

ĐỀ THI CHỌN HSG HÀ NỘI – 30/09/2023

PART A: PHONETICS (1.0 point)

I. Choose the word whose underlined part is pronounced differently from that of the others. Write your answers in the corresponding numbered boxes provided.

- | | | | |
|-------------------------|----------------------|-----------------------|------------------------|
| 1. A. co <u>s</u> tume | B. co <u>s</u> metic | C. ob <u>s</u> cenity | D. o <u>s</u> tensible |
| 2. A. incre <u>a</u> se | B. de <u>a</u> lt | C. fle <u>a</u> | D. rele <u>a</u> se |
| 3. A. swin <u>g</u> er | B. stron <u>g</u> er | C. lon <u>g</u> er | D. youn <u>g</u> er |

II. Choose the word whose main stressed syllable is placed differently from that of the others. Write your answers in the corresponding numbered boxes provided.

- | | | | |
|--------------------|---------------|----------------|---------------|
| 4. A. entrepreneur | B. incoherent | C. atmospheric | D. undervalue |
| 5. A. supervillain | B. meteorite | C. phenomenon | D. stereotype |

PART B: LEXICO-GRAMMAR (8.0 points)

I. Choose the best answer A, B, C, or D to complete each sentence below. Write your answers in the corresponding numbered boxes provided.

1. Despite their normal cylindrical form, some of the documents _____ on silk that were found at Mawangdui, an archaeological site in southeastern China, were folded into rectangles.
A. wrote B. written C. were written D. be written
2. If your priority is being able to _____ your legs and walk around occasionally, take the train instead of the plane.
A. extent B. span C. stretch D. range
3. You and your big mouth! It was supposed to be a secret. You _____ her!
A. shouldn't have told B. mightn't have told
C. mustn't have told D. couldn't have told
4. _____ that he only started learning English 2 years ago, his English is excellent.
A. Bringing B. Accounting C. Shining D. Considering
5. Some of the studies show positive results, _____ others do not.
A. whereas B. unlike C. therefore D. contrary
6. I try to strike _____ when I'm on holiday spending half my time doing things and the other half just relaxing.
A. a double bind B. a leading light C. the common touch D. the happy medium
7. These measures have been _____ in order to increase the company's profit.
A. carried B. taken C. tried D. done
8. _____, he was determined to continue to climb up the mountain.
A. However tired B. Tired as he might feel
C. As he might feel tired D. He felt very tired though
9. _____ our project was unnecessary, we would not have invested in it.
A. Had we thought B. Unless had we thought
C. If had we thought D. As we had ever thought
10. In such a plight _____ that we had no choice but to radio for help.
A. we found ourselves B. we ourselves found
C. did we find ourselves D. did we ourselves find

II. Complete these sentences, using the suitable form of the words in brackets. Write your answers in the corresponding numbered boxes provided.

1. It suggests that clay-working technology in the nineteenth century developed according to some _____ logic or technical imperative. (ESCAPE)
2. He's a highly motivated individual, with the _____ required to complete projects. (PERSEVERE)
3. A dry champagne makes the ideal _____ to this dish. (ACCOMPANY)
4. Not surprisingly, the _____ of founding elections frequently brings about efforts to introduce changes in electoral systems that would benefit the current incumbents. (AFTER)

5. Despite its well-devised plot, _____ characters and interesting comic situations, this play did not at first receive the success it merited. (LIKE)
6. The instruction manual includes a section on _____ to help you with any simple problem you might have with the robot vacuum. (TROUBLE)
7. Since then, he has worked _____ for the good of the game in Manchester, England and much further afield, earning him recognition around the globe as a true ambassador of football. (STINT)
8. You can _____ the carbon dioxide to separate it from the other constituents. (LIQUID)
9. An old industrial plant is always _____ with a rapidly developing international metropolis city, and then it is not long before its gradual disappearance. (HARMONY)
10. Would you mind if I took one of the pictures as a _____? (KEEP)

III. For each set, think of one word which can be used appropriately in all three sentences. Write your answers in the corresponding numbered boxes provided.

