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(Listening)

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(Reading)

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(Use of English)

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SECTION 1

18

LISTENING

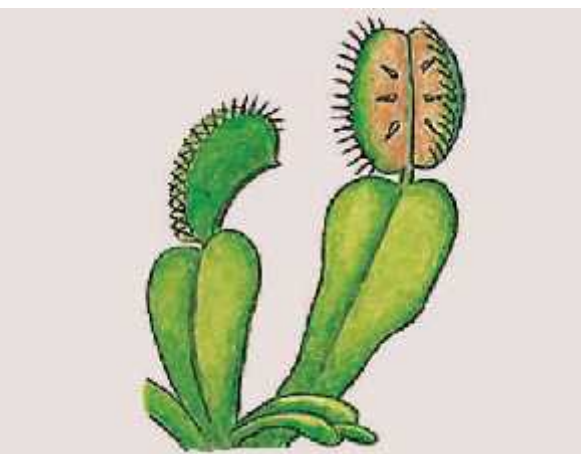
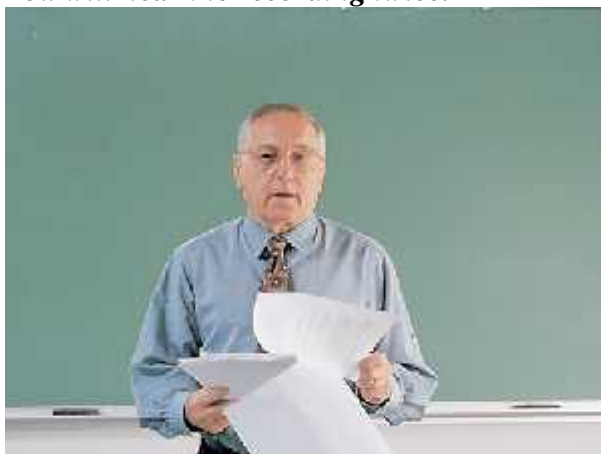
Task 1

7

Questions 1-7

For Questions 1 –7, decide which answer A, B, C or D fits best.

You will hear the recording twice.



1 What is the teacher mainly discussing?

- A Insects that feed on plants.
- B Animals that feed on insects.
- C Plants that use insects to survive.
- D Insects that are attractive to plants.

2 Why is the teacher discussing this topic?

- A He is lecturing about something that the students will see the next day.
- B He is preparing the students for an exam that is tomorrow.
- C He is explaining something that the students have just seen.
- D He is discussing something that the students will be required to read.

3 What does an insectivorous plant get from an insect?

- A All of its nutrients.
- B Chlorophyll
- C Nitrogen
- D Digestive liquid

4 According to the teacher, how widespread are insectivorous plants?

- A There are hundreds of varieties in the world.
- B They exist in 500 countries of the world.
- C They exist only in North America.
- D There are five different types throughout the world.

5 What is stated in the lecture about the Venus flytrap?

- A It is the largest insectivorous plant.
- B It is found only in South America.
- C It has movable parts.
- D It has only one trap leaf.

6 / 7 What is stated in the lecture about the sensory bristles? (*Choose TWO ANSWERS*)

- A They are divided into two parts.
- B There are three of them.
- C They are on the outside of the leaf.
- D They cause the trap leaf to close.

Questions	1	2	3	4	5	6	7
Letters							

Task 2

11

For Questions 1–11, decide which answer A, B, C or D fits best.
You will hear the recording twice.



1 What is the main idea of the talk?

- A All of the Mother Goose stories were probably written by Charlemagne's mother.
- B Though there may have been a real Mother Goose, the Mother Goose stories were not all written by her.
- C Two different versions of the Mother Goose stories have been published by different authors.
- D Three characters in Mother Goose stories are based on historical figures.

2 Why does the teacher say that she is sure the students all think they know about Mother Goose, but she'll find it out.

- A To show that there is more to the topic than the students might think.
- B To indicate that she thinks the students do not know anything about the topic.
- C To clarify that they have already discussed this topic before.
- D To encourage the students to say what they know about the topic.

