



**ĐỀ CHÍNH THỨC**

(Đề thi gồm 15 trang)

**KỶ THI CHỌN HỌC SINH GIỎI  
LẦN THỨ XIV, NĂM 2023**

**ĐỀ THI MÔN: TIẾNG ANH - LỚP 10**

**Thời gian làm bài: 180 phút** (không kể thời gian giao đề)

Ngày thi: 15 tháng 7 năm 2023

Điểm		Giám khảo số 1 (Họ tên, chữ ký)	Giám khảo số 2 (Họ tên, chữ ký)	Số phách (Do chủ tịch HĐ ghi)
Bảng số	Bảng chữ			

(Thí sinh làm bài trực tiếp vào đề thi theo hướng dẫn)

**SECTION A: LISTENING (50 points)**

**HƯỚNG DẪN PHẦN THI NGHE HIỂU**

- Bài nghe gồm 4 phần; mỗi phần được nghe 2 lần, mỗi lần cách nhau 05 giây; mở đầu và kết thúc mỗi phần nghe có tín hiệu. Thí sinh có 20 giây để đọc mỗi phần câu hỏi.
- Mở đầu và kết thúc bài nghe có tín hiệu nhạc. Thí sinh có 03 phút để hoàn chỉnh bài trước tín hiệu nhạc kết thúc bài nghe.
- Mọi hướng dẫn cho thí sinh (bằng tiếng Anh) đã có trong bài nghe

**Part 1. Complete the notes below. Write ONE WORD for each answer. Write your answers in the corresponding numbered boxes provided. (10 points)**

**Easy Life Cleaning Services**

**Basic cleaning package offered**

- Cleaning all surfaces
- Cleaning the floors throughout the apartment
- Cleaning the kitchen and (1) \_\_\_\_\_

**Additional services agreed**

- Every week
- Cleaning the (2) \_\_\_\_\_
- Ironing clothes – (3) \_\_\_\_\_ only

- Every month
- Cleaning all the (4) \_\_\_\_\_ from the inside
- Washing down the (5) \_\_\_\_\_

**Your answers:**

1.	2.	3.	4.	5.
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**Part 2. You will hear a man talking about insomnia. For questions 6-10, decide whether the following statements are true (T) or false (F). Write your answers in the corresponding numbered boxes provided. (10 points)**

6. Extreme sleep deprivation hardly throws off biological clock.
7. Sleep deprivation is long-term with exhaustion catching up with all of us.
8. Respiratory disorders and gastrointestinal problems are among what can overpower fatigue.
9. Come morning time, insomniacs are stressed.
10. When the brain hijacks the stress respond system, some hormones course through the blood stream making the heart beat faster.

**Your answers:**

6.	7.	8.	9.	10.
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**Part 3. For questions 11-15, you will hear an interview in which two people called Claire MacBride and Shaun Kale are talking about training to run a charity marathon. Choose the answer (A, B, C or D) which fits best according to what you hear.**

**Write your answers in the corresponding numbered boxes provided. (10pts)**

11. When Claire started her marathon training programme, she felt
  - A. astonished at her own self-discipline.
  - B. encouraged by the reaction of others.
  - C. determined to establish new habits.
  - D. aware of the size of the task ahead.
12. What mistake does Shaun believe he made in his marathon preparation?
  - A. not being sufficiently fit at the start
  - B. overtraining in the early days
  - C. choosing an unsuitable training plan at first
  - D. underestimating incentives.
13. What does Claire suggest about training on winter mornings?
  - A. It was hard without a running companion.
  - B. It was necessary to prepare herself mentally.
  - C. It was useful to take notice of the sounds she heard.
  - D. It was depressing to be running in the dark.
14. When asked about his running speed on the marathon, Shaun reveals his
  - A. desire to achieve a good race time.
  - B. worries about finishing the race.