1. _____
 - She set the _____ for the meeting with a firm statement of company policy.
 - There is not need to take that _____ with me it's not my fault we're late!
 - Choose a neutral _____ for your floor tiles so they don't clash with the furnishings.
2. _____
 - Heavy rain and cold won't put off football fanatics and I'm sure they'll brave the _____ to see their favourite team in action.
 - There are a few undesirable _____ within our legal profession. If we don't expel them, they'll tarnish our reputation.
 - Hold your horses! First you have to learn the basic _____ of the job and then you can be entrusted with more duties.
3. _____
 - By a _____ of luck, someone else was walking along the trail and heard my shouts for help.
 - My speech was going well until I was put off my _____ by an interruption.
 - She returned the volley with a powerful _____ to win the game.
4. _____
 - There's a _____ chance of him becoming the next president of the club.
 - Paul can't drive so he was a _____ lot of use when I broke my arm.
 - They met up once a year to chew the _____ about the old days.
5. _____
 - In the 18th century, the River Thames was a stinking trough of _____ water.
 - He got fired on account of his persistent use of _____ language.
 - Since he was evidently already in a _____ temper, I avoided provoking him further.

IV. Fill in each of the blanks with the correct forms of the phrasal verbs given in the box below. There is ONE extra phrasal verb which you do not need to use. Write your answers in the corresponding numbered boxes provided.

bog down cave in kick off peter out size up step back

1. At first, they refused to sign the agreement, but they _____ when they heard another firm was being approached.
2. We won't mind _____ from ourselves and identify our strengths and weaknesses.
3. The discussion failed to progress in any meaningful way, as they became _____ in trivial details.
4. When the funds finally _____, they will have to abandon the scheme.
5. The manager _____ the meeting with a summary of what had been discussed last time.

V. Complete the following passage by filling each blank with ONE suitable word. Write your answers in the corresponding numbered boxes provided.

With the development of the tourism industry, various new types of vacations have recently appeared. A new word has (1) _____ the lexicon of travel brochures, one which has also been cropping (2) _____ on rural road signs far from Europe's crowded beaches. "Agritourism" is a new holiday

flavour, sought by a growing (3) _____ of holidaymakers who want to taste a little of the real country, to breathe its air, savour its food and wine, and perhaps to speak its (4) _____.

The pioneer project of agritourism was the development of gites in France. Government grants in the post-war years helped convert crumbling farm outbuildings (5) _____ rural holiday cottages for poor Parisians, before the British became beneficiaries in the early 1970s.

(6) _____ 17 years from 1978, the number of Britons taking a gite holiday increased every year.

Now agritourism has become a philosophy (7) _____ embraces properties across the Mediterranean, with Cyprus, Spain and Italy (8) _____ the forefront of development.

Agritourism might manifest (9) _____ as ensuite guest rooms on a working farm, rustic quarters in a restored country cottage or a grand, antique-filled mansion (10) _____ its own pool. It may be a revitalised winery, a cheese-making dairy or a village co-operative reviving traditional handicrafts. But it will certainly be rural - and often remote.

PART C: READING (6.0 points)

I. Read the following passage and choose one option A, B, C, or D to indicate the correct answer to each of the questions. Write your answers in the corresponding numbered boxes provided.

Evolution of Computers Passage

If you had to count every person who lived in the United States, and there were no calculators and no computers of any kind to help you, how would you do it?

That's the puzzle that nineteen-year-old engineer Herman Hollerith was faced with in the 1880s when he was employed by the U.S. Census Bureau. His solution was to invent a machine that stored information by putting patterns of holes in stiff pasteboard, an idea that Hollerith struck upon by observing the Jacquard loom, an automatic weaving machine that was controlled by specially coded punch cards. The machine, called the Hollerith tabulating machine and sorting box, was used to record the 1890 population census and shortened what had been a seven-year job to just three months.