3 How does the teacher seem to feel about the Mother Goose stories?

- A The only important stories in children's literature come from Mother Goose.
- B It is important to create a complete overview of children's literature.
- C The Mother Goose stories are an important part of children's literature.
- D The Mother Goose stories are too complex for children to understand.

4 When was the earliest Mother Goose book compiled by Charles Perrault?

- A In 200 A.D.
- B In the early 1500s.
- C In 1697.
- D In 1760.

5 The Mother Goose stories did not include

- A "Sleeping Beauty".
- B Hans Christian Andersen's collection of fairy tales.
- C "Old King Cole".

D about fifteen Shakespearean songs.

6/7 What TWO statements are true about the authorship of the Mother Goose books? (*Choose TWO ANSWERS*)

- A** The Mother Goose rhymes probably had different authors.
- B** Perrault and Newbery contributed significantly to the writing of Mother Goose stories.
- C** Charlemagne's mother wrote most of the Mother Goose rhymes.
- D** Different Mother Goose stories were probably written at different times.

8 Who is the real Mother Goose believed to be?

- A** Charlemagne's pet.
- B** Bertha's goose.
- C** The mother of Charlemagne.
- D** A goose with multiple owners.

9/10 What does the teacher say is known about King Cole? (*Choose TWO ANSWERS*)

- A** He was a famous musician.
- B** He was a king of Britain.
- C** He lived more than 1,800 years ago.
- D** He was only a fictional character.

11 What does the teacher say about Jack Horner?

- A** He became King of England.
- B** He ate 12 pies.
- C** He became owner of an estate illegally.
- D** He stole some plums.

<i>Questions</i>	1	2	3	4	5	6	7	8	9	10	11
<i>Letters</i>											

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

READING

You should spend about 25 minutes on Questions 1-13 which are based on reading the text "Ozette" below. Choose the appropriate letters A—D and write them in boxes 1—13 on your answer sheet.

Task 1

13

Ozette

The availability of archeological evidence for study is dependent on the natural conditions in which the archeological remains are found; certain types of natural conditions favor preservation of organic substances and therefore lend themselves to sheltering well-preserved organic remains, while other types of natural conditions lead to the degradation or destruction of organic remains that may have existed. An important distinction in land archeology can be made between dryland and wetland archeological sites. The vast majority of sites are dry sites, which means that the moisture content of the material enveloping the archeological evidence is low and preservation of the organic material as a result is quite poor. Wetland archeological sites are sites such as those found in lakes, swamps, marshes, and bogs; in these wetland archeological sites, organic materials are effectively sealed in an environment that is airless and wet and that therefore tends to foster preservation.

It has been estimated that on a wet archeological site often 90 percent of the finds are organic. This is the case, however, only when the site has been more or less permanently waterlogged up to the time of excavation; if a wet site has dried out periodically, perhaps seasonally, decomposition of the organic material has most likely taken place. Organic material such as textiles, leather, basketry, wood, and plant remains of all kinds tends to be well preserved in permanently waterlogged sites, while little or none of this type of organic material would survive in dryland archeological sites or in wetland sites that have from time to time dried out. For this reason, archeologists have been focusing more on wet sites, which are proving to be rich sources of evidence about the lifestyles and activities of past human cultures.

A serious problem with archeological finds in waterlogged environments is that the organic finds, and wood in particular, deteriorate rapidly when they are removed from the wet environment and begin to dry out. It is therefore important that organic finds be kept wet until they can be treated in a laboratory; the need for extraordinary measures to preserve organic finds taken from wetland environments in part explains the huge cost of wetland archeology, which has been estimated to be quadruple the cost of dryland archeology.

