

HƯỚNG DẪN PHẦN THI NGHE

- Mở đầu và kết thúc bài nghe và mỗi phần nghe có tín hiệu;
- Mọi hướng dẫn cho thí sinh (bằng tiếng Anh) đã có trong bài nghe.

Part 1. (1.0 point): Listen to the recording and decide whether the following statements are true (T) or false (F). Write your answers in the corresponding boxes provided.

STATEMENTS	T/F
1. The number of students with anxiety increased by 135% in eight years.	
2. College students experiencing several mental health problems doubled by over 60%.	
3. According to Dr Lipson, traditional college years, a key developmental time, coincides with the age of onset for lifelong mental illnesses.	
4. Most people suffering from their mental health crises will have them after 24.	
5. In the COVID-19 pandemic, lockdowns and school closures have resulted in many students worrying about their uncertain future.	

Part 2. (1.0 point): You will hear part of a lecture about culture of organizations. and answer the questions with NO MORE THAN THREE WORDS for each answer. Write your answers in the spaces provided.

1. In what kind of organizations is the power culture commonly observed?

2. What form of communication often occurs in organizations with power culture?

3. What is job security considered to be in power culture organizations?

4. How are jobs controlled in large companies with role culture?

5. What can large organizations achieve due to their size in relation to production costs?

Part 3. (1.0 point) You will hear part of a radio phone-in programme about consumer competitions that appear in magazines or are run by shops, in which advice is given to people who regularly enter them. Circle the answer (A, B, C or D) that fits best according to what you hear.

1. Diana has phoned because she _____
A. feels that she is the victim of an injustice.

- B. is reluctant to consult a lawyer yet.
 C. fears she misunderstood an agreement she made.
 D. wants to avoid falling out with her best friend.
2. Kathy tells Diana that _____
 A. her problem is a rather unusual one.
 B. she should have been more careful when dealing with her friend.
 C. it is unfortunate that her friend has the attitude that she has.
 D. she would regret taking legal action.
3. What does Kathy tell Ron about using different names when entering competitions?
 A. People who do so are regularly caught out.
 B. It may affect the quality of a competitor's entries.
 C. There are rarely occasions when it might be justified.
 D. It is unusual for competitors to decide to do so.
4. What has led Stan to phone in?
 A. an inadequate response to a complaint he has made
 B. a feeling of confusion as to the rules of a competition
 C. a belief that he has been sent inaccurate information
 D. a desire for more openness about the results of competitions
5. What does Kathy tell Stan about the competition he entered?
 A. Some of the phrasing of the instructions is ambiguous.
 B. The rules allow for results that may appear unfair.
 C. A deliberate attempt has been made to mislead competitors.
 D. It is the sort of competition that it is best not to enter.

Part 4. (2.0 points): Listen to a talk about sleep and supply the blanks with the missing information. Write NO MORE THAN THREE WORDS taken from the recording for each answer in the space provided.

SLEEP AND MENTAL HEALTH

1. The culprit behind our _____ relationship to sleep originates from our ancient understanding of the subject.
2. Parents of small children have a disposition to be _____ in routine negotiations.
3. Every reversal becomes a drama, every disappointment turns into a catastrophe and every excitement shifts into _____.
4. An innovatively _____ approach to bedtimes when growing up can be considered an expression of independence and individuality.
5. There are various ways of expressing our perceptions about lives, ranging from positive narratives to appalling tales of complete ignorance and _____.
6. When exhaustion sets in, we tend to think in a _____ way.
7. When we lie in bed, we think that we bear a resemblance to a _____, for instance, a rabbit or a squirrel.
8. Given the harsh grown-up life, we need to be free to _____ this.
9. It is inferred from curled squirrel position that mental problems cannot be universally handled by _____.

10. It is not until we have treated ourselves with a _____ or a long night's sleep that we understand the reasons to live.

II. LEXICO- GRAMMAR (3.0 points)

Part 1. (1.0 point): Choose the word or phrase which best completes each sentence. Circle the letter A, B, C or D to indicate your answer.

- The doctor insisted that his patient _____.
 - did not work too hard for three months
 - to take some vacation for three months
 - take it easy inside of three months
 - takes it easy inside of three months
- You _____ then; otherwise, the policeman wouldn't have stopped you.
 - could have been speeding
 - must have been speeding
 - might have been speeding
 - ought to have been speeding
- _____, they slept soundly.
 - Hot though was the night air
 - Hot although the night air was
 - Hot as was the night air
 - Hot though the night air was
- _____, he would have been able to pass the exam
 - if he studied hardly last year
 - Had he studied harder last year
 - Provided he studied hard last year
 - Studying harder last year
- Could I pick your _____ on the subject before the meeting?
 - brains
 - head
 - intellect
 - mind
- When she puts her mind to it, she is always capable of _____ sarcasm.
 - sharpening
 - biting
 - slicing
 - striking
- You should be _____ ashamed of yourself for what you have done.
 - thoroughly
 - hopelessly
 - entirely
 - earnestly
- We should have taken more care when booking our accommodation; we did it _____ and it wasn't very good.
 - on the go
 - on the run
 - on the fly
 - on the firing line
- Investigators have not yet _____ the possibility that he was being blackmailed.
 - dug around
 - ruled out
 - boiled down to
 - thrived on
- That's weird he didn't agree to lend you his bike, isn't he the type of person who would give you _____ off his back?
 - the coat
 - the shoes
 - the bag
 - the shirt

Part 2. (0.5 point): Fill in each blank with ONE suitable particle or preposition to make a correct sentence. Write your answers in the spaces provided.

- Even though the police went _____ the evidence many times, they didn't find anything.
- Their house was cut _____ from the village by the flooding river.
- He threatened to set the dogs _____ us if we didn't get off his property.