Because Hollerith's machine used mechanical counters operated by electromagnets and circuits it is considered the very first computer. Go anywhere today, a grocery store, an office, a school and you see one of its many descendants, such as the calculator, personal computer, iPad, and smart-phone. Though Hollerith retired to work at a cattle farm in Maryland, in 1924 the company he founded was renamed International Business Machines (IBM), which is still one of the largest technology corporations in the world.

Data Storage

As a data storage medium, Hollerith's invention was revolutionary, but one problem with it was the physical size and quantities of cards, each punch card holding only 960 bits of information. Many types of companies needed to hold more data in a smaller space. A big leap was made in the 1950s with the invention of magnetic tape, which consisted of long strips of plastic with a magnetized coating that could store as much data as 10,000 punch cards. A single reel was about the size of a dinner plate, and could be read from and written to rapidly. In 1963, Philips introduced magnetized tape in a small cassette, which became a popular choice for businesses to store data using computers.

Nevertheless, tapes were still cumbersome, and they would degrade over time. Then came the hard drive. IBM made one of the first, in 1956, called 305 RAMAC. It was bigger than a refrigerator and contained fifty discs, each two feet in diameter. The 305 RAMAC could store 4.4 megabytes of data. By comparison, at about the size of a wallet, three floppy discs, a popular medium from the 1980s and 1990s, held the same amount of information.

Hard drives have been constantly improving ever since, getting smaller, faster and more energy efficient. With the invention of the flash drive and the micro-SD card our information storage platforms are almost too small to handle with our bare hands.

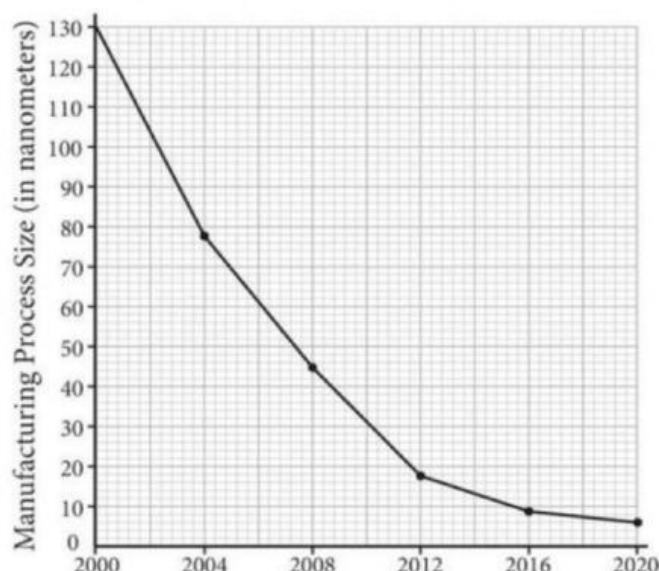
Over the years, the price of data storage space has decreased exponentially. In 1984, a 5-megabyte drive cost \$1,400, or \$280 per megabyte. Within five years, this was cut in half, and since then, the popularity of personal computers for home and business has driven the price even lower. In 2010, the cost per megabyte was less than ten cents.

Microprocessors

The microprocessor, or Central Processing Unit (CPU), is the brain inside every computer, tablet, and smartphone. It's a silicon semiconductor chip that contains the basic logic and 40 arithmetic functions that the device needs in order to run. The CPU receives and decodes instructions from keyboards, touch screens, and Wi-Fi adapters and sends signals out in a timed sequence to devices such as monitors, printers, and networks.

The first microprocessor was devised in 1971 and called the Intel 4004. Measuring just 1/8" by 1/16", it was as powerful as the electronic computer of 25 years prior, which weighed 30 tons and used 18,000 vacuum tubes. It was said about that computer that the lights of Philadelphia dimmed when it was turned on. And yet, as fast as the 4004 Intel was, today's CPUs are thousands of times faster. One way that chips get faster is by the addition of more, and smaller, transistors. Though the Intel 4004 processor held 2,300 transistors, a typical Intel processor today, with a 32-nanometer processing die, holds 560,000,000 transistors. (One nanometer equals one-billionth of a meter.) Manufacturers of microprocessors also speed up chips by making circuits smaller; when the circuits are more compact, the microprocessors become faster because electrons have less distance to travel. As chips get smaller, more of them can be etched onto the same diameter silicon wafer by improved fabrication equipment. Consequently, computers that used to require warehouses now fit in the palm of our hands.