C. pride in his increased fitness.

D. lack of faith in technology.

15. For both Claire and Shaun, their experience of the marathon event as a whole was

A. full of highly emotional moments.

B. stressful as a result of unexpected issues.

C. more satisfying than they had been led to believe.

D. made easier by the support they received from the crowd.

**Your answers:**

11.	12.	13.	14.	15.
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**Part 4. You will listen to a recording about a business practice in the gaming sector. For questions 16-25, complete the summary by writing NO MORE THAN THREE WORDS in each gap. Write your answers in the corresponding numbered boxes provided. (20 points)**

- In the gaming industry, with the worth of acquisitions in January surpassed last year figure by \$0,4 billion, the M&A got off to (16) \_\_\_\_\_ this year.
- In recent years, we have witnessed business model transformation of gaming companies into diverse areas of so-called (17)\_\_\_\_\_
- Alongside favourable chances that corporations (18) \_\_\_\_\_ in a hurry, there comes obstacles, namely, sustainable growth merely via (19) \_\_\_\_\_, increased regulations, and (20) \_\_\_\_\_.
- New definitions will be applied to firms within the gaming industry. Brokers are required to make timely plans, observe modifications in local ruling, grasp legal issues unique to the sector to (21) \_\_\_\_\_
- Prior to a M&A deal, (22) \_\_\_\_\_ potentially pertinent to the trade deal is to be sketched out in details.
- In certain circumstances, it may even be necessary to make it clear whether it is essential to (23) \_\_\_\_\_ properties and businesses. This has assisted Embracer Group in seizing lots of firms in the past, more down the line.
- And we've engaged early with advisors to understand and be able to zoom in on the (24)\_\_\_\_\_ of the deal.
- It is necessary for acquirers to take post-deal risks into account in addition to (25)\_\_\_\_\_

**Your answers:**

16.	17.
18.	19.
20.	21.
22.	23.
24.	25.

**SECTION B: LEXICO- GRAMMAR (40 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. The police investigated many clues, but they were all \_\_\_\_\_.
- A. red tape                      B. blue jokes                      C. white lies                      D. red herrings
27. Dr Johnson managed to ensure that the scientists in his research team were the \_\_\_\_\_ of the crop.
- A. cream                      B. catch                      C. top                      D. blend
28. The job wasn't giving the \_\_\_\_\_ of the experience he wanted.
- A. width                      B. depth                      C. length                      D. breadth
29. While she \_\_\_\_\_ through her Maths exams, he struggled.
- A. floated                      B. drifted                      C. sailed                      D. flew
30. Had we been in control of monetary policy, we would have raised interest rates sharply after the election instead of doing it in \_\_\_\_\_.
- A. fingers and thumbs      B. bits and bobs      C. dribs and drabs      D. bibs and tuckers
31. We don't want him to suspect we're giving him a surprise party. Make sure you don't \_\_\_\_\_.
- A. break the ice                      B. kick the bucket      C. spill the beans      D. sweep the board
32. Companies are joining forces with governments in Africa to \_\_\_\_\_ regional campaigns against malaria.
- A. fabricate                      B. originate                      C. mount                      D. produce
33. Diplomatic relations between the two countries were \_\_\_\_\_ after weeks of intense negotiations.
- A. rebuilt                      B. restored                      C. repositioned                      D. replaced
34. There are a lot of problems and we're not \_\_\_\_\_ yet.
- A. out of the woods                      B. down the ladder      C. back to the path      D. into the lights
35. During the award ceremony, the host decided to \_\_\_\_\_ a surprise \_\_\_\_\_ the audience by announcing an additional category for the awards.
- A. remit/to                      B. spring/on                      C. devolve/to                      D. apprise/of
36. There is no point in phoning him. He's certain \_\_\_\_\_ by now.
- A. to leave                      B. to have left                      C. left                      D. having left
37. I'd rather you \_\_\_\_\_ anything for tonight, but I suppose it's too late to change things now.
- A. not arrange                      B. don't arrange                      C. didn't arrange                      D. hadn't arranged
38. \_\_\_\_\_, the meeting stops here.
- A. If no question being asked                      B. Without any questions, however  
C. No questions asked                      D. There being no question
39. The decline of this industry over the last decade \_\_\_\_\_ training programs to be eliminated.
- A. had been caused by vital                      B. once vitally led to some  
C. has caused once vital                      D. has once led to vital
40. \_\_\_\_\_, I had to buy a new one.
- A. My dictionary losing                      B. My dictionary had been lost  
C. My dictionary having been lost                      D. Because my dictionary lost
41. The government has rightly been \_\_\_\_\_ its health policy.
- A. taking to task                      B. taking to the task of  
C. taken for the task of                      D. taken to task for