4. We were so taken _____ by his decision to resign that we didn't know what to say.

5. You can't talk me _____ giving you more money. I've given you enough already.

Part 3. (0.5 point): Each sentence below has four underlined parts, one of which is NOT CORRECT. Circle the letter A, B, C or D to indicate the incorrect ones.

1. It is essential that a comprehensible development program be made available to help teachers of

A

B

C

English foster their continuing professional development.

D

2. It was indubitably a cyclone romance because the couple decided to tie the knot just two months

A

B

C

D

after they met.

3. For thousands of years, man has created sweet-smelling substances from wood, herb, and flowers

A

B

and using them for perfume or medicine.

C

D

4. Architects once thought buildings not as separate architectural entities but as parts of

A

B

C

an organic whole that included the land, the community and the society.

D

5. The final technical report into the accident caused by the drink-driver reinforces the findings

A

B

C

of initiative investigations.

D

Part 4. (1.0 point): Use the word given in capitals in brackets to form a new word that fits the gap. Write your answers in the spaces provided.

1. Travellers may be **(INQUIRE)** _____ about the world, but they also travel to make discoveries about themselves.

2. A(n) **(FACE)** _____ approach to sustainable construction is required for use by policy - makers, practitioners and civil society.

3. Both Hathon and her potential victims became **(EXCEED)** _____ drunk and merry, so she failed at her task.

4. Looking at the number of typos in this article, I am sure you have skipped the **(READ)** _____ stage again.

5. The new regulations will be **(BURDEN)** _____ for small businesses.

6. Some rituals that were important in the agrarian society of the past are now deemed **(WORN)** _____ and discarded.

7. That the star had already been married is just a(n) **(SUBSTANCE)** _____ rumour of bloggers and shouldn't be trusted.

8. Meeting her criminal father after ten years, the girl shows overtly **(CONTEMPT)** _____ disregard for him.
9. **(POWER)** _____ is a form of sustainable energy production, achieved by converting the kinetic energy of water into electrical or mechanical energy.
10. Normally, Anna has already been pretty enough, but her appearance after putting on make-up last night really **(WITCH)** _____ me.

III. READING (6.0 points)

Part 1. (0.9 point): Read the text and fill in each gap with ONE suitable word. Write your answers in the spaces provided.

Kilimanjaro Diary

It's Day 6 of my Kilimanjaro expedition, which is fast drawing to a **(1)** _____. What I reflect on most is not my own achievement in summiting though. Indeed, the more I think about it, the less impressed I become with this so-called feat. Yes, climbing Mount Kilimanjaro is a physical and mental challenge, but is it all **(2)** _____ exceptional?

Let me explain what I'm getting at. For the last six days, I have carried a daypack on steep-ish terrain for maybe eight solid hours each outing. Technically **(3)** _____, however, the route is no more testing than your average Scottish munro, save for the altitude factor. Moreover, I have been pandered to the whole time. Without fail, I have been woken every morning by my guides; cooks have prepared surprisingly delicious meals for me each day; porters have carried the main weight of my kit up and down the mountain on my **(4)** _____; and those same individuals have pitched my tent and taken it down again at each camp my expedition team has visited.

So that leaves me to draw the following conclusion: while I am pleased I was able to summit Kili, the more impressive feat was carried out quietly by the team of guides and porters around me, without whom I would never have succeeded. The porters in **(5)** _____ are worthy of commendation for they carry not only 20-plus-kilogram packs up the mountain every day, working tirelessly from **(6)** _____ to dusk, but they also stay in good spirits the entire time. It is beyond me how they do so and I am truly in awe of them.

Part 2. (1.2 points): Read the following passage and circle the letter A, B, C or D to indicate the word that best fits each gap.

Interpreting the feelings of other people is not always easy, as we all know, and we rely as much on what they seem to be telling us, as on the actual words they say. Facial expression and tone of voice are obvious ways of showing our **(1)** _____ to something, and it may well be that we unconsciously express views that we are trying to hide. The art of being **(2)** _____ lies in picking up these signals, realizing what the other person is trying to say, and acting so that they are not embarrassed in any way. For example, we may understand that they are in fact **(3)** _____ to answer our question, and so we stop pressing them. Body movements in general may also indicate feelings, and interviewers often pay particular attention to the way a candidate for a job walks into the room and sits down. However it is not difficult to present the right kind of appearance, while what many employers want to know relates to the candidate's character traits, and **(4)** _____ stability. This raises the awkward question of whether job candidates should be asked to complete psychological tests, and the further problem of whether such tests actually produce **(5)** _____ results. For many people, being asked to take part in such a test would be an objectionable **(6)** _____ into their private lives. After all, a prospective employer would hardly ask a candidate to run a hundred meters, or expect his or her family doctor to provide **(7)** _____

medical information. Quite apart from this problem, can such tests predict whether a person is likely to be a (8) _____ employee or a values colleague?

- | | | | |
|---------------------|-----------------|--------------|------------------|
| 1. A. notion | B. feeling | C. view | D. reaction |
| 2. A. successful | B. humble | C. good at | D. tactful |
| 3. A. hesitant | B. reluctant | C. tending | D. used |
| 4. A. psychological | B. physical | C. similar | D. relevant |
| 5. A. reliable | B. predictable | C. faithful | D. regular |
| 6. A. invasion | B. infringement | C. intrusion | D. interference |
| 7. A. confidential | B. secretive | C. reticent | D. classified |
| 8. A. laborious | B. particular | C. thorough | D. conscientious |

Part 3. (1.5 points): Read the following passage and circle the best answer A, B, C or D to the questions according to the text.