Microchip Transistor Sizes, 2000-2020



- The stance that the author takes in this passage is most similar to that of _____.
 - a computer industry spokesperson explaining why innovation is good for the economy.
 - a consumer advocate explaining why the price of computers continues to fall.
 - a columnist outlining the evolution of computer speed and storage over time.
 - an efficiency expert discussing how the Census Bureau can improve its performance.
- Based on the first three paragraphs, what claim is the author making about Hollerith's invention?
 - The invention of the Jacquard loom was inspired by the success of Hollerith's machine.
 - Subsequent technological innovations were based on Hollerith's original design.
 - The success of the 1890 census propelled IBM to the forefront of the computer industry.
 - Hollerith's mechanical counters continued to be used years after their original debut.
- Which choice provides the best evidence for the answer to the previous question?
 - Lines 7-9 ("The machine... three months")
 - Lines 10-11 ("Because Hollerith's... computer")
 - Lines 11-13 ("Go anywhere... smartphone")
 - Lines 13-15 ("Though Hollerith... world")
- As used in line 25, "**cumbersome**" most nearly means _____.
 - awkward
 - bulky
 - heavy
 - ponderous

5. The author poses a rhetorical question at the beginning of the passage primarily to help readers _____.

- A. understand the enormity of Hollerith's initial task.
- B. relive the bygone era in which Hollerith lived.
- C. appreciate the job of the U.S. Census Bureau.
- D. acknowledge how important computers are.

6. The passage most strongly suggests that which of the following is true?

- A. The 1980s saw the most significant innovations in the history of personal computing.
- B. The price of data storage space has risen due to consumer demand for personal computers.
- C. Continued innovation in data storage devices has resulted in increased value for consumers.
- D. Computer industry profits have fallen as a result of decreased costs related to data storage.

7. Which choice provides the best evidence for the answer to the previous question?

- A. Lines 31-32 ("With the... hands")
- B. Lines 33-34 ("In 1984... megabyte")
- C. Lines 34-36 ("Within five... lower")
- D. Lines 36 ("In 2010... ten cents")

8. What explicit meaning may correctly be drawn from the data in the graphic?

- A. The most significant decrease in microchip transistor sizes occurred between 2000 and 2008.
- B. The decline in microchip transistor sizes will most likely level out after the year 2020.
- C. Microchip transistor sizes are expected to increase to approximately 10 nanometers by the year 2020.
- D. The difference in microchip transistor sizes from 2004 and 2012 is 40 nanometers.

9. In line 45-46, the author most likely refers to the fact that a computer in the 1940s dimmed the lights of Philadelphia to demonstrate the relationship between _____.

- A. the size of the Intel 4004 and of its predecessor.
- B. the speed of contemporary CPUs and of the Intel 4004.
- C. the manufacturing process in the 1970s and that of today.
- D. the number of transistors in the Intel 4004 and in CPUs today.

10. It can be reasonably inferred from the passage and graphic that _____.

- A. Herman Hollerith's ideas influenced contemporary computers and other devices.
- B. The price of data storage space has fallen in the face of continual consumer demand.
- C. Increased consumer demand corresponds to a decrease in transistor sizes in the 2000s.
- D. Smaller transistors have exponentially increased the processing speed of today's CPUs.

II. Read the passage and do the tasks that follow.

Questions 1-5: The reading passage has five sections, A-E. Choose the correct headings for sections A-E from the list of headings below. Write the correct number, i-ix, in the boxes 1-5 in the corresponding numbered boxes provided.