42. \_\_\_\_\_, watching every our move.  
**A.** A tall man at the back of the room stood      **B.** Stood a tall man at the back of the room  
**C.** Stood at the back of the room a tall man      **D.** At the back of the room stood a tall man
43. I was talking to \_\_\_\_\_ the manager about the taste of the dishes we ate.  
**A.** no one rather than      **B.** no one better than      **C.** none other than      **D.** none whatsoever rather
44. \_\_\_\_\_ by thousands of kilometres, India and Germany have had an influence on each other.  
**A.** Although separating      **B.** Though separated  
**C.** Despite being separating      **D.** Much as separated
45. \_\_\_\_\_ talking of running for election again, after such a crushing defeat, is surely proof of his resilience.  
**A.** That he is      **B.** Should he be      **C.** Had he been      **D.** That he were

**Your answers:**

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

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**Part 2. For questions 46-55, fill each gap with the correct form of the words in brackets. Write your answer in the boxes provided. (10 points)**

46. School officials hope the \_\_\_\_\_ project can help both the teenagers and retired people. **(GENERATE)**
47. The actor \_\_\_\_\_ the question by denying his relationship with the female internet celebrity. **(STEP)**
48. New immigrants have been successfully \_\_\_\_\_ into the community. **(SIMILAR)**
49. The judge was forced to acquit, saying the evidence was wholly \_\_\_\_\_. **(CONCLUDE)**
50. There's little hope that Maurice's behaviour will ever improve. It will probably remain so \_\_\_\_\_ till he grows up. **(CORRECT)**
51. After the death of his uncle, he became the \_\_\_\_\_ owner of the castle. **(LAW)**
52. \_\_\_\_\_ as I am to speaking in public, I'll make this as short as possible. **(CUSTOM)**
53. The headmaster, Bowyer, was a severe \_\_\_\_\_ but respected by his pupils. **(DISCIPLINE)**
54. The main reason I believe children shouldn't be exposed to violence on TV is that they are so \_\_\_\_\_ at that age. **(IMPRESS)**
55. We are disappointed by her approaching this matter so \_\_\_\_\_. **(AMATEUR)**

**Your answers:**

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

**Part 3. For questions 56-65, complete each of the following sentences with suitable preposition(s). Write your answer in the boxes provided. (10 points)**

56. One good way to drum \_\_\_\_\_ support is to get people in the neighborhood to sign a petition.  
 57. Ed Carey has been chosen to make \_\_\_\_\_ the losing football team.  
 58. Something's cropped \_\_\_\_\_, I am afraid I won't be able to make it this afternoon.  
 59. Mark didn't understand what Mr. Smith was getting \_\_\_\_\_, so he asked her to explain it again.  
 60. I'm going to hang \_\_\_\_\_ your passport until we check you into the hotel and then I'll return it to you.  
 61. His jokes seemed to go \_\_\_\_\_ very well with his audience, if their laughter was any indication.  
 62. The company has such large cash reserves that it thinks it can always buy \_\_\_\_\_ any competitors.  
 63. John started hanging around with a gang and got sucked \_\_\_\_\_ a world of petty crime.  
 64. She was very appreciative \_\_\_\_\_ all the support she got from her friends.  
 65. The unforeseen expense on the new house ate \_\_\_\_\_ my savings, but it was worth it.

**Your answers:**

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

**SECTION C: READING (60 points)**

**Part 1. For questions 66-75, read the following passage and decide which option (A, B, C, or D) best fits each gap. Write your answers in corresponding numbered boxes. (15 points)**

The knowledge and eloquence that people gain through travelling is usually perceived as the best fulfilment in life. It is the inquisitive human nature that impels people to seek (66) \_\_\_\_\_ experiences and to set out on an exploration trip. Those who travel frequently and to diverse places benefit from establishing new relationships and (67) \_\_\_\_\_ a better knowledge about other cultures and lifestyles.