The Creators of Grammar

No student of a foreign language needs to be told that grammar is complex. By changing word sequences and by adding a range of auxiliary verbs and suffixes, we are able to communicate tiny variations in meaning. We can turn a statement into a question, state whether an action has taken place or is soon to take place, and perform many other word tricks to convey subtle differences in meaning. Nor is this complexity inherent to the English language. All languages, even those of so-called 'primitive' tribes have clever grammatical components. The Cherokee pronoun system, for example, can distinguish between 'you and I', 'several other people and I' and 'you, another person and I'. In English, all these meanings are summed up in the one, crude pronoun 'we'. **Grammar is universal and plays a part in every language, no matter how widespread it is.** So the question which has baffled many linguists is - who created grammar?

At first, it would appear that this question is impossible to answer. To find out how grammar is created, someone needs to be present at the time of a language's creation, documenting its emergence. Many historical linguists are able to trace modern complex languages back to earlier languages, but in order to answer the question of how complex languages are actually formed, the researcher needs to observe how languages are started **from scratch**. Amazingly, however, this is possible.

Some of the most recent languages evolved due to the Atlantic slave trade. At that time, slaves from a number of different ethnicities were forced to work together under colonizer's rule. Since they had no opportunity to learn each other's languages, they developed a **make-shift** language called a pidgin. Pidgins are strings of words copied from the language of the landowner. They have little in the way of grammar, and in many cases it is difficult for a listener to deduce when an event happened, and who did what to whom. **[A]** Speakers need to use circumlocution in order to make their meaning understood. **[B]** Interestingly, however, all it takes for a pidgin to become a complex language is for a group of children to be exposed to it at the time when they learn their mother tongue. **[C]** Slave children did not simply copy the strings of words uttered by their elders, they adapted their words to create a new, expressive language. **[D]** Complex grammar systems which emerge from pidgins are termed creoles, and they are invented by children.

Further evidence of this can be seen in studying sign languages for the deaf. Sign languages are not simply a series of gestures; they utilise the same grammatical machinery that is found in spoken languages. Moreover, there are many different languages used worldwide. The creation of one such language was documented quite recently in Nicaragua. Previously, all deaf people were isolated from each other, but in 1979 a new government introduced schools for the deaf. Although children were taught speech and lip reading in the classroom, in the playgrounds they began to invent their own sign system, using the gestures that they used at home. It was basically a pidgin. Each child used the signs differently, and there was no **consistent** grammar. However, children who joined the school later, when this inventive sign system was already around, developed a quite different sign language. Although it was based on the signs of the older children, the younger children's language was more fluid and compact, and it utilised a large range of grammatical devices to clarify meaning. What is more, all the children used the signs in the same way. A new creole was born.

Some linguists believe that many of the world's most established languages were creoles at first. The English past tense –ed ending may have evolved from the verb 'do'. 'It ended' may once have been 'It end-did'. Therefore it would appear that even the most widespread languages were partly created by children. Children appear to have innate grammatical machinery in their brains, which springs to life when they are first trying to make sense of the world around them. Their minds can serve to create logical, complex structures, even when there is no grammar present for them to copy.

1. In paragraph 1, why does the writer include information about the Cherokee language?

- A. To show how simple, traditional cultures can have complicated grammar structures
- B. To show how English grammar differs from Cherokee grammar
- C. To prove that complex grammar structures were invented by the Cherokees.
- D. To demonstrate how difficult it is to learn the Cherokee language

2. What can be inferred about the slaves' pidgin language?

- A. It contained complex grammar.
- B. It was based on many different languages.
- C. It was difficult to understand, even among slaves.
- D. It was created by the land-owners.

3. All the following sentences about Nicaraguan sign language are true EXCEPT:

- A. The language has been created since 1979.
- B. The language is based on speech and lip reading.
- C. The language incorporates signs which children used at home.
- D. The language was perfected by younger children.

4. In paragraph 3, where can the following sentence be placed?

“It included standardised word orders and grammatical markers that existed in neither the pidgin language, nor the language of the colonizers.”

- A. [A] B. [B] C. [C] D. [D]

5. 'From scratch' in paragraph 2 is closest in meaning to _____.

- A. from the very beginning
- B. in simple cultures
- C. by copying something else
- D. by using written information

6. 'Make-shift' in paragraph 3 is closest in meaning to _____.

- A. complicated and expressive
- B. simple and temporary
- C. extensive and diverse
- D. private and personal

7. Which sentence is closest in meaning to the highlighted sentence?

“Grammar is universal and plays a part in every language, no matter how widespread it is”.

- A. All languages, whether they are spoken by a few people or a lot of people, contain grammar.
- B. Some languages include a lot of grammar, whereas other languages contain a little.
- C. Languages which contain a lot of grammar are more common than languages that contain a little.
- D. The grammar of all languages is the same, no matter where the languages evolved.

8. All of the following are features of the new Nicaraguan sign language EXCEPT:

- A. All children used the same gestures to show meaning.
- B. The meaning was clearer than the previous sign language.
- C. The hand movements were smoother and smaller.
- D. New gestures were created for everyday objects and activities.

9. Which idea is presented in the final paragraph?

- A. English was probably once a creole.
- B. The English past tense system is inaccurate.
- C. Linguists have proven that English was created by children.
- D. Children say English past tenses differently from adults.

10. Look at the word 'consistent' in paragraph 4. This word could best be replaced by which of the following?

- A. natural B. predictable C. imaginable D. uniform

Part 4. (1.2 points): You are going to read an article about the bowerbird. For questions 1-8, choose the best answer from the sections (A-E). Some of the choices may be required more than once. Write your answers in the spaces provided next to the questions.

