

ỦY BAN DÂN TỘC
TRƯỜNG PT VÙNG CAO VIỆT BẮC
(Đề thi đề xuất)

ĐỀ THI CHỌN HỌC SINH GIỎI
TRẠI HÈ HÙNG VƯƠNG NĂM 2024
Môn thi: TIẾNG ANH KHỐI 10

Thời gian làm bài: 180 phút
(không kể thời gian giao đề)
(Đề thi gồm có 17 trang)

Lưu ý: Thí sinh làm bài trên tờ giấy thi

PART I: LISTENING (50 points)

Section 1: Listen and complete the table. Write no more than THREE WORDS AND/ OR NUMBER for each answer. (14 points)

Years/Time	Feature	Advantage	Disadvantage
1830s	wooden wheels covered with metal	need 1 _____ than walking	quite 2 _____
3 _____	Chain and sprocket are 4 _____ _____	easier and 5 _____ ride	harder to balance
1880s	use 6 _____	more comfortable	The faster you go, the more you feel every bump.
1890s	equal-sized wheels	7 _____	dangerous before brakes appeared

Source: IELTS recent actual test - test 31

Your answers

1.	3.	5.	7.
2.	4.	6.	

Section 2: You will hear a radio programme about a famous dessert dish. For questions 8-15, complete the sentences with a word or short phrase. (16 points)

Pavlova

Pavlova is a dessert that takes its name after (8) _____ Anna Pavlova.
 One of the common festive meals the dessert is served at is (9) _____.
 Professor Helen Leach, a culinary anthropologist at the University of Otago in New Zealand, has researched the dessert and compiled a series of cookbooks containing (10) _____ Pavlova recipes.
 Matthew Evans from The Sydney Morning Herald said that (11) _____ about the pavlova's origins is not likely to be found.
 The process of making Pavlova involves (12) _____ into a thick mass, with other ingredients such as sugar and vinegar added later.
 (13) _____ is where raspberry topping seems to be the most popular one.
 Ready-to-be-made pavlovas can be bought, that require little effort to make and only need both (14) _____ added to them.
 New Zealand's national museum, Te Papa, made (15) _____ in February 1999 memorable by creating the largest pavlova in existence, called 'Pavzilla'.

Source: FCE Extra test 30 part 2

Your answers

8.	10.	12.	14.
9.	11.	13.	15.

Section 3: Listen to the conversation between two friends and mark the statements as true (T) or false (F). Decide whether the following statements are true (T) or false (F), and write your answers in the answer box. (10 points)

16. Andy is writing an essay about different ancient civilizations.
17. The land where the Aztecs used to live is now part of the USA.
18. The Aztec people lived later than the 12th century.
19. It was very important for a boy to know how to fight well.
20. Wendy thinks it was a shame that not all girls went to school.

Your answers

16.	17.	18.	19.	20.
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Section 4: You will hear Leonie Steiner talking to an interviewer about her work as a music teacher in a school. For questions 21-25, choose the best answer (A, B or C). (10 points)

21. What does James say about the radio station he started?

- A. Its name was very appropriate.
 B. It was more popular than he had expected.
 C. It was not very expensive to run.
22. What does James say about people's attitudes towards his age?
 A. They expected more of him when he was 16 than when he was 12.
 B. They were more jealous of him when he was 12 than when he was 16.
 C. They were nicer to him when he was 12 than when he was 16.
23. James says that his career in music has included _____
 A. taking over a local radio station.
 B. making advertisements.
 C. setting up new festivals.
24. What does James say about the people interviewed on the channel?
 A. They have to say something interesting.
 B. They enjoy being interviewed.
 C. They often say unexpected things.
25. James's advice to listeners who might want to go into business is to _____
 A. take big risks.
 B. learn from past mistakes.
 C. forget about past problems.