List of Headings

- i. Mushrooms that glow in the dark
- ii. Bright creatures on land and in the sea
- iii. Evolution's solution
- iv. Cave-dwelling organisms
- v. Future opportunities in biological engineering
- vi. Nature's gift to medicine
- vii. Bioluminescence in humans
- viii. Purposes of bioluminescence in the wild
- ix. Luminescent pets

A. In the pitch-black waters of the ocean's aphotic zone depths from 1,000m to the sea floor - Rood eyesight does not count for very much on its own. Caves, in addition, frequently present a similar problem: the complete absence of natural light at any time of the day. This has not stopped some organisms from turning these inhospitable environments into their homes, and in the process many have created their own forms of light by developing one of the stunning visual marvels of the biological universe-bioluminescence.

B. Many people will encounter bioluminescence at some point in their life, typically in some form of glowworm, which is found on most continents. North and South America are home to the "firefly", a

glowing beetle which is known as a glow-worm during its larvae stage. Flightless glowing beetles and worms are also found in Europe, Asia, Australia, and New Zealand. Less common flies, centipedes, molluscs, and snails have bioluminescent qualities as well, as do some mushrooms. The most dramatic examples of bioluminescence. However, are found deep below the ocean's surface, where no sunlight can penetrate at all. Here, anglerfish, cookie-cutter sharks, flashlight fish, lantern fish, gulper eels, viperfish, and many other species have developed bioluminescence in unique and creative ways to facilitate their lives.

C. The natural uses of bioluminescence vary widely, and organisms have learnt to be very creative with its use. Fireflies employ bioluminescence primarily for reproductive means their flashing patterns advertise a firefly's readiness to breed. Some fish use it as a handy spotlight to help them locate prey. Others use it as a lure; the anglerfish, for example, dangles a luminescent flare that draws in gullible, smaller fishes which get snapped up by the anglerfish in an automated reflex. Sometimes, bioluminescence is used to resist predators. Vampire squids eject a thick cloud of glowing liquid from the tip of its arms when threatened, which can be disorientating. Other species use a single, bright flash to temporarily blind their attacker, with an effect similar to that of an oncoming car which has not dipped its headlights.

D. Humans have captured and utilized bioluminescence by developing, over the last decade, a technology known as Bioluminescence Imaging (BLI). BLI involves the extraction of a DNA protein from a bioluminescent organism, and then the integration of this protein into a laboratory animal through trans-geneticism. Researchers have been able to use luminized pathogens and cancer cell lines to track the respective spread of infections and cancers. Through BLI, cancers and infections can be observed without intervening in a way that affects their independent development. In other words, while an ultra-sensitive camera and bioluminescent proteins add a visual element, they do not disrupt or mutate the natural processes. As a result, when testing drugs and treatments, researchers are permitted a single perspective of a therapy's progression.

E. Once scientists learn how to engineer bioluminescence and keep it stable in large quantities, a number of other human uses for it will become available. Glowing trees have been proposed as replacements for electric lighting along busy roads, for example, which would reduce our dependence on non-renewable energy sources. The same technology used in Christmas trees for the family home would also eliminate the fire danger from electrical fairy lights. It may also be possible for crops and plants to luminesce when they require watering, and for meat and dairy products to "tell us" when they have become contaminated by bacteria. In a similar way, forensic investigators could detect bacterial species on corpses through bioluminescence. Finally, there is the element of pure novelty. Children's toys and stickers are often made with glow-in-the dark qualities, and a biological form would allow rabbits, mice, fish, and other pets to glow as well.

Questions 6-9: Choose FOUR letters. A-G. Write the correct letters the numbered boxes 6-9. Which FOUR uses are listed for bioluminescence in nature?

- A. ways of attracting food
- B. tracing the spread of diseases
- C. mating signals
- D. growing trees for street lighting
- E. drug trials
- F. defensive tactics
- G. torch to identify food

Questions 10-13: Complete the sentences below. Choose NO MORE THAN TWO WORDS from the passage for each answer. Write your answers in the corresponding numbered boxes provided.

