|  |  |
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| **TRƯỜNG THPT CHU VĂN AN HN**  **ĐỀ ĐỀ XUẤT**  *(Đề thi gồm 13 trang)* | **KỲ KIỂM TRA CHẤT LƯỢNG CÁC ĐỘI TUYỂN HSG**  **NĂM HỌC 2022-2023**  **MÔN: TIẾNG ANH – KHỐI 10**  *Thời gian làm bài: 180 phút*  *(không kể thời gian giao đề)* |

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| --- | --- | --- | --- | --- |
| **Điểm bài thi** | | **Giám khảo 1**  (*Kí, ghi rõ họ tên*) | **Giám khảo 2**  (*Kí, ghi rõ họ tên*) | **Số phách**  (*Do chủ tịch HĐ chấm thi ghi*) |
| **Bằng số** | **Bằng chữ** |
|  |  |  |  |  |

* *Thí sinh không được sử dụng tài liệu, kể cả từ điển.*
* *Giám thị không giải thích gì thêm.*

**I. 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.*
* *Mọi hướng dẫn cho thí sinh (bằng tiếng Anh) đã có trong bài nghe.*

**Part 1. For questions 1-5, listen to the recording and complete the form below.**

**Write NO MORE THAN TWO WORDS AND/OR A NUMBER from the listening for each answer.**

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

|  |  |
| --- | --- |
| **Notes on the Bruntwood Sports Centre** | |
| **Classes** | Early (from 6 a.m.) - aerobics, spinning + (1) \_\_\_\_\_\_\_\_\_\_ Later (from 4 p.m.) - aerobics, keep fit + spinning Later (from 6 p.m.) - pilates + yoga Schedules change but can be checked by consulting the (2) \_\_\_\_\_\_\_\_\_\_ |
| **Swimming** | Early hours have special lanes for swimming at different speeds People can swim from 6 a.m. – (3) \_\_\_\_\_\_\_\_\_\_ p.m. |
| **The Gym** | Good for improving my core strength and preventing injuries Open during the Centre’s opening hours New users must take part in an (4) \_\_\_\_\_\_\_\_\_\_ Steve recommended using a (5) \_\_\_\_\_\_\_\_\_\_ for my sessions |

***Your answers:***

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

## Part 2. For questions ****6-10****, listen to a piece of news and decide whether these statements are True (T), False (F) or Not Given (NG).

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

6. Although it is difficult to estimate the extent of its effects, the Khafka Dam burst is certain to lead to global food shortage as the affected area is regarded as the world's main provider of food.

7. Due to the eruption of Mayan volcano, thousands of people living from six to eight kilometers of the volcano have been evacuated for months.

8. People are not allowed to return to their homes because the volcano may be more active in the next few days.

9. The former president Donald Trump is being charged of illegally keeping secret documents at home by FBI and Justice Department, whose action is considered illegitimate.

10. Although the intensity of the storm is projected to be less before it approaches the inland areas, people are well-prepared for its landfall.

***Your answer:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 6. | 7. | 8. | 9. | 10. |

**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 (А, В, 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 encouraged by the reaction of others.

B amazed at her own self-discipline.

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 not realising the importance of motivation

D choosing an unsuitable training plan at first

13. What does Claire suggest about training on winter mornings?

A It was helpful to pay attention to the sounds she heard.

B It was hard without a running companion.

C It was necessary to prepare herself mentally.

D It was depressing to be running in the dark.

14. When asked about his running speed on the marathon, Shaun reveals his

A lack of faith in technology.

B desire to achieve a good race time.

C worries about finishing the race.

D pride in his increased fitness.

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

A full of highly emotional moments.

B more satisfying than they had been led to believe.

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

D stressful as a result of unexpected issues.