THE UNUSUAL BEHAVIOUR OF THE BOWERBIRD

- A.** Attracting a mate is one of the fundamental undertakings of life in the animal kingdom, and many creatures go to extreme lengths or exhibit unusual techniques for this very purpose. Take, for example, the common mouse that attracts females by its unique high-pitched songs, or the female flamingo that adds colour to its feathers in order to appeal to the male of the species. Indeed, there is certainly no shortage of weird and wonderful courting rituals in the animal world, but very few of these are more unusual and impressive than those of some species of the bowerbird, who can master DaVinci-like feats of design and knowledge in order to win over its female equivalent. Commonly found in Papua New Guinea and Australia, there are around ninety different species of this bird, and their range is impressive in both size and colour. As such they exhibit a range of efforts and behaviours in order to succeed in finding a mate.
- B.** Naturally, many types of bowerbird behave in ways common to other species of birds by using physical signs and movements in order to attract others. One such example of this is how, when a female arrives, the male's pupils enlarge and he emits a distinctive call from his throat as a way of indicating his interest in the female. The male, if lucky enough that the female hasn't already departed unimpressed by his intentions, then begins a series of unusual jerking movements with its wings to keep her attention, a display that has been likened to kinds of traditional human dancing such as the Paso Doble. This display can, with some bowerbirds, culminate in perhaps one of the stranger mating techniques in which the male sometimes begins to headbutt the female's chest, certainly not the kind of behaviour you'd expect from an everyday courtship! This is not just an intricate show, but also a well-rehearsed one in which the male frequently changes and adjusts their signs and movements depending on his success rate in attracting a female.

- C.** As if this wasn't enough, some types of bowerbirds really go the extra mile to find their other halves, engaging in elaborate construction work that takes a considerable amount of forward planning and hard work. Many male bowerbirds erect intricately decorated nests, known as bowers, in a variety of elaborate ways, even stealing from other males' bowers in order to have the most impressive home and be chosen as a mate. These often extremely complex bowers can be built in a tent shape, with the males placing sticks around a small tree, or what could best be described as an igloo shape, with a passageway entrance into a central space full of ornaments. Whatever the type of bower, they all comprise a form of visual enhancement little seen in the animal world and more akin to our own forms of home decoration, albeit in a simpler form.
- D.** Think, if you will, of a market stall trader who has all his wares on display in an enticing fashion, showing off individual items to potential buyers in the hope of a purchase. The bowerbird's behaviour is reminiscent of this, with their bowers including hundreds of tiny, often colourful objects both natural and manmade, such as flowers, berries, coins and glass. Each of these small pieces is exactly arranged so as to appeal to females. While the bower's inside is intricately decorated, the male also shows larger objects to the female to catch their attention. And this might occur more than once, as the females go back and forth watching the males' displays and visiting different bowers until they choose the bower that has caught their eye sufficiently to select the male owner as their mate. Females commonly stop at a variety of bowers in order to select their preferred candidate, and some males may be chosen by multiple mates, while others are passed by altogether.
- E.** Recent investigations into bowerbirds and their bowers have identified that the birds create a pattern of decoration so detailed and clever that they make their bowers appear much bigger than what they actually are when viewed by the female. In fact, the male bowerbird tends to go back and forth into their bowers so they can ensure they've achieved the desired effect, and which they are meticulous about. Recent research shows that if a male's bower is altered in any way, they will painstakingly restore it to their original design. In addition to this, incredibly, their chances of mating are found to be directly related to the regularity of the patterns they create within the bowers. The complexity of this mating behaviour, from both the male and female perspectives, indicates that the bowerbird is a behaviourally complex family of birds, possibly more so than any other bird alive today, and almost certainly the next best home architects after humans.

In which section are the following mentioned?	<i>Your answers</i>
1. The architectural designs employed by bowerbirds in the construction of their dwellings.	
2. The role of optical illusions in enhancing the bowerbird's allure to potential mates.	
3. The impetuous nature of female bowerbirds in the process of mate selection.	
4. The cunning tactics bowerbirds resort to in the acquisition of their building materials.	
5. The physically aggressive mating strategy adopted by the bowerbird.	
6. The systematic approach adopted by female bowerbirds in choosing a mate.	
7. The quintessential attribute that determines the success of a bower.	
8. The unparalleled dedication exhibited by the male bowerbird in its mating endeavors.	

Part 5. (1.2 points): Read the passage and do the tasks that follow.**HOW DOES THE BIOLOGICAL CLOCK TICK?**

A. Our life span is restricted. Everyone accepts this as 'biologically' obvious. 'Nothing lives forever!' However, in this statement, we think of artificially produced, technical objects, products which are subjected to natural wear and tear during use. This leads to the result that at some time or other the object stops working and is unusable ('death' in the biological sense). But are the wear and tear and loss of function of technical objects and the death of living organisms really similar or comparable?

B. Our 'dead' products are 'static', closed systems. It is always the basic material which constitutes the object and which, in the natural course of things, is worn down and becomes 'older'. Ageing in this case, must occur according to the laws of physical chemistry and of thermodynamics. Although the same law holds for a living organism, the result of this law is not inexorable in the same way. At least as long as a biological system has the ability to renew itself it could actually become older without ageing; an organism is an open, dynamic system through which new material continuously flows.

Destruction of old material and formation of new material are thus in permanent dynamic equilibrium. The material of which the organism is formed changes continuously. Thus our bodies continuously exchange old substance for new, just like a spring which more or less maintains its form and movement, but in which the water molecules are always different.

C. Thus, ageing and death should not be seen as inevitable, particularly as the organism possesses many mechanisms for repair. It is not, in principle, necessary for a biological system to age and die. Nevertheless, a restricted life span, ageing, and then death are basic characteristics of life. The reason for this is easy to recognise: in nature, the existent organisms either adapt or are regularly replaced by new types. Because of changes in the genetic material (mutations), these have new characteristics and in the course of their individual lives, they are tested for optimal or better adaptation to the environmental conditions. Immortality would disturb this system — it needs room for new and better life. This is the basic problem of evolution.