However, there is a (68) \_\_\_\_\_ of truth in the assumption that people are prone to (69) \_\_\_\_\_ cliches and unfounded prejudices about other nations and their characteristics. Sometimes, it is only the first-hand encounter that can help change the (70) \_\_\_\_\_ towards the so-called "inferior communities". This direct contact with a different civilization enables travellers to (71) \_\_\_\_\_ their baseless assumptions and get acquainted with the real concept of life in all four corners of the globe.

(72) \_\_\_\_\_ question, travelling facilitates friendship and makes it easier for many individuals to acknowledge the true value of different traditions and customs. Yet, it does not always mean enjoyment. It may also (73) \_\_\_\_\_ coming close with the atrocities of real existence as well as becoming aware of the challenges and hardships that other people have to struggle with. Hence, a true voyage is the one with a good deal of experience to (74) \_\_\_\_\_ about, very often combined with (75) \_\_\_\_\_ to abhorrent sights and incredible ordeals. The learning to be complete, this, requires an ability to observe and analyze the surroundings, both their glamour and brutality.

66. A. thriving                      B. thrilling                      C. throbbing                      D. thwarting  
 67. A. learning                      B. educating                      C. acquiring                      D. exacting  
 68. A. grain                      B. speck                      C. scrap                      D. tip

69. A. persevering      B. persisting      C. indulging      D. cherishing  
 70. A. manner      B. approach      C. outlook      D. prejudice  
 71. A. fail      B. cease      C. drop      D. quit  
 72. A. Apart      B. Beneath      C. Unfailing      D. Beyond  
 73. A. derive      B. consist      C. involve      D. enclose  
 74. A. remind      B. commemorate      C. resemble      D. reminisce  
 75. A. exposure      B. acquaintance      C. opposition      D. affliction

**Your answers:**

66.	67.	68.	69.	70.	71.	72.	73.	74.	75.
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**Part 2. For questions 76-85, fill each of the following numbered blanks with ONE suitable word and write your answers in the corresponding numbered boxes. (15 points)**

Nowadays there is an increasing emphasis on the idea of life-long education, that is to say, education that continues through the whole of adulthood. One way in (76) \_\_\_\_\_ adults can develop their interest in a new subject is to watch television programmes, or read books. A potentially much richer way is to wander through a learning environment, such as a science museum, laid (77) \_\_\_\_\_ in a systematic way to introduce visitors to particular subjects. With the help of audio-visual aids, computer-assisted instruction and (78) \_\_\_\_\_ devices, a museum can bring a subject (79) \_\_\_\_\_ in ways that compare favourably with a television programme, or a book. The kind of help that museums can give to adults can equally well be given to children, and to teachers whose pupils have come to the museum for specific purposes.

At a time when the demand for public accountability has never been greater, it is (80) \_\_\_\_\_ remembering that many museums receive substantial grants towards what is supposed to be stimulating educational provision for the general (81) \_\_\_\_\_. Museums accepting these grants, yet offering little more than the occasional public lecture, or very minimal help to schoolteachers arriving at the museum with their pupils, therefore risk (82) \_\_\_\_\_ such financial support severely cut back, or even withdrawn.

Why is this done? The idea is that museums should not simply be aiming to be truly rewarding learning environments. (83) \_\_\_\_\_ that this is their aim, they should not just dispense facts and theories. They should show the visitor exactly what to do with the information provided. Isolated snippets of information, fascinating (84) \_\_\_\_\_ they may be, do not encourage museum visitors to use their intelligence. For example, if told that some fleas can jump 130 times their own height, visitors simply have no idea of how to apply this knowledge (85) \_\_\_\_\_ they are clearly pointed in the right direction.

*(Adapted from Complete CAE- Workbook)*

**Your answers:**

76.	77.	78.	79.	80.
81.	82.	83.	84.	85.

*Part 3. For questions 86-95, read the following passage and circle the best answer to each of the following questions. Write your answers in corresponding numbered boxes provided. (15 points)*

### SUPER HUMANS

Sit down with an anthropologist to talk about the nature of humans, and you are likely to hear this pearl of wisdom: 'Well, you have to remember that 99 percent of human history was spent on the open savanna in small bands of hunter-gatherers.' It's a classic scientific cliché, and it's true. Indeed, those millions of ancestral years produced many of our hallmark traits — upright walking and big brains, for instance. Of course, those useful evolutionary innovations come at a price: aching backs from our bipedal stance and existential despair from our large, self-contemplative cerebral cortex.