***Your answer:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 11. | 12. | 13. | 14. | 15. |

**Part 4. For questions from 16-25, listen to talk and complete the summary. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each gap.**

**Write your answers in the corresponding numbered boxes provided. (20pts)**

Growth mindset has acquired (16)\_\_\_\_\_\_\_\_ these days with studies indicating greater success for those who embrace efforts and learning than those who are merely supportive of (17) \_\_\_\_\_\_\_\_\_\_. Similarly, deceptive behaviours are found in companies encouraging talent game while higher rates of innovative developments, greater (18) \_\_\_\_\_\_\_\_\_ as well as more dedicated staff are reported in companies supporting growth. However, a growth mindset can also be misinterpreted.

One common misconception is to dismiss the evolutionary nature of growth and to mistake features such as a (19) \_\_\_\_\_\_\_\_ or receptiveness for a growth mindset. Next, people might misinterpret endeavors as a sure component of a growth mindset while not attaching enough significance to (20) \_\_\_\_\_\_\_ which involve the lessons learnt, progress made and processes engaged in. Finally, organisations may solely announce their goals to achieve (21) \_\_\_\_\_\_\_\_\_ without (22) \_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_.

All in all, organisations that encourage a growth zone value learning and support certain levels of (23) \_\_\_\_\_\_\_\_. In such environments, not (24)\_\_\_\_\_\_\_\_\_ but \_\_\_\_\_\_\_\_ is espoused, and the concept of “growth” must be truly delivered to employees through actions. The fixed mindset that triggers (25)\_\_\_\_\_\_\_\_\_\_ in response to negative feedback might be an obstacle to growth thinking; therefore, the key is to get insight into what a growth mindset truly means and how to put it into practice.

***Your answers:***

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

**II. LEXICO - GRAMMAR (40 POINTS)**

**Part 1. For questions 26-45, choose one of the words marked A, B, C, or D which best completes each of the following sentences. Write your answers in the corresponding numbered boxes. (20 pts)**

26. How can I pull myself together when this is not \_\_\_\_\_\_ a challenge?

A. more a worry than B. so much a worry as

C. worth worrying for D. as worrying as

27. Many craters on the Earth’s surface were probably formed by very large meteorites \_\_\_\_\_\_.

A. which smashed into the ground and an explosion

B. smashing into the ground and exploding

C. when smashed into the ground and exploded

D. they smashed into the ground and exploded.

28. \_\_\_\_\_\_ at his lessons, he couldn’t catch up with his classmates.

A. Hardly had he worked B. Hard as he worked

C. While he had hardly worked D. However hardly he worked

29. To such straits \_\_\_\_\_\_ by his extravagance that he took to begging.

A. he reduced to B. he was reduced to C. was he reduced to D. did he reduce to

30. My parents were always on the move and so my childhood was spent being dragged from \_\_\_\_\_\_\_ pillar to \_\_\_\_\_\_ post.

A. one - another B. a - a C. the - the D. Ø - Ø

31. Last weekend, \_\_\_\_\_\_\_ nothing to watch on television, we sang karaoke together.

A. there being B. there having C. having had D. being

32. I believe that he really does want to work for us, but he's playing hard to \_\_\_\_\_\_\_ so that we offer more money.

A. catch B. get C. grab D. give

33. Sailing solo around the world was no mean \_\_\_\_\_\_.

A. deed B. step C. feat D. act

34. George is a close friend, but where I part \_\_\_\_\_\_ with him is over the issue of women's rights.

A. company B. views C. friendship D. opinions

35. If students are\_\_\_\_\_ to start a job, career advisers have useful information that may help them make the transition into the working world smoother.

A. due B. doomed C. prone D. about

36. \_\_\_\_\_ the team's strategy in this championship.