D. Every organism has a life span which is highly characteristic. There are striking differences in life span between different species, but within one species the parameter is relatively constant. For example, the average duration of human life has hardly changed in thousands of years. Although more and more people attain an advanced age as a result of developments in medical care and better nutrition, the characteristic upper limit for most remains 80 years. A further argument against the simple wear and tear theory is the observation that the time within which organisms age lies between a few days (even a few hours for unicellular organisms) and several thousand years, as with mammoth trees.

E. If a life span is a genetically determined biological characteristic, it is logically necessary to propose the existence of an internal clock, which in some way measures and controls the ageing process and which finally determines death as the last step in a fixed programme. Like the life span, the metabolic rate has for different organisms a fixed mathematical relationship to the body mass. In comparison to the life span this relationship is 'inverted': the larger the organism the lower its

metabolic rate. Again this relationship is valid not only for birds, but also, similarly on average within the systematic unit, for all other organisms (plants, animals, unicellular organisms).

F. Animals which behave ‘frugally’ with energy become particularly old, for example, crocodiles and tortoises. Parrots and birds of prey are often held chained up. Thus they are not able to ‘experience life’ and so they attain a high life span in captivity. Animals which save energy by hibernation or lethargy (e.g. bats or hedgehogs) live much longer than those which are always active. The metabolic rate of mice can be reduced by a very low consumption of food (hunger diet). They then may live twice as long as their well-fed comrades. Women become distinctly (about 10 per cent) older than men. If you examine the metabolic rates of the two sexes you establish that the higher male metabolic rate roughly accounts for the lower male life span. That means that they live life ‘energetically’ — more intensively, but not for as long.

G. It follows from the above that sparing use of energy reserves should tend to extend life. Extreme high performance sports may lead to optimal cardiovascular performance, but they quite certainly do not prolong life. Relaxation lowers metabolic rate, as does adequate sleep and in general an equable and balanced personality. Each of us can develop his or her own ‘energy saving programme’ with a little self-observation, critical self-control and, above all, logical consistency. Experience will show that to live in this way not only increases the lifespan but is also very healthy. This final aspect should not be forgotten.

Questions 1-5. *There are seven paragraphs marked A-G in the passage and 10 headings (i-x). Choose the correct heading for each paragraph (B-F). Write your answers in the corresponding numbered boxes provided. The first has been done as an example.*

List of Headings

- i. The biological clock
- ii. Why dying is beneficial
- iii. The ageing process of men and women
- iv. Prolonging your life
- v. Limitations of life span
- vi. Modes of development of different species
- vii. A stable lifespan despite improvements
- viii. Energy consumption
- ix. Fundamental differences in ageing of objects and organisms
- x. Repair of genetic material

Your answers:

1. Paragraph B _____
2. Paragraph C _____
3. Paragraph D _____

4. Paragraph E _____

5. Paragraph F _____

For questions 6-8: Complete the notes below.

Choose NO MORE THAN TWO WORDS from the text for each answer. Write your answers in the spaces provided.

- Objects age in accordance with principles of (6) _____ and of (7) _____.
- Through mutations, organisms can adapt better to the environment.
- (8) _____ would pose a serious problem for the theory of evolution.

IV. WRITING (6.0 points)

Part 1. (1.0 point): Read the following text and use your own words to summarize it in a paragraph of about 90 words. You MUST NOT copy or re-write the original.

In modern times, even though the vast majority of the global population does not adhere to a vegetarian diet, there is a notable surge in the popularity of vegetarianism. Those who opt for this lifestyle typically possess strong convictions and various motivations for their choice. Many critics argue that a vegetarian diet lacks sufficient vitamins and proteins essential for maintaining health. However, experts in the healthcare and nutrition fields assert that a thoughtfully planned vegetarian diet can adequately fulfill the nutritional requirements for people at all life stages. Essential nutrients and proteins are abundantly available in vegetables, nuts, grains, and dairy products. While consuming meat is a convenient way to obtain protein, it certainly isn't the only method available. Moreover, advocates for vegetarianism highlight the significant environmental impact of the meat industry, which contributes to numerous ecological issues that could potentially be alleviated if individuals reduced their meat consumption or eliminated it altogether. The livestock sector heavily strains the Earth's natural resources; for instance, large areas of forests are often cleared to make way for agricultural land needed to grow feed for livestock or create grazing pastures. This land-use change is associated with detrimental effects such as increased global warming, soil degradation, and a decrease in biodiversity. Additionally, many individuals choose to abstain from eating meat due to ethical concerns. They believe that taking the life of another sentient being for human consumption is morally wrong. Furthermore, they point out that animals raised for food endure significant suffering, as poultry and livestock are frequently kept in deplorable conditions, confined in spaces that barely allow movement, treated with antibiotics, and ultimately subjected to cruel slaughter practices. These ethical considerations reinforce the argument for adopting a vegetarian lifestyle and emphasize the need for more humane treatment of animals in food production.

**SỞ GIÁO DỤC VÀ ĐÀO TẠO
TỈNH QUẢNG NINH**

KỶ THI CHỌN HỌC SINH GIỎI CẤP TỈNH THPT

Môn thi: **TIẾNG ANH - Bảng A**

*Thời gian làm bài: **180 phút**, không kể thời gian giao đề*

ĐÁP ÁN THAM KHẢO

HƯỚNG DẪN BIỂU ĐIỂM

BẢNG PHÂN BỐ ĐIỂM

Thứ tự	Mục	Số câu hỏi	Điểm
1	Listening	25 (5+5+5+10)	5,0
2	Lexico-Grammar	30 (10+5+5+10)	3,0
3	Reading	40 (6+8+10+8+8)	6,0
4	Writing	3 (1+1+1)	6,0
Tổng		98	20,0

I. LISTENING (5,0 điểm)

Part 1: 1,0 điểm. Mỗi câu trả lời đúng 0, 2 điểm.