One wetland site that has produced extraordinary finds is the Ozette site, on the northwest coast of the United States in the state of Washington. Around 1750, a huge mudslide that resulted from the seasonal swelling of an underground stream completely covered sections of a whaling village located there. Memories of the village were kept alive by descendants of the surviving inhabitants of the village in their traditional stories, and an archeological excavation of the site was organized. The mud was removed from the site, and a number of well-preserved cedarwood houses were uncovered, complete with carved panels painted with animal designs, hearths, and benches for sleeping. More than 50,000 artifacts in excellent condition were found, including woven material such as baskets and mats, equipment for weaving such as looms and spindles, hunting equipment such as bows and harpoons, fishing equipment such as hooks and rakes, equipment used for water transportation such as canoe paddles and bailers, containers such as wooden boxes and bowls, and decorative items such as a huge block of cedar carved in the shape of the dorsal fin of a whale and miniature carved figurines.

1. The word “**which**” in paragraph 1 refers to?
 - A. availability
 - B. evidence
 - C. study
 - D. conditions

2. The word “**remains**” in paragraph 1 is closest in meaning to
 - A. remnants
 - B. studies
 - C. stays
 - D. survivors

3. The word “**themselves**” in paragraph 1 refers to
 - A. archeological remains
 - B. certain types
 - C. organic substances
 - D. organic remains

4. The word “**poor**” in paragraph 1 could be best replaced by
 - A. needy
 - B. penniless
 - C. inadequate
 - D. impoverished

5. The word “**those**” in paragraph 1 refers to
 - A. sites
 - B. lakes
 - C. swamps
 - D. marshes

6. The word “**bogs**” in paragraph 1 is closest in meaning to
 - A. bodies of water
 - B. deserts
 - C. muddy areas
 - D. caves

7. The phrase “**this type**” in paragraph 2 refers to
 - A. textiles, leather, basketry, wood, and plant remains
 - B. all kinds
 - C. waterlogged sites
 - D. dryland archeological sites

8. The word “rich” in paragraph 2 could best be replaced by
- A. wealthy
 - B. substantial
 - C. prosperous
 - D. probable
9. The word “they” in paragraph 3 refers to
- A. human cultures
 - B. archeological finds
 - C. waterlogged environments
 - D. organic finds
10. The word “which” in paragraph 3 refers to
- A. organic finds
 - B. wetland environments
 - C. huge cost
 - D. wetland archeology
11. The word “quadruple” in paragraph 3 is closest in meaning to
- A. one-quarter
 - B. four feet
 - C. four-sided
 - D. four times
12. The phrase “kept alive” in paragraph 4 is closest in meaning to
- A. animated
 - B. maintained
 - C. endured
 - D. lodged
13. The word “harpoons” in paragraph 4 is closest in meaning to
- A. spears
 - B. fishing rods
 - C. dishes
 - D. ornaments

<i>Questions</i>	1	2	3	4	5	6	7	8	9	10	11	12	13
<i>Letters</i>													

Task 2

13

Read the passage *Chocolate*. For Questions 1–13, decide which answer (*A, B, C or D*) fits best. Write the appropriate letters *A-D* in boxes *1-13* on your answer sheet. You should spend about 25 minutes.

Chocolate

The chocolate of today has undergone numerous changes from its beginnings as an ingredient in a spicy and bitter drink. Numerous cultures have made contributions to create the product that we know today.

➔ Cocoa trees are indigenous to South America's river valleys. By the seventh century, the Mayans had brought the trees north into Mexico, and numerous other cultures, including the Aztecs and the Toltecs, seem to have been involved in the production of cocoa trees. In fact, the words "chocolate" and "cocoa" both came from the Aztec language. When Spanish explorers arrived in Central America in the fifteenth century, they noted that cocoa beans were valued as a currency for trading and were also used to prepare a special drink, *cacahuatl*, which was made from roasted cocoa beans with red pepper, vanilla, and water. The explorers at first were not very impressed with the *cacahuatl* because it was so bitter.

The Spanish explorers eventually developed a drink that was more appealing to their tastes. They created a paste by heating a mixture of ground sugar, cinnamon, cloves, anise, almonds, hazelnuts, vanilla, dried cocoa beans, and orange-flavored water; they then smoothed the paste onto flat plantain leaves and let it harden into slabs. Using pieces of the hardened paste, they prepared a drink, which they called *chocolatl*, by dissolving pieces of the hardened paste into hot water or broth.