A. Far be it for me to have criticised B. Far from having criticised

C. It's a far cry from me having criticised D. Few and far between having criticised

37. The runner was far ahead for most of the race, but at the end she won only \_\_\_\_\_\_\_.

A. larger than life B. on the dot C. by a whisker D. a notch above

38. A(n) \_\_\_\_\_\_discussion evolved within minutes of them being introduced.

A. alive B. vivacious C. animated D. verbose

39. She’s raising two kids, holding down a full-time job, and trying to maintain some \_\_\_\_\_\_\_ of a personal life.

A. semblance B. vestige C. inkling D. portent

40. Making hand-knitted scarves has become a \_\_\_\_\_\_ industry in many parts of the country.

A. cottage B. street C. service D. youth

41. Will development ever again be the \_\_\_\_\_ **of burden** pulling the region out of economic malady?

A. beast B. load C. glutton D. chief

42. Three of the players were out injured, but there’s still no excuse for such a \_\_\_\_\_\_ performance.

A. walking B. strolling C. pedestrian D. striding

43. Trent’s theory rested on such a dubious scientific \_\_\_\_\_\_ that most rejected it outright.

A. footing B. grip C. balance D. traction

44. I feel a bit wary that people seem so eager to make a \_\_\_\_\_\_\_ of faith about driverless cars being free to drive in our street.

A. hop B. jerk C. leap D. twitch

45. Negotiations went \_\_\_\_\_\_\_, but we did manage to reach an agreement on the contract by the deadline.

A. down to the short strokes B. down for the count

C. down to the ground D. down to the wire

***Your answers:***

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

**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 pts)**

- They accused regulatory (**46. office**) \_\_\_\_\_\_\_\_\_\_\_\_\_ of hampering their business

by imposing too many petty conditions.

- Our base is set against a (**47. back**)\_\_\_\_\_\_\_\_\_\_\_\_\_ of cloud forest along the eastern slopes of the Andes, an unspoilt and valuable area offering plants and animals a refuge from a world that is becoming hotter and drier.

- By focusing our attention away from the harmful ingredient, advertisers avoid making outright (**48. fraud**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ claims

- There’s a (**49. qualify**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ difference between seeing a live performance in a theater and watching a movie.

- Hospital staff are stressing the tests are purely (**50. caution**) \_\_\_\_\_\_\_\_\_\_\_\_\_ and say the chances of anyone catching the disease are a million to one.

- Two rivers burst their banks, making the town flood (**51. precede**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

- By pausing for a moment or two before speaking you will simply be (**52. act**) \_\_\_\_\_\_\_\_\_\_\_\_\_ a nervous tendency to rush headlong into everything.

- Students should learn how to open-mindedly embrace diversity, even when they come across some people whose characteristic is so (**53. put**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ that they have little friends.  
- The nurse gave him some (**54. tell**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for smoking in the hospital.   
- Helping others is clearly a good thing to do, and it can have a restorative power for both giver and (**55. receive**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

***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) or particle(s). Write your answer in the boxes provided. (10 pts)**

56. Joe went to the store, but when he got there, he couldn't remember what he wanted. He was spaced \_\_\_\_\_\_\_\_.

57. The neighborhood council asked the police to beef \_\_\_\_\_\_\_\_ their patrols in high crime neighborhoods.

58. Hank fell from a fifth-floor window, but he landed in a swimming pool and wasn't hurt at all. He sure lucked \_\_\_\_\_\_\_\_, didn't he?

59. Mark has a rich father, so Mark doesn't work; he just goofs \_\_\_\_\_\_ most of time

60. My karate instructor always singles\_\_\_\_\_\_\_\_\_ Robert to demonstrate techniques as he’s the best in the class.