10. The luminescent fluid that a vampire squid emits has a _____ effect on its predator.
11. In order to use bioluminescence in a trans-genetic environment, _____ must first be removed from a bioluminescent creature.
12. One advantage of BLI is that it could allow researchers to see how a treatment is working without altering or disturbing _____.
13. In the future, _____ may be able to use bioluminescence to identify evidence on dead bodies.

III. In the passage below, seven paragraphs have been removed. Read the passage and choose from the paragraphs A-H the one which fits each gap. There is ONE extra paragraph which you do not need to use. Write your answers in the corresponding numbered boxes provided.

Most people contend that the education system, as it manifests itself in many western countries, is inadequate and even pernicious. This general discontent should not be ignored; on the contrary, it should sensitize us to the problems we are confronted with in our attempt to become educated citizens and, most importantly, individuals.

1.

The reason why I have referred to "western education" is that I want to make the distinction between western and eastern civilization. Education should not be viewed merely as an institution whose aim is to transform uneducated, uncouth people into a kind of intelligentsia. Rather it should be regarded as the decantation of human thought, whether this has to do with cognition, experience, or emotion. It is a repository of ideas and theories that have hitherto concerned philosophers, scientists, laymen, and as such it is influenced by the moral, philosophical and scientific outlook on life prevailing in each place. For example, the educational systems in Europe and America are markedly different from those in Asia or India, primarily because the religious concepts and theories underlying and permeating these two civilizations, eastern and western, have distinct orientations.

2.

No doubt, western thought, with its undue emphasis on reason and cognition, has contrived to exacerbate problems, leading to human oppression and misery. Although it has helped improve our standard of living and has ushered us in a new, promising dimension and era, it has nevertheless transformed us into a self-destructive mass baying for its own blood! On the other hand, eastern thought, with its emphasis on inner harmony and equilibrium that can lead to spiritual elevation, has definitely provided the disillusioned westerner with a lot of answers and solutions to his/her predicaments.

3.

However, it is all these small creature comforts that have led to the separation between the East and the West. A Westerner takes so many things for granted; he has so many dreams and aspirations, but these have always to do with social identity and status, success and bank accounts. He uses the telephone and television to communicate with others; he has a beautiful house and a fast car; he is concerned with how he looks and what people think of him; he is always torn between desire and duty, love and hate. That is why he cannot bring himself to renounce luxury and security. He engages in a ruthless struggle for survival and ends up being an animal under the thin veneer of civilization. It is only on the brink of destruction and disillusion that she decides to turn over a new leaf and go through the "harrowing experiences" of living in a different, disciplined and illuminating way; to discover the true meaning of life.

4.

Western education has focused mainly on knowledge and learning, without offering insights into how individuals can learn to learn. Its aim has been to teach students certain facts in a mechanistic way, paying no attention to feeling a significant aspect of our essence. Modern education is, to a greater or lesser extent, concerned with today's needs, in terms of manpower and scientific advances. It does not probe into the human psyche so as to discover those powers and resources that can shed some light on our problems.

5.

The human mind is a wonderful, yet untapped, mystery that can spring serendipitous surprises. Science is certainly beginning to unravel its mysteries and education must try to train it. Both right and left brain capacities should be developed. The distinction between the right- and left-hemisphere of the brain, known as lateralization, is no excuse for adhering strictly to reason and cognition, i.e., the realm of the left hemisphere.

6.

"Intellect or affect?" one may ask. Certainly both. We should not view them as two forces vying with each other, but as the ends on a continuum that is called self-awareness and spiritual elevation.

7.

Missing paragraphs:

A. Yet, eastern thought and religions have received an onslaught of criticism on the grounds that they are kept separate from everyday life and cannot be a valid and feasible *modus vivendi*, as shown in the vast relevant literature, with the innumerable accounts of westerners' harrowing experiences in Buddhist monasteries etc. Not all people can have their hair cut or eat rice and vegetables for months or even years, living in desolate huts and praying to Gods they know nothing about.

B. Actually, these are not really a continuum but rather a continuous process, whereby intellect and affect mingle together to form the basis of new knowledge and experience. Man is a tripartite entity, comprising the body, the mind, and the soul or spirit. Let us not lose sight of this unity.

