

HƯỚNG DẪN CHẤM ĐỀ ĐỀ NGHỊ SỐ 1

LISTENING

Part 1: (1.0 point, 0.2 / each correct answer)

1. F 2. F 3. M 4. B 5. F

Part 2: (1.0 point, 0.2 / each correct letter)

6. C 7. A, D or D, A 8. E, G or G, E

PART 3 (1.0 point, 0.2 / each correct answer)

9. B 10. A 11. B 12. B 13. C

PART 4: (2.0 points, 0.2 / each correct answer)

14. trade 15. 8-track players 16. forces
17. essentially 18. season 19. dried-up 20. fascinating
21. dread 22. accomplished 23. multitask

READING

LANGUAGE IN USE

Part 1.

Your answers:

1. C	2. A	3. B	4. D	5. C	6. D	7. B	8. A	9. B	10. C
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Part 2.

0. established	1. shaken	2. persisted
3. demolishing	4. underground	5. temporarily

Part 3.

The role of the traditional zoo, inheriting from the 19th century, has undergone a dramatic shift. A growing recognition that zoos ought to be in the vanguard of the fight against the devastation of our natural world has begun a zoological revolution. The change occurred in the 1960s, when the Jersey zoo was set up to breed endangered species. As a result, the breeding of animals in captive has become a complex science, with zoos around the world co-ordinate their efforts to avoid the genetic dangers of in-breeding small populations.

The answer to the question of whether zoos can have much impact on the reservation of endangered species is probably minimal. Zoos do not focus their education efforts on those people in the strongest positions to affect the future of the wildlife being exhibited. For the most part, conservation education is targeted at children and other non-decision makers in a process too slow or too far away to address the extinction crisis which exists now. Furthermore, the efforts of zoos to inform lawmakers and government authorities are usually low-key or un-

existent. Campaigns are more likely to be for an animal exhibit rather than for the existence of the animal itself.

0. inherited	1. captivity	2. co-ordinating
3. preservation	4. exhibited	5. non-existent

READING COMPREHENSION

Part 1.

1. otherwise	2. treating	3. make / produce	4. machinery	5. code
6. pandemic	7. few	8. found / proved	9. other	10. technology

Part 2.

1.D	2.C	3.A	4.D	5.A	6.A	7.C	8.A	9.C	10.B
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Part 3.

1.F	2.NG	3.T	4.T	5.T	6.NG	7.T
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8.moods	9. (scientifically proven) exceptions	10. Milestone
11. harnessed	12. naturally pessimistic architect	13. Experiment

Part 4.

1.F	2.B	3.H	4.A	5.G	6.C	7.E
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Part 5.

1.B	2.C	3.D	4.A	5.D	6.A	7.B	8.A	9.C	10.D
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WRITING

Part 1.

The summary MUST cover the following points:

+ problems of traditional methods of writing assessment

+ new alternative approach of writing assessment

Language use (0.5 pt)

The summary:

- should show attempts to convey the main ideas of the original text by means of paraphrasing (structural and lexical use)

- should demonstrate correct use of grammatical structures, vocabulary, and mechanics (spelling, punctuations, ...)
- should maintain coherence, cohesion, and unity throughout (by means of linkers and transitional devices)

Sample:

Traditional methods of assessing writing are considered inadequate for several reasons. They often rely on a single, timed draft written on an unfamiliar topic, which fails to reflect a learner's true writing ability. Teachers also struggle to accurately judge students' writing based on such limited samples. Therefore, writing should be approached as a process, not just a final product. Traditional assessments often focus only on correcting grammar and mechanics, which contrasts with more comprehensive methods suggested by scholars like Brown, who emphasized both formal and informal assessments. With writing being vital in language learning, portfolio-based assessments have gained popularity as they align with modern views that emphasize the writing process. Additionally, incorporating technology and the Internet into writing instruction is now seen as essential for effective learning.

Part 2.

The mark given to part 3 is based on the following criteria:

1. Organization

a. Ideas are well organized and presented with coherence, cohesion and unity.

b. The essay is well-structured:

* Introduction is presented with clear thesis statement.

* Body paragraph are written with unity, coherence and cohesion.

Each body paragraph must have a topic sentence and supporting details and examples when necessary.

* Conclusion summarizes the main points and offers personal opinions (prediction, recommendation, consideration ...) on the issue.

2. Content

a. All requirements of the task are sufficiently addressed.

b. Ideas are adequately supported and elaborated with relevant and reliable explanations, examples, evidence....

3. Language use

a. Demonstration of a variety of topic-related vocabulary.

b. Excellent use and control of grammatical structures (verb tenses, word forms, voice...) and mechanics (spelling, punctuations...)