1. F	2. T	3. T	4. F	5. T
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Part 2: 1,0 điểm. Mỗi câu trả lời đúng 0, 2 điểm.

1. small organizations	2. conversations	3. a low priority
4. rules and procedures	5. economies of scale	

Part 3: 1,0 điểm. Mỗi câu trả lời đúng 0.2 điểm.

1. A	2. D	3. C	4. C	5. B
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Part 4: 2,0 điểm. Mỗi câu trả lời đúng 0.2 điểm.

1. tangled and unhelpful	6. vindictive and sloppy
2. entirely implacable	7. smaller, furry mammal
3. mania	8. know and lament
4. defiant and cavalier	9. active reasoning
5. unforgivable errors	10. weepy nap

II. LEXICO- GRAMMAR (3,0 điểm)

Part 1: 1,0 điểm. Mỗi câu trả lời đúng được 0,1 điểm.

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

Part 2: 0,5 điểm. Mỗi câu trả lời đúng được 0,1 điểm.

1. over	2. off	3. on	4. aback	5. into
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Part 3: 0,5 điểm. Mỗi câu trả lời đúng được 0,1 điểm.

1. A	2. B	3. C	4. A	5. D
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Part 4: 1,0 điểm. Mỗi câu trả lời đúng được 0,1 điểm.

1. inquisitive	2. multi-faceted	3. exceedingly	4. proofreading	5. burdensome
6. outworn	7. unsubstantiated	8. contemptous	9. Hydropower	10. bewitched

III. READING (6,0 điểm)

Part 1: 0,9 điểm. Mỗi câu trả lời đúng được 0,15 điểm.

1. close	2. that	3. speaking	4. behalf	5. particular	6. dawn
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Part 2: 1,2 điểm. Mỗi câu trả lời đúng được 0,15 điểm.

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

Part 3: 1,5 điểm. Mỗi câu trả lời đúng được 0,15 điểm

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

Part 4: 1,2 điểm. Mỗi câu trả lời đúng được 0,15 điểm.

1. C	2. E	3. B	4. C
5. B	6. D	7. E	8. A

Part 5: 1,2 điểm. Mỗi câu trả lời đúng được 0,15 điểm.

1. ix	2. ii	3. vii	4. i
5. viii	6. physical	7. physical	8. immortality

	chemistry/thermodynamic s	chemistry/thermodynamics	
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IV. WRITING (6,0 điểm)

Part 1: 1,0 điểm. *The mark given to Part 1 is based on the following criteria:*

1. Write a well-organized paragraph of summary: a topic sentence & supporting ones, meeting the requirement of length.	0,2 điểm
2. Present the topic sentence: The text discusses the increasing appeal of vegetarianism, highlighting several compelling reasons for this shift	0,2 điểm
3. Give the supporting ideas: + A well-planned vegetarian diet can provide all essential nutrients with proteins and vitamins available in a variety of plant-based foods + The meat industry is a significant contributor to environmental degradation, + Many individuals believe that it is morally wrong to take the life of animals for food + A variety of plant-based diets can provide adequate protein and nutrients, making it possible to thrive without relying on animal products, thus promoting a healthier lifestyle.	0,3 điểm
4. Use examinees' own words or paraphrases with a variety use of synonyms, different sentence structures, word classes and correct punctuation. They can change the order of ideas where necessary.	0,3 điểm

Part 2: 2,0 điểm.

The mark given to part 2 is based on the following criteria:

1. Introduction: introduce what the chart shows and for what period of time (must paraphrase text from the question)	0,2 điểm
2. Overview: state the overall trends of the chart.	0,3 điểm
3. Details: Describe main features with relevant data from the chart and make comparisons if necessary The report MUST NOT contain personal opinions. (A penalty of 0.1 point to 0.2 points will be given to personal opinions found in the answer.)	1,0 điểm
Language use: The report: - should demonstrate a wide variety of lexical and grammatical structures. - should have correct use of words (verb tenses, word forms, voice,...); and mechanics (spelling, punctuations,...) - The response meets the length requirement of about 150 words	0,5 điểm

Part 3: 3,0 điểm.

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

	Item trait description	Points
1.	Content	0,8 điểm
	<ul style="list-style-type: none"> • All of the aspect(s) of the topic has/ have been addressed in the response • Main ideas, details, examples and explanations appropriately support the test taker's point of view. <p>(If the test taker does not address the topic, the response will be scored zero on all traits)</p>	
2.	Organization	0,8 điểm
	<p>a. The essay is well-structured</p> <ul style="list-style-type: none"> • <i>Introduction</i> is presented with clear thesis statement. • <i>Body paragraphs</i> are written with unity, coherence, and cohesion. Each body paragraph must have a topic sentence and supporting details and examples when necessary. • <i>Conclusion</i> summarizes the main points and offers personal opinions (prediction, recommendation, consideration...) on the issue. <p>b. Ideas are developed logically</p>	
3.	Language use	0,8 điểm
	<ul style="list-style-type: none"> • A good command of a broad lexical repertoire and a good command of idiomatic expressions and colloquialisms. • Elimination of ambiguity • Excellent use and control of grammatical structures 	
4.	Punctuation, spelling, and handwriting	0,4 điểm
	<ul style="list-style-type: none"> • Correct punctuation and no spelling mistakes • Legible handwriting 	
5.	Formal Requirement	0,2 điểm
	<ul style="list-style-type: none"> • The response meets the length requirement of about 250 words 	
	Total	3,0 điểm

Markers should discuss the suggested answers and the marking scale thoroughly before marking the papers. Thank you for your cooperation.