Source: FCE test 4 part 4

Your answers

21.	22.	23.	24.	25.
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PART II: LEXICO-GRAMMAR (30 POINTS)

I - Choose the best answer (A, B, C or D) to complete each sentence below. Write your answers in the answer box. (15 points)

1. The authorities have _____ their original decision to allow development of this rural area.
 A. dispensed B. detached C. refrained D. revoked
2. He had his money _____ in a secure bank account.
 A. hammered away at C. jabbered about
 B. slaved away D. squirreled away

3. One of the organization's aims is to _____ information about the disease so that more people know of its symptoms.
- A. disentangle B. disseminate C. dwindle D. deride
4. A new generation of performers, _____ those who by now had become a household name, honed their skills before following the same path onto television.
- A. no less talented than C. along with talented as
B. together with talented as D. having been more talented than
5. Because of the nature of the pain, nobody seemed to be able to put their _____ on the cause.
- A. finger B. mark C. word D. name
6. The chemicals spilled over the road and left drivers _____ for breath.
- A. suffocating B. gasping C. inhaling D. wheezing
7. Last time, we were within a hair's _____ of defeating the Auckland team.
- A. length B. depth C. width D. breadth
8. Dealing with _____ refusal from an employee is easier than dealing with false compliance.
- A. an offset B. a remedial C. an outright D. an agile
9. Facing a difficult arithmetic question, the student _____ plucked a random figure out of the air and it was unexpectedly correct.
- A. naively B. plain C. slyly D. belligerently
10. Labour unions and the company _____ in a confrontation over plans to curb benefits.
- A. caught up B. faced off C. carried away D. showed up
11. If you want to have a good flat in London, you have to pay through the _____ for it.
- A. nose B. mouth C. eye D. head
12. The thieves are waiting for the _____ moment to break into the mansion.
- A. adroit B. pivotal C. astrological D. psychological
13. I can't help thinking he offered his apology with a _____ of irony.
- A. torrent B. spot C. touch D. dash
14. After living together for six years, Janet and Matt have finally decided to _____.
- A. feel the pinch B. pull a few strings C. tie the knot D. be up and about
15. The professor's speech lay _____ the scope of what we were studying.
- A. above B. beyond C. over D. down

Your answer

1.	3.	5.	7.	9.	11.	13.	15.
2.	4.	6.	8.	10	12.	14.	

II - Identify one mistake in each of the following sentences and correct the mistake.

Write your answers in the answer box below. (5 points)

- Public health campaigns often focus on reducing the take-in of processed foods and sugars to combat obesity.
- The teacher's complementary remarks about the student's progress served as a motivation for him to work even harder.
- The fireman's daring rescue of those trapped in the burning was a credible deed.
- Thomas A. Edison, inventor of the phonograph, said than an idea was ninety-nine percent perspiration and one percent aspiration.
- There will be numerous parades and displays of the fireworks in observation of Independence Day.

Your answers

Sentence	Mistake	Correction
1		
2		
3		
4		
5		

III - Complete the following sentences with the correct form of the word given in parentheses (10 pts).

- Health care was _____ in ancient time. There was no hospital or doctor then. (EXIST)
- His contribution to the development of sports makes him a(n) _____ figure. (REPLACE)
- Katherine Hepburn won four Oscar _____ in the category of Best Actress in a Leading Role. (STATUE)
- She offered cordial _____ to the family over his so unexpected premature death. (MISERY)

5. If this theory is correct, then it is _____ that we will be able to cure all diseases in the foreseeable future. (VISION)
6. You should avoid those journalists. They are just _____, only distressing and prying into your private life. (CHIEF)
7. The decision to close the local hospital caused such a public _____ that the authorities decided to re-examine their options and keep it open. (CRY)
8. You should stop using that _____ tone of voice when conversing with elders. (DESCEND)
9. It's annoying that the operator answered the phone with a _____ greeting, as if she didn't want to help me at all. (FUNCTION)
10. The temperature in _____ regions remains high throughout the year. (EQUATOR)

Your answers

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

PART III: READING COMPREHENSION (60 POINTS)

I - Read the following passage and choose the letter A, B, C, or D that best fits each blank in the passage. Write your answers in the answer box below. (10 points)

The ability to weep is a uniquely human form of emotional response. Some scientists have suggested that human tears are evidence of an aquatic past - but this does not seem very likely. We cry from the moment we enter this (1) _____ for a number of reasons. Helpless babies cry to (2) _____ their parents that they are ill, hungry or uncomfortable. As they (3) _____, they will also cry just to attract parental attention and will often stop when they get it.