Compounding the challenges of those trade-offs, the world we have invented is dramatically different from the one to which our bodies and minds are adapted. Have your dinner delivered to you instead of chasing it down on foot; log in to Facebook to interact with your nearest and dearest instead of spending most of the day with them. But this is where the utility of the anthropologist's cliché for explaining the human condition ends.

The reason for this mismatch between the setting we evolved to live in and the situations we encounter in our modern era derives from another defining characteristic of our kind, arguably the most important one: our impulse to push beyond the limitations evolution imposed on us by developing tools to make us faster, smarter and longer-lived. Science is one such tool — an invention that requires us to break out of our Stone Age seeing-is-believing mindset so that we can clearly see the next hurdle we have to overcome, be it a pandemic flu or climate change. You could call it the ultimate expression of humanity's singular drive to aspire to be better than we are.

To understand how natural selection moulded us into the unique primates we have become, let us return to the ancestral savanna. There the sun was hotter and nutritious plant foods were scarcer. In response, our predecessors lost their hair and their molars dwindled as they abandoned a tough vegetarian diet for one focused in part on meat from grassland grazers. Meanwhile, the selective demands of food scarcities sculpted our distant forebears into having a body that was extremely thrifty and good at storing calories. Now, having inherited that same metabolism, we hunt and gather burgers as diabetes becomes a worldwide scourge. Or consider how our immune systems evolved in a world where one hardly ever encountered someone carrying a novel pathogen. Today, if you sneeze near someone in an airport, your rhinovirus could be set free 12 time zones away by the next day.

As regards behavior, our abilities abound. We can follow extraordinarily complex scenarios of social interaction and figure out if a social contract has been violated. And we are **peerless** when it comes to facial recognition: we even have an area of the cortex in the fusiform gyrus that specializes in this activity.

The selective advantages of evolving a highly social brain are obvious. It paved the way for us to **finetune** our capabilities for reading one another's mental states, to excel at social manipulation and to deceive and attract mates and supporters. Among Americans, the extent of social intelligence in youth is a better predictor of adult success in the occupational world than are academic scores. Indeed, when it comes to social intelligence in primates, humans reign supreme. The social brain hypothesis of primate evolution is built on the fact that across primate species the percentage of the brain devoted to the neocortex correlates with the average size of the social group of that species. This correlation is more dramatic in humans than in any other primate species.

The fact that we have created this world proves a point - namely, that it is in our nature to be unconstrained by our nature. Science is one of the strangest, newest domains where we challenge our hominid limits. It also tests our sense of what is the norm, what counts as better than well and it challenges our sense of who we are. Thanks to science, human life expectancy keeps extending, our average height increases, our intelligence test scores improve and we eventually break every world record. But when it comes to humans becoming, on average, smarter, taller and better at athletics, there is a problem: Who cares about the average? As individuals, we want to be better than other individuals. Our brain is invidious, comparative and more interested in contrasts, a state that begins with sensory systems that do not normally tell us about the quality of a stimulus but instead about the quality relative to the stimuli around it.

86. Which of the following is the main idea of the passage?

- A. Social intelligence enables Americans to be both academically and professionally successful.
- B. Science helps prolong human life and improve human intelligence to break all world records.
- C. What sets us apart from other species is that our evolutionary limits can be surpassed.
- D. A highly evolved social brain paved the way for humans to be able to read and distort others' thinking.