61. We had to turn\_\_\_\_\_\_\_\_\_\_ their invitation to lunch as we had a previous engagement

62. She was beetling \_\_\_\_\_doing the housework when I called in. Somehow she always seems so busy.

63. I’ve been beavering \_\_\_\_\_ at the typewriter all day and I’ve nearly finish Chapter 2.

64. She’s always running \_\_\_\_\_ her friends behind their backs. She won’t have any friends left.

65. When the company is privatized, you should avail yourself \_\_\_\_\_\_\_the opportunity and buy some shares.

***Your answers:***

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

**III. READING (60 POINTS)**

**Part 1. For questions 66-75, read the text below and decide which answer (A, B, C or D) best fits each gap.**

**Write your answers in the corresponding numbered boxes provided.(15 pts)**

Less than a third of advertising executives believe their campaigns help to sell products a survey has revealed. Instead they are (66) \_\_\_\_\_ by self-doubt and insecurity and dream of (67) \_\_\_\_\_ it all up for another career. In spite of their “whiz-kid” (68) \_\_\_\_\_, the survey of 600 advertising employees from 50 agencies found the industry weary from (69) \_\_\_\_\_. Forty percent of women said sex (70) \_\_\_\_\_ was rife and 73 percent described advertising as a “terrible career” for working mothers, because of its unpredictability and 12-hour days. Although spending on advertising by (71) \_\_\_\_\_ companied has increased, only 28 percent of advertising employees were prepared to say that they (72) \_\_\_\_\_ believed the campaigns were (73) \_\_\_\_\_\_. Dominic Mills, editor of the industry’s trade magazine campaign, which (74) \_\_\_\_\_\_ the survey, was shocked by the results. “It is (75) \_\_\_\_\_ to think that so many people in advertising believe their standards are falling short of the mark.

66. A. pursued B. pestered C. plagued D. persecuted

67. A. taking B. giving C. making D. putting

68. A. image B. view C. appearance D. aspect

69. A. overtime B. overwork C. overpay D. overdose

70. A. persecution B. domination C. oppression D. discrimination

71. A. greater B. grander C. major D. leader

72. A. genuinely B. authentically C. surely D. certainly

73. A. sufficient B. effective C. capable D. proficient

74. A. make B. conducted C. performed D. executed

75. A. shattering B. smashing C. striking D. staggering

***Your answers***

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

**Part 2. For questions 76-85, fill each gap in the passage below with ONE appropriate word. Write your answers in the corresponding numbered boxes provided. (15 pts)**

STEM education seeks to develop and provide innovative innovative solutuions to global issues, in (76) \_\_\_\_\_\_\_\_\_\_\_ those directly related to the 2030 Sustainable Development Goals. As Industrial Revolution 4.0 gains (77) \_\_\_\_\_\_\_\_\_\_ and influences every aspect of our everyday lives, the boundaries between STEM disciplines (Science, Technology, Engineering and Maths) and also between STEM and non-STEM fields, are becoming more and more blurred. Quantum-leaps in technology are forcing us to rethink the way we educate students in STEM and non-STEM fields (78) \_\_\_\_\_\_\_\_ . The time has come for the education sector to rethink traditional curriculum boundaries, where knowledge and skills are segregated according to subjects. The IBE has led discussions to identify and (79) \_\_\_\_\_\_\_\_\_ explicit the competences that transcend knowledge areas with a (80) \_\_\_\_\_\_\_\_\_ to assisting member states to develop competency-based curricula that prepare young people with the required competences to live sustainable, fulfilled, and healthy lives in the rapidly changing world of the 21st century. ﻿There is, currently, limited research into the (81) \_\_\_\_\_\_\_\_\_ knowledge, skills, attitudes, values and experiences that are a necessary part a competency-based curriculum and also limited consideration of the challenges that teachers face in implementing a competency-based curriculum effectively. This is especially (82) \_\_\_\_\_\_\_\_\_ for Science, Technology, Engineering, and Mathematics (STEM) education, since the (83) \_\_\_\_\_\_\_\_\_ of STEM as a connected, and potentially integrated, field of study, is relatively new. Accordingly, there is an increasing need for an integrated STEM (84) \_\_\_\_\_\_\_\_\_\_\_ to assist teachers, trainers and curriculum developers to (85) \_\_\_\_\_\_\_\_\_\_ the demands for effective 21stC STEM education.