The idea that having a good cry can do you (4) _____ is a very old one and now it has scientific validity since recent research into tears has shown that they contain a natural painkiller called enkaphalin. By (5) _____ sorrow and pain, this chemical helps you to feel better. Weeping can increase the quantities of enkaphalin you (6) _____.

Unfortunately, in our society we impose restrictions (7) _____ this naturally healing activity. Because some people still regard it as a (8) _____ of weakness in men, boys in particular are admonished when they cry. This kind of repression can only increase stress, both emotionally and physically.

Tears of emotion also help the body (9) _____ itself of toxic chemical waste, for there is more protein in them than in tears resulting (10) _____ cold winds or other irritants. Crying comforts, calms people and can be very enjoyable- consider the popularity of the highly emotional films which are commonly called weepies. It seems that people enjoy crying together almost as much as laughing together.

(Source: <https://www.coursehero.com/file/p6q8vkig/Part-4>)

- | | | | |
|------------------|----------------|-------------|----------------|
| 1. A. world | B. place | C. earth | D. space |
| 2. A. inform | B. communicate | C. persuade | D. demonstrate |
| 3. A. evolve | B. develop | C. alter | D. change |
| 4. A. good | B. fine | C. better | D. well |
| 5. A. struggling | B. fighting | C. opposing | D. striking |
| 6. A. construct | B. achieve | C. provide | D. produce |
| 7. A. for | B. to | C. about | D. upon |
| 8. A. hint | B. feature | C. sign | D. symbol |
| 9. A. expel | B. escape | C. release | D. rid |
| 10. A. in | B. from | C. by | D. to |

Your answers

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

II - Fill each of the following numbered blanks with ONE suitable word and write your answers in the correspondent numbered boxes provided. (10 pts)

WHERE HAVE ALL THE GOOD CARTOONS GONE?

Childhood will never be the same again. Remember Saturday mornings spent lounging on the sofa, hour (1)_____ hour, watching your favourite cartoons? (2)_____ there have been a better reward for the long school week that had had to be endured? Bugs Bunny, Donald Duck, Mickey Mouse brought virtually live into (3)_____ living rooms. Back then, they were in black and white, and back then, they were meant to amuse, to entertain.

It seems this has changed – and definitely (4)_____ the worse. Now when you turn on the television on a Saturday or Sunday morning, you do (5)_____ at your own risk! Be prepared to confront violence in all its animated glory: exploding bombs, falling buildings, blazing weapons, and bad guy after bad guy. I don't see (6)_____ is funny about this warped vision of our times and our society. Nor do I see what's worth watching on these programmes with (7)_____ gruesome caricatures of good and evil. Who is responsible for children's programming these days?

It cannot be good for today's youth to be exposed (8)_____ this type of entertainment. (9)_____ best, they are missing out on the humour, sensitivity and moral lessons that were to be had from the cartoons of old. At worst, their childish brains are (10)_____ filled with scenes of non-stop violence and ideas that are morally corrupt. Childhood should be a time of innocence, short-lived as it may be in these turbulent times in which we live. Perhaps we should bear this in mind the next time we see our child glued to the TV on a Saturday morning.

Your answers

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

III - Read the following passage and choose the best answer (A, B, C or D) according to the text. Write your answers in the correspondent numbered boxes provided. (10 pts)

Archaeological records-paintings, drawings and carvings of humans engaged in activities involving the use of hands-indicate that humans have been predominantly right-handed for than 5,000 years. In ancient Egyptian artwork, for example, the right hand is *depicted* as the dominant one in about 90 percent of the examples. Frustructure or wear patterns on tools also indicate that a majority of ancient people were right-handed.