□ The explorers returned to Spain with their discovery, and chocolate soon became an exotic treat. From Spain, the use of chocolate spread to England, where a chocolate drink was served in chocolate houses, which were fashionable versions of the coffeehouses that had sprung up in London in the 1600s. By the mid-seventeenth century, chocolate was being dissolved in milk rather than water, the precursor of milk chocolate.

●➔ In the nineteenth century, a number of inventions led to refinements in chocolate. In

1. It is indicated in **paragraph 2** that cocoa trees are native to

1828, Dutch chocolate maker Conrad van Houten invented a press that would squeeze much of the cocoa butter out of cocoa beans. With van Houten's press, it was possible to separate cocoa beans into cocoa powder and cocoa butter, which enabled the production of more refined products. It was possible to create a much smoother and tastier drink by blending cocoa powder without the cocoa butter into hot liquids, and the cocoa butter blended more easily with sugar to create a smoother paste for the production of chocolate candies. Then, in the 1870s, Swiss candy makers improved chocolate production by adding the dried milk recently created by the Nestle Company to chocolate to make solid milk chocolate.

By the end of the nineteenth century, chocolate was quite a popular treat, yet it was rather expensive and was not widely enjoyed because of its prohibitive price. American candy maker Milton Hershey set out to make chocolates more affordable and available. Hershey was operating the successful Lancaster Caramel Company, a company that he had founded in 1886. He was using fresh milk in the production of his caramels, and he soon began experimenting with a combination of fresh milk and chocolate. He created the Hershey Chocolate Company in 1894 to make chocolate coatings for his caramels. He also decided to use mass production techniques to create large quantities of individually wrapped and affordable chocolates for the public. The company began selling the "Hershey Bar" in 1900 for only a nickel apiece, and in that year Hershey also decided to sell his caramel factory to concentrate entirely on chocolates. He began building a new factory in Derry Church, Pennsylvania; the company began operating there in 1905, and by 1906 the community had been renamed Hershey. Hershey's product, a single serving of reasonably priced chocolate, was to become a huge success.

- A. South America
- B. Mexico
- C. Spain
- D. Central America

Paragraph 2 is marked with an arrow (→)

2. It is mentioned in **paragraph 2** that all of the following were involved in the cultivation of cocoa trees by the seventh century EXCEPT

- A. the Mayans
- B. the Aztecs
- C. the Toltecs
- D. the Spanish

Paragraph 2 is marked with an arrow (→)

3. It is NOT stated in **paragraph 2** that *cacahuatl* was

- A. used as a currency
- B. a special drink
- C. rather spicy
- D. rather bitter

Paragraph 2 is marked with an arrow (→)

4. What is NOT listed in **paragraph 3** as an ingredient in the paste developed by the Spanish?

- A. A sweetener
- B. Spices
- C. Nuts
- D. Orange peel

Paragraph 3 is marked with an arrow ()

5. It is indicated in **paragraph 3** that *chocolatl*

- A. contained plantain leaves
- B. was a slab of hardened paste
- C. was cut into pieces
- D. was a hot beverage

Paragraph 3 is marked with an arrow ()

6. It is stated in **paragraph 4** that

- A. chocolate appeared in England before it appeared in Spain
- B. chocolate candies were quite popular in London in the 1600s
- C. coffeehouses were popular in London before chocolate houses were
- D. by the sixteenth century it was popular to dissolve chocolate in milk

Paragraph 4 is marked with an arrow (□)

7. According to **paragraph 5**, it is NOT true that van Houten's invention was used to

- A. press cocoa beans
- B. mix cocoa butter and cocoa beans
- C. separate cocoa powder from cocoa beans
- D. remove cocoa butter from cocoa beans

Paragraph 5 is marked with an arrow (●→)

