**HƯỚNG DẪN CHẤM ĐỀ NGHỊ SỐ 2**

**LISTENING**

**Part 1:**

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

**Part 2:**

6. B 7. G 8. D 9. A 10. C

**Part 3:**
11. C  12. D  13. C  14. A  15. B

**Part 4:**

16. bucking the trend 17. coffee grounds 18. gourmet

19. product 20. flourish 21. empty warehouse

22. shock 23. colonized/colonized 24. paying off

25. viable

**READING**

**LANGUAGE IN USE**

**Part 1.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. C
 | 2. A | 3. B  | 4. C  | 5. B  | 6. A  | 7. A | 8. B  | 9. C | 10.C |

**Part 2.**

|  |  |  |
| --- | --- | --- |
| **0. creative** | 1. variation | 2. persistence |
| 3. able | 4. commerce | 5. maturity |

**Part 3.**

 Discussions of energy use lead naturally to the question of how it may be **affecting** the earth’s climate. In the United States, the energy sector accounting for more than 85 percent of total greenhouse gas emissions, with energy-related carbon dioxide alone responsible for about 80 percent. Most U.S. greenhouse gas emissions result from the use of coal and petroleum in electric generation and transportation, respective. But two newer technologies, fuel cells and small, single-cycle gas turbines-induced by economic and environmental considerations as well as by innovation policy-offer substantial environmental advantages over traditional, large, centralizing power plants. Local generation by smaller plants can not only reduce transmission losses, but also improve air quality since they can be fuellingby hydrogen and natural gas-much cleaner than coal on a per kilowatt hour basis. If fuel cells become widely adopted in transportation, emissions will plunge there too.

|  |  |  |
| --- | --- | --- |
| **Eg. affecting** | 1. accounts | 2. electricity |
| 3. respectively | 4. centralized | 5. fueled |

**READING COMPREHENSION**

**Part 1.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. beyond | 2. of | 3. unprecedented | 4. giving | 5. benefits |
| 6. reach | 7. terms | 8. sense | 9. forth | 10. uniformity |

**Part 2.**

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

**Part 3.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1.NG | 2.T | 3.F | 4.T | 5.NG | 6.F | 7.T |

|  |  |
| --- | --- |
| 8. (some) natural calamity | 9. a roaring success |
| 10. (Hooker’s) environmental anarchy | 11. co-evolution |
| 12. overgrown gardens | 13. little structural importance |

**Part 4.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1.C | 2.B | 3.E | 4.G | 5.F | 6.D | 7.H |

**Part 5.**

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

**WRITING**

**Part 1.**

Suggested answer SUMMARY.

When the children went to grammar school., most of them lost their old friends and found themselves in a new and confusing world with people, rules, attitudes and subjects that were hard to understand. They met middle-class children who coped well with the system and made them feel inferior. In some schools the teachers treated them harshly for the first few weeks to make them conform, and this added to the confusion. Not all children could ask their families for help and advice, because working-class parents did not always understand the grammar school.

**Part 2. Guided outline**

I believe that although environmental and housing improvements are foundational, a comprehensive approach that includes healthcare access and lifestyle education is necessary to achieve lasting health outcomes.

**Body paragraph 1:**

**Focusing on environmental pollution and poor housing is essential for preventing many health problems.**

**Air and water pollution as disease sources**

* **Cause & Effect**: Exposure to pollutants → respiratory issues, cancers, waterborne diseases.
* **Example**: High pollution levels in urban areas → increased asthma rates.

**Impact of substandard housing on health**

* **Explanation**: Overcrowding, dampness, and poor ventilation → worsen physical and mental health.
* **Cause & Effect**: Poor housing → spread of infections and chronic stress.

**Body paragraph 2:**

**Disease prevention also requires broader strategies beyond environment and housing.**

**Importance of healthcare access and education**

* **Explanation**: Health services and awareness campaigns reduce preventable illnesses.
* **Cause & Effect**: Early diagnosis and healthy habits → reduced disease burden.

**Role of lifestyle-related interventions**

* **Explanation**: Poor diet, lack of exercise, and substance abuse → major illnesses.
* **Example**: Government-led initiatives promoting nutrition and fitness → combat obesity and diabetes.

In conclusion, while tackling pollution and inadequate housing is fundamental to reducing illness, I believe a multifaceted approach—including healthcare access, public education, and lifestyle interventions—is essential to address the full spectrum of health challenges in today’s society.