Cro-Magnon cave paintings some 27,000 years old commonly show outlines of human hands made by placing one hand against the cave wall and applying paint with the other. Children today make similar outlines of their hands with clayons on paper. With few exceptions, left hands of Cro-Magnons are displayed on cave walls, indicating that the paintings were usually done by right-handers. Anthological evidence pushes the record of handedness in early human ancestors back to at least 1.4 million years ago. One important line of evidence comes from flaking patterns of stone cores used in toolmaking: *implements*

flaked with a clockwise motion (indicating a right-handed toolmaker) can be distinguished from those flaked with a counter-clockwise rotation (indicating a left-handed toolmaker).

Even scratches found on fossil human teeth offer clues. Ancient humans are thought to have cut meat into strips by holding it between their teeth and slicing it with stone knives, as do the present-day Inuit. Occasionally the knives slip and leave scratches on the users' teeth. Scratches made with a left-to-right stroke direction (by right-handers) are more common than scratches in the opposite direction (made by left-handers)

Still other evidence comes from ***cranial morphology***: scientists think that physical differences between the right and the left sides of the interior of the skull indicate subtle physical differences between the two sides of the brain. The variation between the ***hemispheres*** corresponds to which side of the body is used to perform specific activities. Such studies, as well as studies of tool use, indicate that right – or left – sided dominance is not exclusive to modern Homo Sapiens. Populations of Neanderthals, such as Homo erectus and Homo habilis, seem to have been predominantly right-handed, as we are.

1. What is the main idea of the passage?

- A. Human ancestors become predominantly right-handed when they began to use tools.
- B. It is difficult to interpret the significance of anthropological evidence concerning tool use.
- C. Humans and their ancestors have been predominantly right-handed for over a million years.
- D. Human ancestors were more skilled at using both hands than modern humans.

2. What does the author say about Cro-Magnon paintings of hands?

- A. Some are not very old
- B. It is unusual to see such paintings
- C. Many were made by children
- D. The artists were mostly right-handed.

3. The word “***depicted***” in line 4 is closest in meaning to _____

- A. written
- B. portrayed
- C. referred
- D. mentioned

4. When compared with implements “*flaked with a counter-clockwise rotation*”, it can be inferred that “*implements flaked with a clockwise motion*” are _____

- A. more common
- B. larger
- C. more sophisticated
- D. older

5. The word “***cranial morphology***” in line 23 is closest in meaning to _____

- A. the form of crane
- B. the form of body
- C. the study of physical bodies
- D. the study of skulls

6. The fact that the Inuit cut meat by holding it between their teeth is significant because _____

A. the relationship between handedness and scratches on fossil human teeth can be verified.

B. it emphasizes the differences between contemporary humans and their ancestors

C. the scratch patterns produced by stones knives vary significantly from patterns produced by modern knives.

D. it demonstrates that ancient humans were not skilled at using tools.

7. The word “*hemisphere*” in line 26 is closest in meaning to _____

A. differences

B. sides

C. activities

D. studies

8. Why does the author mention Homo erectus and Homo habilis?

A. To contrast them with modern humans

B. To explain when human ancestors began to make tools

C. To show that early humans were also predominantly right-handed.

D. To prove that the population of Neanderthals was very large.

9. All of the following are mentioned as types of evidence concerning handedness EXCEPT _____

A. ancient artwork

B. asymmetrical skulls

C. studies of tool use

D. fossilized hand bones

10. Which of the following conclusions is suggested by the evidence from cranial morphology?

A. Differences in the hemispheres of the brain probably came about relatively recently.

B. There may be a link between handedness and differences in the brain’s hemispheres.

C. Left-handedness was somewhat more common among Neanderthals.

D. Variation between the brain’s hemispheres was not evidence in the skulls of Homo erectus and Homo habilis.

Your answers

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

IV - Reading passage 4 has seven paragraphs A-G.

A SILENCE FORCE

A. There is a legend that St Augustine in the fourth century AD was the first individual to be seen reading silently rather than aloud, or semi-aloud, as had been the practice hitherto. Reading has come a long way since Augustine's day. There was a time when it was a menial job of scribes and priests, not the mark of civilization it became in Europe during the Renaissance when it was seen as one of the attributes of the civilized individual.