87. According to the writer, the anthropological cliché to explain the nature of mankind \_\_\_\_\_.

- A. needs some slight modifications
- B. is limited in scope
- C. requires little analysis
- D. should be considered paradoxical

88. Humankind will only be able to use science to progress if \_\_\_\_\_.

- A. ethical considerations are ignored
- B. our drive to eliminate barriers continues
- C. the philosophy we adopt can be widely understood
- D. an obsolete approach to acquiring knowledge is effaced

89. Our ancient ancestors lived in a world where \_\_\_\_\_.

- A. their restricted movement protected them from illness
- B. the necessity to hunt for food led to good health
- C. it was vitally important to have a balanced diet
- D. isolation allowed them to develop immunity from disease

90. The word “**peerless**” in paragraph 5 is closest in meaning to \_\_\_\_\_.

- A. isolated
- B. uncompetitive
- C. flawless
- D. unsurpassed

91. Having a highly social brain \_\_\_\_\_.

- A. prevents us from being misunderstood
- B. causes us to be more devious
- C. enables us to create groups with more members
- D. helps us to read other people's minds

92. The way we tend to think \_\_\_\_\_.

- A. makes us less likely to be concerned with absolutes
- B. forces us to overlook our shortcomings
- C. has enhanced our understanding of sense perception

D. distorts our perception of the notion of average

93. The word “**finetune**” in paragraph 6 mostly means \_\_\_\_\_.

- A. overhaul                      B. amend                      C. rectify                      D. adjust

94. It can be inferred from the passage that

- A. our knowledge of the past is crucial to our future.  
B. There will be obstacles in humankind's evolutionary path.  
C. we will be able to adapt to harsh environments.  
D. there are no limits to human capabilities.

95. Which of the following square brackets [A], [B], [C], or [D] best indicates where in the paragraph the sentence "**We are no strangers to going out of bounds.**" can be inserted?

[A] The fact that we have created this world proves a point — namely, that it is in our nature to be unconstrained by our nature. [B] Science is one of the strangest, newest domains where we challenge our hominid limits. It also tests our sense of what is the norm, what counts as better than well and it challenges our sense of who we are. [C] Thanks to science, human life expectancy keeps extending, our average height increases, our intelligence test scores improve and we eventually break every world record. [D] But when it comes to humans becoming, on average smarter, taller and better at athletics, there is a problem: Who cares about the average? As individuals, we want to be better than other individuals. Our brain is invidious, comparative and more interested in contrasts, a state that begins with sensory systems that do not normally tell us about the quality of a stimulus but instead about the quality relative to the stimuli around it.

- A. [A]                      B. [B]                      C. [C]                      D. [D]

**Your answers:**

86.	87.	88.	89.	90.
91.	92.	93.	94.	95.

**Part 4. For questions 96-105, read the passage and do the following tasks. Write your answers in the corresponding numbered boxes. (15 points)**

- A. One misguided legacy of over a hundred years of writing on bilingualism<sup>1</sup> is that children’s intelligence will suffer if they are bilingual. Some of the earliest research into bilingualism examined whether bilingual children were ahead or behind monolingual<sup>2</sup> children on IQ tests. From the 1920s through to the 1960s, the tendency was to find monolingual children ahead of bilinguals on IQ tests. The conclusion was that bilingual children were mentally confused. Having two languages in the brain, it was said, disrupted effective thinking. It was argued that having one well-developed language was superior to having two half-developed languages.
- B. The idea that bilinguals may have a lower IQ still exists among many people, particularly monolinguals. However, we now know that this early research was misconceived and incorrect. First, such research often gave bilinguals an IQ test in their weaker language – usually English. Had bilinguals been tested in Welsh or Spanish or Hebrew, a different result may have been found. The testing of bilinguals was thus unfair. Second, like was not compared with like. Bilinguals tended to

come from, for example, impoverished New York or rural Welsh backgrounds. The monolinguals tended to come from more middle class, urban families. Working class bilinguals were often compared with middle class monolinguals. So the results were more likely to be due to social class differences than language differences. The comparison of monolinguals and bilinguals was unfair.