8. Which of the following is true, according to **paragraph 5**?

A. It was easier to blend cocoa powder with sugar than it was to blend cocoa butter with sugar.

B. Better candies could be prepared using cocoa powder rather than cocoa butter.

C. Adding cocoa butter to drinks made the drinks smoother and tastier.

D. Better drinks could be prepared using cocoa powder rather than cocoa butter.

Paragraph 5 is marked with an arrow (●→)

9. What 1870s innovation by Swiss candy makers is discussed in **paragraph 5**?

A. The creation of solid chocolate

B. The addition of dried milk to chocolate

C. The use of paste in the production of chocolate

D. The addition of whole milk to chocolate

Paragraph 5 is marked with an arrow (●→)

10. According to **paragraph 6**, what factor limited the widespread enjoyment of chocolate in the period before the end of the nineteenth century?

A. Its bitter taste

B. Its use of dried milk

C. Its high price

D. Its use of cocoa butter

Paragraph 6 is marked with an arrow()

11. According to **paragraph 6**, Hershey's caramel company

A. was not located in Hershey

B. created caramels using dried milk

C. produced caramel-covered chocolates

D. eventually went bankrupt

Paragraph 6 is marked with an arrow()

12. It is NOT mentioned in **paragraph 6** that Hershey wanted to

A. mass-produce chocolate

B. sell chocolate in individual servings

C. create an exclusive brand of chocolate

D. make his chocolate available at a low price

Paragraph 6 is marked with an arrow()

13. Which of the following is true, according to **paragraph 6**?

A. Hershey built his new chocolate factory in Lancaster.

B. The original "Hershey Bar" was first produced in Hershey, Pennsylvania.

C. The name of the town where the new factory was located changed its name.

D. The new factory in Hershey produced caramels as well as chocolates.

Paragraph 6 is marked with an arrow()

Questions	1	2	3	4	5	6	7	8	9	10	11	12	13
Letters													

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET









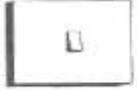
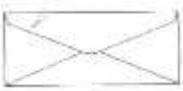
SECTION 3 – 20

USE OF ENGLISH

Task 1 - 10

For questions 1 – 10, write down the name of the object to complete the gaps.

Example: 0  **Barometer**

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7		P-----
8		C-----
9		S-----
10		E-----

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7	_____
8	_____
9	_____
10	_____

Task 2

10

For Questions 1 – 10, match the reasons (1-10) with the consequences (A-K). Complete the sentence by choosing an appropriate reason and linking it to the first half-sentence with an appropriate connective.

Example: **0** I stayed at home because it was raining

- | | |
|---|---|
| 1 She had to pay by cheque ... | A ... because friction produces heat. |
| 2 Leaves are green ... | B ... because the alarm clock wasn't working. |
| 3 An object falls when you drop it ... | C ... because she forgot her purse. |
| 4 A match ignites when you strike it ... | D ... because she forgot. |
| 5 She decided not to buy the coat ... | E ... because she had an argument with her boss. |
| 6 People get diseases ... | F ... because of bacteria. |
| 7 She overslept ... | G ... because of gravity. |
| 8 She didn't post the letters ... | H ... because they contain chlorophyll. |
| 9 She decided to resign ... | I ... because the film was so sad. |
| 10 She cried all the way through ... | J ... because she couldn't afford it. |

Questions	1	2	3	4	5	6	7	8	9	10
Letters										

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

SECTION 4

10

SOCIO-CULTURAL COMPETENCE

For Questions **1-10**, match the names of authors (**1-10**) with the titles of literary works that belong to them (**A-K**). There is **one extra title**, which you do not need to use:

- | | |
|---------------------------------|---|
| 1 Jane Austen | A <i>Gulliver's Travels</i> |
| 2 Elizabeth Gaskell | B <i>Bridget Jones's Diary</i> |
| 3 Helen Fielding | C <i>Jane Eyre</i> |
| 4 Jonathan Swift | D <i>Pride and Prejudice</i> |
| 5 Charlotte Brontë | E <i>Wuthering Heights</i> |
| 6 Lewis Carroll | F <i>North and South</i> |
| 7 J. Fenimore Cooper | G <i>The Last of the Mohicans</i> |
| 8 Charles Dickens | H <i>Robinson Crusoe</i> |
| 9 Sir Arthur Conan Doyle | I <i>Oliver Twist</i> |
| 10 Daniel Defoe | J <i>The Adventures of Sherlock Holmes</i> |
| | K <i>Alice in Wonderland</i> |