C. This expectation that any concatenation of sentences exhibiting a degree of cohesion is bound to impart some kind of coherent meaning, is very common and usually exploited in literature. For example, the semblance of cohesion in our passage by virtue of the connections we have already mentioned may be employed by an author in order to, say, achieve a comic or ironic effect, depending on the context of situation.

D. Nevertheless, despite the fact that eastern and western civilizations evince distinct characteristics, they are meant to be a unifying force, a wealth of knowledge and experience that we should all tap into. Students should be encouraged to tackle knowledge in their own, individual, holistic way; they should be allowed to read, write and listen as well as to touch, smell and feel. Modern psychotherapy, in conjunction with old eastern and western theories of learning, have stressed children's need for play and the fundamental role the latter plays in knowledge acquisition.

E. In light of this, we refer to western thought as rational, absolute and abstract, placing a great deal of importance on reason and the intellect; and eastern thought as intuitive, mystical and concrescent, laying emphasis on spiritual harmony, on the ways to develop a sound personality or, rather, individuality.

Personality and individuality have always been treated as synonymous in western thought, which is wrong. The former has to do with the self-image that we want to project and deploy in relation to our environment and others; the latter with our inner strength and capacities that form the core of our existence and usually give us impetus to act. It is individuality that characterized the lives of many legendary figures in history. Consider Peter the Great and Alexander the Great, whose immense wit transformed the world and is etched on our memories.

F. The right hemisphere, which has been grossly neglected - perhaps severely damaged - by the westerner, has a vital contribution to make. We can find out how important it is if we try to engage in meditation; and in doing so, we can also find out the extent to which our left brain or "logical mind" tends to control the right brain or "intuitive mind."

G. It is against this background of western corruption that the educational system is called on to function. On the face of it, it functions properly and effectively, producing highly motivated people determined to succeed in their field; individuals who claim to work towards their goals and the betterment of society. History, though, has recorded wars and destruction, oppression and evil. In the same vein, western education has produced cold hedonists who live in an ivory tower, bereft of feeling, concerned only with their own success, to the detriment of other people.

H. But what does it mean to become individuals? Becoming individuals certainly means striving for a holistic, humanistic education, liberated from the constraints imposed by western civilization. It means individualizing the approaches and methods on which western education is based; considering the needs of our students and adjusting our behaviour and goals accordingly. It means a lot of things; the most crucial is trying to develop, in a holistic, unfragmented way, all aspects of human personality - cognitive or intellectual, emotional or affective.

PART D. WRITING (5.0 points)

I. For each of the questions below, complete the second sentence so that it is similar in meaning to the original sentence, beginning with the given word(s).

1. I made that terrible mistake because I wasn't focused.

→ If I

2. Tim has never driven a tractor before, but he will try.

- Tim will have a crack
3. Someone rang the alarm as soon as the burglars left the building.
→ No sooner
4. I am going to let Jim organize the cricket match this year.
→ This year I am taking a back seat
5. "I think the whole idea's ridiculous," he said.
→ He dismissed
6. It would have been a super weekend if it hadn't been for the weather.
→ But
7. Although she was busy, she managed to find the time to proofread for me.
→ Busy
8. I am afraid I haven't got the authority to let you in here.
→ I am afraid

II. For each of the questions below, write the second sentence so that it is similar in meaning to the original sentence, using the given word in bold. Do not change the given word in any way.

1. She sent her husband out to buy Bulgarian mushrooms, knowing he wouldn't find any. (**goose**)
→
2. What he told me made me very curious to hear the rest of the story. (**appetite**)
→
3. I suppose I'll have to pop in to the Christmas office party. (**appearance**)
→
4. What you have been saying is quite irrelevant. (**beside**)
→
5. Critics are hoping the new director can bring some positive changes into the French film industry. (**breathe**)
→
6. I always beat my brother when we play chess. (**better**)
→
7. Every possible effort was made by the orphanage to find the boy's parents. (**stone**)
→

THE END