***Your answers***

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

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

Playfully, we call them ***"shrinks***," acknowledging each time we do so that the psychiatrist's precursor was the head-shrinking witchdoctor, the original healer of souls. Often we use the name sardonically, implying that a certain residue of mumbo-jumbo still clings to our supposedly enlightened science of the mind. But by the same token might there not be something of at least marginal value to be found in the supposedly superstitious practice of witch doctoring? Have traditional cultures anything to teach our industrial society about the meaning of sanity? The anthropologist Marshall Sahlins, assembling a composite picture of life among the hunters and gatherers, once undertook to reconstruct a "stone-age economics" from which he believed we might learn something about the meaning of wealth and poverty. Is there a "stone-age psychiatry" that can be mined for similarly heuristic insights?

Until well into this century, even trained anthropological observers tended to regard tribal healers as charlatans whose practices were mere quackery. Some scholars classified all shamans as psychotics whose practices were "witchcraft" in the most pejorative meaning of the word. The terms used ranged from the politely technical ("neurotic-epileptoid type") to the bluntly dismissive ("veritable idiots") but all came down to regarding tribal therapy as the mad treating the mad. Thanks largely to the work of Claude Levi—Strauss and subsequent studies in tran-scultural psychiatry, we have since come to see that tribal societies possess spiritual and psychotherapeutic traditions that may be more effective in the treatment of their own people than Western medicine, especially when it comes to mental and emotional disorders. The anthropologist I. M. Lewis, standing the question on its head, has gone so far as to suggest that our psychotherapy might be viewed as a scaled-down subspecies of traditional healing."The more meaningful equivalence," he observes, "is that psychiatry, and especially psychoanalysis, as Jung would perhaps have admitted much more freely than most Freudians would care to, represent limited and imperfect forms of shamanism." The remark is not entirely fair to Freud, who readily acknowledged that tribal healers can be as adept as many psychiatrists at creating a "condition of expectant faith" that can have great therapeutic effect.

Perhaps the most ***marked*** difference between psychotherapy old and new is the complexity and breadth of traditional healing. In tribal societies, the distinction ***between the physical and psychic*** is far less rigid than we understand it to be. One might almost say that traditional medicine regards all disease as ***psychosomatic***, in the sense that the psyche is implicated in its etiology. Even a frozen foot may be treated by Eskimo shamans as a psychic disturbance.

Therefore, thoughts, dreams, memories, emotions must be mobilized in its cure. The province stone-age psychiatry is a broad one.

E. Fuller Torrey, taking issue with the "psychiatric imperialism" of Western society, points out that healing has everything to do with the cultural bond that unites therapist and client. A common worldview, a shared diagnostic vocabulary, mutually respected ideas and principles make for the trust and conviction without which healing may be impossible. But if we have learned that tribal techniques can be more effective than modern psychiatry in treating native people, this knowledge may have little direct value for us—unless we can find some common ground with tribal peoples that allows us to borrow a portion of their culture. That common ground may be the ground of desperation. If our relations with nature are as deeply failed as the environmental crisis suggests, we may have to look for help wherever we can find it, including insights long absent from our own society. Where else are these to be found but in the experience of our fellow humans living different lives in a different world?

Traditional therapy can be stubbornly parochial; it is embedded in a place and a history, in the rhythms of climate, in the contours of a landscape where the birds and beasts have been close companions for centuries. In local lore, a river, a mountain, a grove may take on the personality of a tribal elder, a presence named and known over the generations. Artifacts assume a peculiarly evocative power. The manangs of Borneo come to their patients bearing a bundle filled with strange implements: the horns of the giant beetle, a quartz amulet that is "the stone of light," a wild boar's tusk that can retrieve lost souls. What can these things mean to us? They seem like the proverbial "eye of newt and toe of frog" that make witchcraft appear so ludicrous. Yet the effectiveness of the shaman's method largely lies in its emotional specificity. What we as modern observers achieve by our efforts to universalize is, at last, something of our own, a new creation that may lack the color and force of the original.

86. In the first paragraph, the author uses the word ***"shrinks***" in order to

*I. jokingly refer to the forerunners of the contemporary psychiatrist.*

*II. suggest a distrust of contemporary psychiatry.*

*III. remind readers of the potential value in the traditional practices*.