Questions	1	2	3	4	5	6	7	8	9	10
Letters										

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

ANSWER SHEET

Participant's ID number

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SECTION 1

LISTENING

Task 1

<i>Questions</i>	1	2	3	4	5	6	7
<i>Letters</i>							

Task 2

<i>Questions</i>	1	2	3	4	5	6	7	8	9	10	11
<i>Letters</i>											

SECTION 2

READING

Task 1

<i>Questions</i>	1	2	3	4	5	6	7	8	9	10	11	12	13
<i>Letters</i>													

Task 2

<i>Questions</i>	1	2	3	4	5	6	7	8	9	10	11	12	13
<i>Letters</i>													

SECTION 3**USE OF ENGLISH****Task 1**

1	_____
2	_____
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6	_____
7	_____
8	_____
9	_____
10	_____

Task 2

Questions	1	2	3	4	5	6	7	8	9	10
Letters										

SECTION 4**SOCIO-CULTURAL COMPETENCE**

Questions	1	2	3	4	5	6	7	8	9	10
Letters										

ANSWER KEYS

SECTION 1

18

LISTENING

Task 1

7

<i>Questions</i>	1	2	3	4	5	6	7
<i>Letters</i>	C	A	C	A	C	B/D	B/D

Task 2

11

<i>Questions</i>	1	2	3	4	5	6	7	8	9	10	11
<i>Letters</i>	B	A	C	C	B	A/D	A/D	C	B/C	B/C	C

SECTION 2

26

READING

Task 1

13

<i>Questions</i>	1	2	3	4	5	6	7	8	9	10	11	12	13
<i>Letters</i>	D	A	B	C	A	C	A	B	D	C	D	B	A

Task 2

13

<i>Questions</i>	1	2	3	4	5	6	7	8	9	10	11	12	13
<i>Letters</i>	A	D	A	D	D	C	B	D	B	C	A	C	C

SECTION 3 – 20**USE OF ENGLISH****Task 1 - 10**

- 1 _____ Thermometer _____
- 2 _____ Bottle (-)opener _____
- 3 _____ Button _____
- 4 _____ Magnifier / Magnifying glass _____
- 5 _____ Nail _____
- 6 _____ Screwdriver _____
- 7 _____ Pram / Perambulator / Pushcart / Pushchair _____
- 8 _____ Clip / Clinch _____
- 9 _____ Switch _____
- 10 _____ Envelope _____

Task 2 – 10

<i>Questions</i>	1	2	3	4	5	6	7	8	9	10
<i>Letters</i>	C	H	G	A	J	F	B	D	E	I

SECTION 4 – 10**SOCIO-CULTURAL COMPETENCE**

- 1 ___ D
- 2 ___ F
- 3 ___ B
- 4 ___ A
- 5 ___ C
- 6 ___ K
- 7 ___ G
- 8 ___ I
- 9 ___ J
- 10 ___ H

LISTENING**RECORDING SCRIPT**

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Task 1

(: 3 ;
 (NARRATOR) Listen to a lecture in a botany class.

(TEACHER) Today, we're going to be talking about insectivorous plants. As you know, we have a field trip tomorrow. We'll be going to the botanical gardens, and we're going to be seeing some insectivorous plants there.

Do you understand what insectivorous plants are? Insectivorous plants are plants that trap and assimilate insects in order to sustain life. You may understand the meaning of "insectivore" from related words such as "carnivore" or "herbivore": a carnivore eats meat, and an herbivore eats plants, while an insectivore devours insects. But – unlike carnivores and herbivores, which are animals – the insectivores that we're going to discuss today are plants.

