays it can be done more accurately with the help of computers to rate the peppers in units to indicate parts per million of capsaicin. This potent chemical not only causes the fiery sensation, but also triggers the brain to produce endorphins, natural painkillers that promote a sense of well-being.

**D. Writing about cooking**

 Two cookery writers are often credited with the present revival of interest in food and cooking. Elizabeth David discovered her taste for good food when she lived with a French family for two years. After returning to England she learnt to cook so that she could reproduce some of the food that she had come to appreciate in France. Her first book appeared when rationing was still in force after the war and most of the ingredients she had so lovingly described were not available. At the time her books was read rather than used, and it created a yearning for good ingredients and for a way of life that saw more in food than mere sustenance. Her late books confirmed her position as the most inspirational and influential cookery writer in the English language. She shared with Jane Grigson an absorbing interest in the literature of cookery.

 Jane Grigson was brought up in the north-east of England, where there is a strong tradition of good eating, but it was not until she began to spend time in France that she became really interested in food. She was renowned for her fine writing on food and cookery, often catching the imagination with a deftly chosen fragment of history or poetry, but never failing to explain the “why” as well as the “how” of cookery.

***In which section are the following mentioned?***

96. a group of foods that changed the way an area of the world cooked

97. a period of time access to food was restricted

98. a comparison of the process of producing a substance with that used for some other foods, too

99. the global popularity of a particular food

100. an interest in discovering more about unfamiliar types of food

101. the discrepancy between the amount of a type of food produced and the demand for it

102. a substance that reinforces the savoury aspect of food

103. a way of determining the strength of a foodstuff

104. using literay forms to talk about food dishes

105. worries about the ethical future of a food industry

 ***(CPE Practice tests)***

***Your answer***

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

**D. WRITING (60 points)**

***Part 1. Read the following extract and use your own words to summarize it. Your summary should be about 140 words. You MUST NOT copy the original.******(15 pts)***

**Achieving Peak Performance**

There are seven steps to achieve peak performance. The first step is to lead at well-rounded life. High achievers, according to experts, are obsessed people who take work home and then labor over it until bedtime. Furthermore, research has also shown that such people tend to peak early and then go into a decline or level off. They then become addicted to work itself, with less concern for results.

High performers, in contrast, are willing to work hard but within strict limits. For them, work is not everything and they know how to relax. They are able to leave work at the office. They value close friendships and family life, and spend a healthy amount of time with their families.

The second step is to select a carcer you care about. Studies show that high performers choose work they truly prefer, and spend over two-thirds of their working hours doing it and only one-third on disliked tasks. They want internal satisfaction and not just external results such as pay rises and promotions. In the end, of course, they often have both. Since they enjoy what they do, they produce better work and the rewards are higher.

Rehearsing each challenge or task mentally is the third step to achieving peak performance. Before any difficult or important situation - a public presentation, a board meeting, a key tennis match, for example - most peak performers run their desired actions through in their minds over and over again. Nearly all of us day-dream. about important coming events, but idle day-dreaming is not the same as a deliberate mental workout that sharpens the skills to be used in the activity.

In order to achieve peak performance, you also have to seek results, not perfection. Many ambitious and hardworking people are so obsessed with perfection that they produce very little work. It has been found that those with perfectionist tendencies earned considerably less a year than those who did not have such tendencies. In contrast, high performers are almost always free of the compulsion to be perfect. They do not think of their mistakes as failures, but they learn from mistakes so that they can do better the next time

The next step is to be willing to take risks. Most people are willing to settle for jobs which they think are secure, even if that also means mediocrity and boredom, rather than take changes. High performers, on the other hand, are able to take risks because they would carefully consider how they would adjust and how they would salvage the situation if, in reality they did fail. Constructing a 'worst-case' scenario allows them to make a rational choice.

The penultimate step to achieving peak performance is not to underestimate your own, potential. Most of us think we know our own limits, but much of what we "know' is not knowledge at all. It could be a belief which is erroneous and self-limiting. These types of beliefs are the biggest barriers to achieving high-level performance. Too many of us set our individual limits far below what we can actually achieve. High performers, on the contrary, are able to ignore artificial barriers. They concentrate instead on their own feelings, on their functioning, on the momentum of their effort and are therefore free to achieve peak levels.

Finally, compete with yourself, not with others. High performers focus more on improving on their own previous efforts than on competing with others.

Such are the skills of high performers. If you want to make the most of your talents and to live up to your fullest potential, learn to use these skills.

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***Part 2. The bar chart below illustrates five different industries’ percentage share of Brazil’s economy in 2009 and 2019 with a forecast for 2029.***

**Summarise the information by selecting and reporting the main features, and make comparisons where relevant. (15 points)**

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***Part 3.* Essay writing (30 points)**

***Some people enjoy change and look forward to new experiences. Others like their lives to remain the same and do not like any changes. Discuss both views and give your opinion.***

Give reasons and relevant examples to support your answer. You should write at least 350 words.

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