B. Modern nations are now seriously affected by their levels of literacy. While the Western world has seen a noticeable decline in these areas, other less developed countries have advanced and, in some cases, overtaken the West. India, for example, now has a large pool of educated workers. So European countries can no longer rest on their laurels as they have done for far too long; otherwise, they are in danger of falling even further behind economically.

C. It is difficult in the modern world to do anything other than a basic job without being able to read. Reading as a skill is the key to an educated workforce, which in turn is the bedrock of economic advancement, particularly in the present technological age. Studies have shown that by increasing the literacy and numeracy skills of primary school children in the UK, the benefit to the economy generally is in billions of pounds. The skill of reading is now no more just an intellectual or leisure activity, but rather a full-fledged economic force.

D. Part of the problem with reading is that it is a skill which not appreciated in most developed societies. This is an attitude that has condemned large swathes of the population in most Western nations to illiteracy. It might surprise people in countries outside the West to learn that in the United Kingdom, and indeed in some other European countries, the literacy rate has fallen to below that of so called less developed countries.

E. There are also forces conspiring against reading in our modern society. It is not seen as cool among a younger generation more at home with computer screens or a Walkman. The solitude of reading is not very appealing. Students at school, college or university who read a lot are called bookworms. The term indicates the contempt in which reading and learning are held in certain circles or subcultures. It is a criticism, like all such attacks, driven by the insecurity of those who are not literate or are semi-literate. Criticism is also a means, like all bullying, of keeping peers in place so that they do not step out of line. Peer pressure among young people is so powerful that it often kills any attempts to change attitudes to habits like reading.

F. How should people be encouraged to read more? It can easily be done by increasing basic reading skills at an early age and encouraging young people to borrow books from

schools. Some schools have classroom libraries as well as school libraries. It is no good waiting until pupils are in their secondary school to encourage an interest in books' it needs to be pushed at an early age. Reading comics, magazines and low brow publications like Mills and Boon is frowned upon. But surely what people, whether they be adults or children, read is of little import. What is significant is the fact that they are reading. Someone who reads a comic today may have the courage to pick up a more substantial tome later on.

G. But perhaps the best idea would be to stop the negative attitudes to reading from forming in the first place. Taking children to local libraries brings them into contact with an environment where they can become relaxed among books. If primary school children were also taken in groups into bookshops, this might also entice them to want their own books. A local bookshop, like some local libraries, could perhaps arrange book reading for children which, being away from the classroom, would make the reading activity more of an adventure. On a more general note, most countries have writers of national importance. By increasing the standing of national writers in the eyes of the public, through local and national writing competitions, people would be drawn more to the printed word. Catch them young and, perhaps, they just might then all become bookworms.

(Source: <https://engexam.info/ielts-reading-practice-tests/ielts-reading-practice-test-6/2/>)

A. The Reading Passage above has seven paragraphs (A-G). Choose the most suitable heading from the List of Headings below. Write the appropriate numbers (i-xii) in boxes 1-5. (10 pts). Paragraph D and G have been done for you as an example. Any heading may be used more than once

List of Headings	
i	Reading not taken for granted
ii	Taking children to libraries
iii	Reading: the mark of civilization
iv	Reading in St Augustine's day
v	A large pool of educated workers in India
vi	Literacy rates in developed countries have declined because of people's attitude
vii	Persuading people to read
viii	Literacy influences the economies of countries in today's world
ix	Reading benefits the economy by billions of pounds
x	The attitude to reading amongst the young
xi	Reading becomes an economic force

xii The writer's attitude to the decline in reading
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1. Paragraph A:

2. Paragraph B:

3. Paragraph C:

Paragraph D: ...vi..

4. Paragraph E:

5. Paragraph F:.....

Paragraph G:...vii...