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AUDIO SCRIPTS

PART 1

Rates of depression among college students have surged in the past decade. A new study from Boston University reports that the number of students experiencing anxiety or depression more than doubled between 2013 and 2021. They found that the number of students suffering from anxiety jumped by **110 per cent**. The number of students with depression skyrocketed by 135 per cent over the eight-year period of the study. In 2021, **over 60 per cent** of students met the criteria for having some form of mental illness. This is double the rate from eight years ago. Alarm bells are now ringing among mental health therapists. However, the number of students seeking therapy has fallen by 18 per cent.

Rates of depression among students had been on an upward trend even before 2013. Researcher Dr Sarah Lipson said: "College is a key developmental time. **The age of onset for lifetime mental health problems also directly coincides with traditional college years.**" She said: "Living in a new setting, and away from home, can often create overwhelming and stressful circumstances." She added that **75 per cent** of lifetime mental health problems will be present in people **by the age of 24**. Dr Lipson cited the COVID-19 pandemic, the loneliness of lockdowns, and school closures as factors that exacerbated this mental health crisis. Many students **fear for their future**, which they see as being increasingly **full of uncertainty**.

PART 2

"Good morning, everyone. Now, whether you're going to university to study business or some other subject, many of you will eventually end up working for a company of some kind. Now, when you first start working somewhere, you will realize that the organization you've joined has certain characteristics, and we often refer to these social characteristics as the culture of the organization. This includes its unwritten ideas, beliefs, values, and things like that. One well-known writer has classified company cultures by identifying four major types. The first type is called the power culture, and it's usually found in **small organizations**. It's the type of culture that needs a central source of power to be effective, and because control is in the hands of just one or two people, there aren't many rules or procedures. Another characteristic is that communication usually takes the form of **conversations** rather than, say, formal meetings or written memos. Now, one of the benefits of this culture is that the organization has the ability to act quickly, so it responds well to threat or danger on the one hand, an opportunity on the other. But on the negative side, this type of organization doesn't always act effectively because it depends too much on one or two people at the top, and when these people make poor decisions, there's no one else who can influence them. And the kind of person who does well in this type of business culture is one who is happy to take risks and for whom job security is **a low priority**. The next type is known as role culture, that's R-O-L-E, not R-O-W-L, by the way, and this type is usually found in large companies which have lots of different levels in them. These organizations usually have separate departments that specialize in things like finance or sales or maintenance or whatever. Each one is coordinated at the top by a small group of senior managers, and typically everyone's job is controlled by sets of **rules and procedures**. For example, there are specific job descriptions, rules for discipline, and so on. What are the benefits of this kind of culture? Well, firstly, because it's found in large organizations, its fixed costs or overheads, as they're known, are low in relation to its output or what it produces. In other words, it can achieve **economies of scale**. And secondly, it is particularly successful in business markets where technical expertise is important. On the other hand, this culture is often very slow to recognize the need for change and even slower to react. What kind of person does this type of culture suit? Well, it suits employees who value security and who don't particularly want to have responsibility.

PART 3:

Presenter: OK, today I have with me Kathy Ford, winner of more than 500,000 worth of prizes in all sorts of consumer competitions and dubbed 'The Queen of Competitions' by the British press. She's now

editor of Competitor's World magazine and as an expert on competitions has appeared regularly on TV. Kathy, let's go straight to our first caller, and that's Diana. Diana, what's your query?

Diana: Yes, hello Kathy. Well, in order to send in two entries to a competition where only one entry per person was allowed, I asked my best friend if I could submit an entry in her name. She agreed, and the understanding was that, if 'her' entry won, I would receive the prize, but I would buy her a small gift for allowing me to use her name. Well, the inevitable has happened - I've won a much-needed new washing machine, but in my friend's name, and she has now refused point blank to hand the machine over. If I went to a lawyer, would I have any hope of getting my prize from her?

Kathy: Not even the faintest chance. I'm afraid that your efforts to evade the rules have not only cost you the prize, but also your best friend as well, and legally you just don't have a leg to stand on. Even if you'd drawn up some sort of legal agreement with your erstwhile friend, I think you'd find that the law would still take a very dim view of your case, since it was obviously done with premeditated fraudulent intent. It's not worth trying to evade the rules as you've just found out the hard way.

Presenter: Next, it's Ron. Ron, go ahead, you're through to Kathy.

Ron: Someone told me that some firms that run competitions keep a blacklist of frequent prizewinners, and that I should use a lot of different aliases in order to avoid being put on such a list. Is this true?

Kathy: No! Competitors can sometimes get a little paranoid, and if they start going through a winless spell (and we all get them, from time to time!) they start to imagine that they've been blacklisted. No reputable firm would even contemplate such a measure, and the only time there's even a faint risk of this sort of thing happening is with 'in store' competitions, where an individual store manager might just conceivably think 'Oh no, not him again' and deliberately disregard your entry. For mainstream competitions, however, such worries are groundless, and the use of aliases is not only unnecessary but can even prove to be pretty stupid. Think about it for a moment - what would happen if you won a holiday under a phoney name? Or were asked to prove your identity to collect a prize at a presentation ceremony? My advice is to stick with your own name and if prizes stop arriving, take a long, close look at the quality of your entries rather than trying to blame it on blacklists.

Presenter: OK, next it's Stan. Stan, what can Kathy help you with?

Stan: Well, Kathy, I recently entered a competition which asked you to estimate the distance between a store in Newcastle and its London head office, using the shortest route. In order to make my entry as accurate as possible, I used a Routemaster computer program to determine the shortest possible way and calculate the distance, quite literally, from door to door. Imagine my astonishment, therefore, when I sent for the results and found that the answer they had given as being 'correct' was fully 73 miles longer than mine. I know my answer was correct, so do I have grounds to make a formal objection?