A. I only B. I and II only C. I and III only D. I, II, and III

87. The first paragraph cites the work of anthropologist Marshall Sahlins in order to suggest that

A. if the stone age can teach us about economics, perhaps it can teach us about psychiatry.

B. the problems of poverty in our era can be solved by consulting stone-age economics.

C. the stone-age notions of rich and poor are irrelevant in today's complex civilization.

D. modern anthropologists need not limit their studies to the lifestyles of lost civilizations.

88. The passage argues that tribal medical treatment may be

A. more universally effective than modern methods.

B. more effective in treating people living in civilized countries than modern methods.

C. about as effective as Western methods in treating members of tribal societies.

D. more effective than Western methods in treating mental disorders of tribal members.

89. The passage implies that one reason for the success within a tribe of tribal medicine is that

A. some tribal doctors may use curative herbs.

B. the patient expects to be cured.

C. some tribal doctors have Western training.

D. the patients are not really sick.

90. Which of the following would be likely to be treated by ancient psychotherapy but not by modern?

A. Depression B. Broken arm C. Fear of crowds D. Schizophrenia

91. The word ***"marked***" means

A. signaled. B. indicated. C. scored. D. recorded.

92. Which of the following best expresses the meaning of the phrase "***between the physical and psychic***" in line 51?

A. Between body and mind B. Between the sensual and sensuous

C. Between the real and supernatural D. Between logic and the uncanny

93. In line 54, the word "***psychosomatic***" can be best defined as

A. curable by herbal medicine or spells B. contagious.

C. originating in the mind. D. imaginary.

94. Freud and E. Fuller Torrey agree on the .importance in

A. mutual trust between doctor and patient.

B. a conviction of the superiority of shamanism to psychiatry.

C. the patient's desire to be cured.

D. a conviction of the superiority of psychiatry to shamanism.

95. The purpose of the passage as a whole is to

A. question the usefulness of modern psycho- therapy as opposed to tribal healing methods.

B. assert the superiority of tribal methods to Western psychiatric procedures.

C. urge the study of tribal medicine and tribal ways to abet Western psychiatry.

D. criticize Western civilization's arrogant dismissal of tribal lore.

***Your answer***

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

**Part 4. For questions 96-105, read the text and do the tasks followed.**

**Write your answers in the corresponding numbered boxes provided. (15 pts)**

**A** Architecture is a direct and substantial representation of history and place. By preserving historic structures, we are able to share the very spaces and environments in which the generations before us lived. Historic preservation is the visual and tangible conservation of cultural identity. Architecture is one aspect of our heritage with which we can interact and adapt. Some buildings have specific historic context and must be meticulously and exactly preserved. Most buildings, however, must be lived in, interacted with and maintained by the public. These buildings change with us, thus recording a piece of each generation's story. We have an obligation to respect this community resource and preserve it for future generations. Preservation works within the established history and location of cities and towns to build on the rich culture already at hand.

**B** In addition to solidifying a community's past, preservation can help strengthen a community's future. Historic buildings help create vibrant, cultural downtowns that draw tourism, art, festivals, and other activities which in turn draw investment, revenue, and economic growth. A dynamic historic downtown can be the centrepiece of community life. Simultaneously, preservation can be a tool to boost the economy and quality of life. Local residents benefits through interpretive components such as learning and recreational activities that complement an historic site's didactic offerings and illustrate a special meaning between its past, present and future. The more the community is involved, the more attractive and effective an area will become for locals and visitors.

**C** In the past, historic preservation has been considered a luxury practice, but in recent years, research of the economic and public benefits have revealed that it is a powerful tool in sustaining local economy, creating jobs, and even generating capital. The aesthetic, cultural and historical benefits of preservations are well known, but now, communities are realising that there are positive economic effects also.