- C.** The most recent research from Canada, the United States and Wales suggests that bilinguals are, at least, equal to monolinguals on IQ tests. When bilinguals have two well- developed languages (in the research literature called balanced bilinguals), bilinguals tend to show a slight superiority in IQ tests compared with monolinguals. This is the received psychological wisdom of the moment and is good news for raising bilingual children. Take, for example, a child who can operate in either language in the curriculum in the school. That child is likely to be ahead on IQ tests compared with similar (same gender, social class and age) monolinguals. Far from making people mentally confused, bilingualism is now associated with a mild degree of intellectual superiority.
- D.** One note of caution needs to be sounded. IQ tests probably do not measure intelligence. IQ tests measure a small sample of the broadest concept of intelligence. IQ tests are simply paper and pencil tests where only 'right and wrong' answers are allowed. Is all intelligence summed up in such right and wrong, pencil and paper tests? Isn't there a wider variety of intelligences that are important in everyday functioning and everyday life?
- E.** Many questions need answering. Do we only define an intelligent person as somebody who obtains a high score on an IQ test? Are the only intelligent people those who belong to high IQ organisations such as MENSA? Is there social intelligence, musical intelligence, military intelligence, marketing intelligence, motoring intelligence, political intelligence? Are all, or indeed any, of these forms of intelligence measured by a simple pencil and paper IQ test which demands a single, acceptable, correct solution to each question? Defining what constitutes intelligent behaviour requires a personal value judgement as to what type of behaviour, and what kind of person is of more worth.
- F.** The current state of psychological wisdom about bilingual children is that, where two languages are relatively well developed, bilinguals have thinking advantages over monolinguals. Take an example. A child is asked a simple question: How many uses can you think offer a brick? Some children give two or three answers only. They can think of building walls, building a house and perhaps that is all. Another child scribbles away, pouring out ideas one after the other: blocking up a rabbit hole, breaking a window, using as a bird bath, as a plumb line, as an abstract sculpture in an art exhibition.
- G.** Research across different continents of the world shows that bilinguals tend to be more fluent, flexible, original and elaborate in their answers to this type of open-ended question. The person who can think of a few answers tends to be termed a convergent thinker. They converge onto a few acceptable conventional answers. People who think of lots of different uses for unusual items (e.g. a brick, tin can, cardboard box) are called divergers. Divergers like a variety of answers to a question and are imaginative and fluent in their thinking.
- H.** There are other dimensions in thinking where approximately 'balanced' bilinguals may have temporary and occasionally permanent advantages over monolinguals: increased sensitivity to communication, a slightly speedier movement through the stages of cognitive development, and

being less fixed on the sounds of words and more centred on the meaning of words. Such ability to move away from the sound of words and fix on the meaning of words tends to be a (temporary) advantage for bilinguals around the ages four to six. This advantage may mean an initial head start in learning to read and learning to think about language.

**For questions 96 – 99, decide whether the following statements are True (T), False (F) or Not Given (NG). Write your answers in the corresponding numbered boxes.**

- 96. Monolinguals tend to acquire speech capabilities at an earlier stage compared to their bilingual counterparts.
- 97. The enduring advantages for balanced bilinguals outweigh the transient benefits when compared to monolinguals.
- 98. It is frequent for bilingual individuals to focus predominantly on the semantic interpretation of a word rather than its phonetic aspects.
- 99. Bilinguals in the initial phase of their educational journey may demonstrate an accelerated acquisition of specific abilities relative to monolinguals.

**The passage has seven paragraphs, A-G. For questions 100 – 105, choose the correct headings (i-ix) for paragraphs. Write your answers in the corresponding numbered boxes provided.**

<b>LIST OF HEADINGS</b>	
<b>i.</b>	Contemporary perspectives on the edge enjoyed by bilingual people
<b>ii.</b>	Initial theories pertaining to bilingualism
<b>iii.</b>	Monolingual individuals surpassing their bilingual peers
<b>iv.</b>	Illustrating the advantages inherent in bilingualism
<b>v.</b>	The absence of a unifying definition for intelligence
<b>vi.</b>	Erroneous assessments leading to misguided outcomes
<b>vii.</b>	Research from Wales endorses the validity of IQ tests
<b>viii.</b>	Caution: insufficient means for the commodification of intellect
<b>ix.</b>	Global studies corroborate the benefits of bilingualism

<b>Example: Paragraph C:</b>	...I.....
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- 100. Paragraph **A**: .....
- 101. Paragraph **B**: .....
- 102. Paragraph **D**: .....
- 103. Paragraph **E**: .....
- 104. Paragraph **F**: .....
- 105. Paragraph **G**: .....

**Your answers:**

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