Kathy: I'm sorry, but no, you haven't. As far as the promoter is concerned, the key word in the instructions, here, is 'estimate' - they expect you to guess, not measure the distance accurately, and it's likely that their own answer will also be based purely on an estimate. As a result, judges will always be right, even when they are wrong as in a case like this, and in entering the competition at all, you have agreed to abide by the rule that states 'the judges' decision is final'. Distance estimation competitions have always given rise to this sort of controversy, and although court cases have been brought, the entrant very seldom succeeds in having the decision changed. You have only to check the distance charts in road atlases to see how this type of problem occurs. No two ever agree, yet as far as I know, towns simply don't move around very much!

Presenter: OK, and now on to our next caller, who is ...

PART 4**SLEEP AND MENTAL HEALTH**

1. The culprit behind our _____ relationship to sleep originates from our ancient understanding of the subject.
2. Parents of small children have a disposition to be _____ in routine negotiations.
3. Every reversal becomes a drama, every disappointment turns into a catastrophe and every excitement shifts into _____.
4. An innovatively _____ approach to bedtimes when growing up can be considered an expression of independence and individuality.
5. There are various ways of expressing our perceptions about lives, ranging from positive narratives to appalling tales of complete ignorance and _____.
6. When exhaustion sets in, we tend to think in a _____ way.
7. When we lie in bed, we think that we bear a resemblance to a _____, for instance, a rabbit or a squirrel.
8. Given the harsh grown-up life, we need to be free to _____ this.
9. It is inferred from curled squirrel position that mental problems cannot be universally handled by _____.
10. It is not until we have treated ourselves with a _____ or a long night's sleep that we understand the reasons to live.

Part 4.

1. tangled and unhelpful 0.07
2. entirely implacable 0.35
3. mania 0.59
4. defiant and cavalier 1.25
5. unforgivable errors 2.09
6. vindictive and sloppy 3.04
7. smaller, furry mammal 3.31
8. know and lament 3.55
9. active reasoning 4.36
10. weepy nap 5.26

PART 4.mp3

Part of the reason why many of us have a **tangled and unhelpful** relationship to sleep can be traced back to the way we first learnt about the subject many years ago. Parents of small children tend to

be very careful about bedtimes. They favour early nights. They give their babies plenty of naps throughout the day. They think a lot about blackout curtains. They are quick to diagnose many instances of bad temper as stemming from a background deficit of rest. And while they may be indulgent in some areas, they are likely to be **entirely implacable** in any negotiation over routines. 7pm lights out, no ifs, ands or buts. None of this is remotely altruistic. Tired small children are a nightmare to look after. Every

reversal becomes a drama, every disappointment turns into a catastrophe, and every excitement Excitement shifts into **mania**. A halfway decent adult existence is impossible alongside a tired child.

Self-interest necessitates totalitarianism. But while a draconian philosophy is useful in the early years, it can set up an awkward dynamic in an offspring's mind as adolescence sets in.

Growing up and asserting one's independence and individuality can then become associated with a newly **defiant and cavalier** approach to bedtimes, not for the newly empowered young adult, the strictures and denying rules of the past. Why bother to put the light out by ten,

or even midnight or one in the morning, given that one is so obviously no longer a toddler? What is thereby missed is how much every adult shares in a young child's sensitivity to a short full of sleep. Just like our younger selves, we do not have an impregnable command over a reasonable view

of our own prospects or condition. There are many different ways of telling the story of our lives, ranging from an optimistic tale of progress mixed with noble defeats, to a tragic narrative of thoroughgoing stupidity

and **unforgivable errors**. What can determine the difference between madness and sanity may be nothing grander, but then again nothing more critical, than how long our minds have been allowed

to lie on a pillow in the preceding hours. It's especially unfortunate that this connection is so easy to miss. No bells go off in our minds warning us that we are running low on nocturnal nectar.

As a result, we start to believe many dark things with doomful ease, that our relationship is over, that everyone hates us, that our lives are meaningless, and that human existence is a

cosmic joke. When we are tired, we are attacked by ideas we conquered long ago, knew Friedrich Nietzsche. We go mad from tiredness, long before we notice the role of exhaustion in stealing our sanity. The thinking we do when tired is **vindictive and sloppy**. It misses

important details, it gives the advantage over to our enemies, it hands victory to the evangelists of sadness. Being careful doesn't just apply to the night. At varied points in the day, when possible, and we are overwhelmed,

we should know to stop, hoist the white flag, and have a nap. When we lie in bed, it makes sense to think of ourselves as akin to a **smaller, furry mammal**, a rabbit, or perhaps a squirrel. We should

lift our knees up very close to our chests, and pull the duvet over our heads. We might soak a whole patch of the pillow with our tears. We should, metaphorically, stroke our own weary foreheads, as a loving adult

might once have done. Grown-up life is intolerably hard, and we should be allowed to **know and lament** this. We shouldn't feel weird in our weepy squirrel position. Other people go to immense lengths to

hide that they do, or would like to do, the very same sort of thing. We need to know someone extremely well, better than we know 99% of humanity, before they will let us in on the scale of their despair and

anxiety and their longings for a cosy, safe nook. It looks childlike, but it is in fact the essence of adulthood, to recognise and give space for one's regressive tendencies. What the curled squirrel position indicates, is that not all

mental problems can be solved by **active reasoning**.

Not thinking consciously should also be deemed a part of the mind's work. Being curled up in bed allows our minds to do a different sort of thinking, the sort that can take place when we are no longer impatiently looking for the results, when the usual hectoring conscious self

takes a break and lets the mind do what it will for a time. It is then, paradoxically, that certain richer, more creative ideas can have the peace and freedom to coalesce, as they may do when we are out for a walk in the countryside,

or idling while having a drink in a cafe. Thinking isn't what we do best when it's all we're meant to do. There remain plenty of reasons to live. We simply may not be able to see them until we have

allowed ourselves the privilege of a **weepy nap** or a long night's sleep.