B. Do the following statements agree with the information in the reading text? (10 pts)

In boxes 6-10, write

Yes *if the statement agrees with the information*

No *if the statement contradicts the information*

Not Given *if there is no information about the statement*

6. European countries have been satisfied with past achievements for too long and have allowed other countries to overtake them in certain areas.

7. Reading is an economic force.

8. The literacy rate in less developed nations is considerably higher than in all European countries.

9. If you encourage children to read when they are young the negative attitude to reading that grows in some subcultures will be eliminated.

10. People should be discouraged from reading comics and magazines.

Your answers

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

V - Read the magazine article about four young environmentalists (A-D) who work on various different projects. For questions 1-10, choose from the sections (A - D). The sections may be chosen more than once. (10 pts)

A. Lucy Walker

I won a national award for the work I did on a project to build an environmental centre made entirely out of green materials. It's a 100% carbon neutral building, which means that all the building materials were reused or recycled. The centre is somewhere kids can learn how to

take care of the environment, but I realised that not everyone would have the opportunity to visit it. I therefore created an online curriculum guide, so kids could also learn about the environment in their schools. I translated it into Spanish as well so that it could be available to more people. All this took two years and I did it because I have a great love for the outdoors and being in the midst of wildlife, I wanted other young people to be able to experience the same passion that I feel.

B. Justin Day

While hiking near my home, I noticed a plant I didn't recognise growing along the side of the trail. My sister, a naturalist, told me the plant was an invasive, non- native plant that is toxic to local wildlife. I then discovered that there are a number of different types of non-native plants in my area. Some excrete poisons into the ground so nothing can grow there for many years. I had to get permission from the local council to remove some of them, but I realised I couldn't do it alone. So I set up an environmental organisation to recruit other teenagers to give me a hand. We all learnt how to properly identify, remove and dispose of the invasive plants. Our focus has mainly been on a plant called Dalmatian Toadflax, which is easier to pull up, so anyone can do it. We also work on replanting areas with native grass and wildflower seeds.

C. Josh Benito

After seeing an article in the newspaper about an environmental competition, I felt inspired to do something related to planting trees so I set up a project at my local primary school. I gave a presentation to the kids teaching them about the importance of taking care of the environment and how trees can help. Then, each of the 300 pupils was given two young trees: one to take home and plant in their garden, and one to give to a neighbour or friend. I think the project was an effective way of getting the message across to more people. Attached to each tree was information about helping the environment and the name of the project. This experience has taught me leadership skills and how to organise a large group. I have also learned many things from having to meet and talk with many different individuals.

D. Erica Klek

When I was at primary school, my friend and I got really involved in aluminium can recycling and we also did a project on the greenhouse effect. Later on at high school I helped co-ordinate an environmental event because I wanted to make more people aware of important issues. It's our generation that's going to make or break the environment. Some teenagers don't know they're doing the wrong things, and I want to help them understand. I

recently prepared a guide for students interested in organising similar activities in their own schools, which has been distributed to most of the schools in my area. I've also been helping to replant trees after they were destroyed in a hurricane. Unfortunately, we lost a lot, both exotic and native species. The questions below are about the four young environmentalists(A-D), who are talking about their involvement in environmental projects.

(Source: FCE Handbook. Reproduced with permission from Cambridge English)

Which environmentalists ...

	Your answer
is trying to explain how some behaviour has harmful effects?	1.
followed up a talk by offering an opportunity for practical action?	2.
says they were motivated by a desire to share their enthusiasm?	3.
believes that an idea they came up with worked well?	4.
selected something because it was relatively straightforward to deal with?	5.
received public recognition for their environmental contribution?	6.
says the future of the environment depends on a particular group of people?	7.
mentions someone whose expert knowledge highlighted a problem?	8.
helped to create a place that reflected their values?	9.
mentions having to gain consent to start on a project?	10.

Your answers

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

PART IV: WRITING (60 points)

I. The chart below shows the percentage of a car manufacturer's total sales in various regions from 2006 to 2010. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 130 words.

To what extent do you agree or disagree with this statement?

You should write at least 250 words.

[illegible]

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the entire width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

Cán bộ coi thi không giải thích gì thêm.

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