**D** A number of studies have been conducted throughout the United States in recent years, analysing the economic benefits of historic preservation on property values. The results, on both state and local levels, have consistently reported that properties in historic districts appreciate significantly faster than comparable properties not located in historic districts. Property value is determined by the buyers and sellers of the market and when dealing with historic properties, those buyers and sellers must recognise the significance of the historic properties in order for the value to remain high. Studies have given evidence that we, as a society, value those buildings and homes that represent our collective history. These findings make investment in historic properties economically beneficial.

**E** Historic districts do have aesthetic stipulations, but they are not intended to hinder property owners. Bylaws help ensure that the character the neighbourhood remains intact. The stability provided by these standards usually raises property values because investors can be assured that the historic nature of the district will remain intact. According to Donovan D. Rypkema, a scholar from Columbia University in the field of preservation economics, local district preservation commissions can have a positive effect. 'It has been found that when a local district has the greatest positive impact on property values four variables are usually in place: clear, written design guidelines for the affected properties; staff for the preservation commission; active educational outreach by the staff and commission to property owners, real estate brokers, architects, builders, etc.; and consistent and predictable decisions by the commissions.'

**F** Unfortunately, the international style of architecture, for all the beauty of its best work, had the damaging effect of making our cities more uniform and bland. In its debased form of concrete and glass slabs, it can be seen from Aberdeen to Plymounth, New York to Caracas and Sydney to Kuala Lumpur. Post-modernism has an equally patchy record, though contemporary buildings like the Ark in Hammersmith, looming like an ocean liner over an inner urban motorway, are encouraging. It shows that even basic amenities can be a joy to look at and use. But while the pendulum of architectural fashion has swung back towards traditional materials, local character is still under threat from the standardised corporate style of commercial interests. The chain stores, with their expensively-designed images, dominate British towns, making them look increasingly indistinguishable - and dull. People enjoy difference, variety and individuality. They love the drama of the unplanned townscape, where building old and new, good and not so good, tell them their own long story of the town.

**G** There are many positive examples of developments across the world. In Baltimore, development was triggered by the city council in the late 1950s, followed by a programme of architectural competitions and the establishment of aesthetic criteria in planning to increase quality. Lowell, widely seen as the first US industrial town based on cotton and textiles, was in decline in 1970. It initiated 22 heritage projects re-furbishing warehouses to create museums, heritage and visitor centres, shops and restaurants. This was presented as an 'urban cultural park' (the Lowell National Historical Park) and is now considered to have been very successful in changing the image of Lowell, and attracting tourists. Placing arts at the centre of redevelopment may be one way to maintain beauty and uniqueness in a city.

*Questions 96-101*

*The reading passage has seven paragraphs, A-G. Which paragraph contains the following information?*

96. Laws protecting old buildings maintain the standard of an area as a whole.

97. Building prices rise quicker in old areas.

98. Appropriate town planning creates cultural and other facilities that draw visitors.

99. Residents should help protect their own areas.

100. Preserving buildings allows us to build our cultural past.

101. Previously, local communities did not realise preserving buildings was important.

*Questions 102-105*

*Do the following statements agree with the claims of the writers in the reading passage?*

Write

YES if the statement agrees with the claims of the writer

NO if the statement disagrees with the claims of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

102. \_\_\_\_\_\_\_ Communities frequently want to change old areas.

103. \_\_\_\_\_\_\_ Keeping historic areas can be good for people's finances today.

104. \_\_\_\_\_\_\_ Communities do not understand the benefits of preserving old buildings.

105. \_\_\_\_\_\_\_ Beauty was a factor considered in the regeneration of Baltimore.

***Your answer***

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

**IV. WRITING (50 POINTS)**

**Part 1. Write an essay of about 150 words to describe the given diagram. (20 pts)**

**The table below shows information about metro system in different cities.**

**Summarize the information by selecting and reporting the main features and make comparisons where relevant.**

**A picture containing text, screenshot, number, font

Description automatically generated**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Part 2. Write an academic essay of about 250 words on this topic. (30 pts)**

***Some people think that the increasing use of computers and mobile phones for communication has a negative effect on young people’s reading and writing skills.***

To what extent do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own experience or knowledge.

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**THE END**