All insectivorous plants contain chlorophyll and have roots, so they don't get all of their nutrients from the insects they take in. Insectivorous plants tend to live in soil that lacks enough nitrogen for them to exist, so they consume their insect victims in order to get the nitrogen they need. There're many types of insectivorous plants in the world – there're perhaps 500 known species of

insectivorous plants worldwide. Of these many types of insectivorous plants, we're going to look at one of the better known ones in depth.

The insectivorous plant that we're going to discuss in detail is the Venus flytrap, which is native to North America. Now look at the drawing of the Venus flytrap on the screen. The Venus flytrap catches insects by suddenly snapping the ends of one of its trap leaves around an insect. You can see in the diagram that a Venus flytrap has a number of trap leaves and that each trap leaf is divided into two parts. Inside the two parts of the trap leaf are three sensory bristles, sensory bristles which resemble tiny hairs. When an insect touches the bristles inside a trap leaf, the two surfaces of the leaf shut instantaneously, and the insect's trapped inside the parts of the leaf. The Venus flytrap then discharges a digestive liquid into the leaf in order to assimilate the insect and obtain the nitrogen the plant needs in order to survive.

That's all for today on the Venus flytrap. I hope that from our discussion of the Venus flytrap you've developed a clearer understanding of how this and other insectivorous plants function. You'll need it for the trip tomorrow.

1 2 30 ,

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10-15

Task 2

(: 3 52 ; : 7
44)

(TEACHER) Good morning, class. Our topic for today is the Mother Goose stories. Now... I'm sure you all think you know about Mother Goose... well, we'll find out today...

No overview of children's literature would be complete without Mother Goose because Mother Goose is such a, such a complex and diverse collection of children's literature. An interesting point about the Mother Goose stories is that their origin is unclear. Most scholars feel, while the name Mother Goose may refer to a person, the person known as Mother Goose in all probability did not write the stories, rhymes, and songs found in the Mother Goose books. Today we'll look at the two earliest publications of Mother Goose books, one of which gives a suggestion as to who the real Mother Goose may have been. Then we'll look at two of the rhymes that suggest multiple authorship.

The earliest Mother Goose book was compiled in 1697 by a Frenchman named Perrault. This book was a collection of well-known children's stories including "Sleeping Beauty" and "Cinderella". These stories were believed to have been told to the French military hero Charlemagne by his mother, who was known as Goose-Footed Bertha; the name Mother Goose is believed to have come from this nickname of Charlemagne's mother. A second book of Mother Goose stories was published in 1760 by John Newbery. This Mother Goose collection included a selection of well-known children's rhymes and also about fifteen Shakespearean songs. Neither Perrault nor Newbery claimed to have written

any of the Mother Goose stories, rhymes, or songs. In fact, no one person could have done so. Some of the rhymes, such as "Old King Cole" and "Little Jack Horner", are based on historical figures. It seems quite clear that these two rhymes were written in different eras – because the real King Cole and the real Jack Horner lived centuries apart. Let's look a little more closely at these two rhymes.

The first of these two rhymes, "Old King Cole", refers to King Cole of Britain. King Cole reigned around 200 A.D. The rhyme tells us he loved music, but very little else is known about him today. The second rhyme is about Jack Horner. Jack Horner was the steward to the Bishop of Glastonbury, England in the early 1500s. He was sent to deliver twelve title deeds hidden in a pie to King Henry VIII. On the way, Jack Horner opened the pie and stole a deed. The plum in the poem refers to the stolen title deed. The Horner family still owns the estate at Mellis Park, England, the estate for which the title deed was reportedly stolen.

From the stories of these two rhymes, the conclusion that the Mother Goose stories had multiple authors seems inescapable. Although very little is known about the origin of most of the rhymes and stories, the Mother Goose collections have formed the core of children's literature in the United States and England. Next week we'll discuss Hans Christian Andersen's collection of fairy tales. Before class, please read the selections by Hans Christian Andersen in your anthology of children's literature.

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