

TỈNH CAO BẰNG
TRƯỜNG THPT CHUYÊN
(Đề thi đề xuất)

ĐỀ THI CHỌN HỌC SINH GIỎI
TRẠI HÈ HÙNG VƯƠNG NĂM 2024
ĐỀ THI MÔN: TIẾNG ANH LỚP: 10
Thời gian làm bài 180 phút
(Đề thi gồm có 18 trang)

SECTION A. LISTENING (50 points)

HƯỚNG DẪN PHẦN THI NGHE HIỂU

- Bài nghe gồm 4 phần; mỗi phần được nghe 2 lần, mỗi lần cách nhau 05 giây; mở đầu và kết thúc mỗi phần nghe có tín hiệu. Thí sinh có 20 giây để đọc mỗi phần câu hỏi.
- Mở đầu và kết thúc bài nghe có tín hiệu nhạc. Thí sinh có 03 phút để hoàn chỉnh bài trước tín hiệu nhạc kết thúc bài nghe.
- Mọi hướng dẫn cho thí sinh (bằng tiếng Anh) đã có trong bài nghe.

Part 1. Complete the notes below by writing NO MORE THAN THREE WORDS in the spaces provided. Write your answers in the corresponding numbered boxes. (14 points)

Source: IELTS listening Cambridge 7 – Test 2

| CAR INSURANCE | |
|-----------------------------|--|
| Example | Answer |
| Name: | Patrick Jones |
| Address: | (1) _____, Greendale |
| Contact number: | 730453 |
| Occupation: | (2) _____ |
| Size of car engine: | 1200cc |
| Type of car: | Manufacturer: Hewton |
| | Model: Sable |
| | Year: 1997 |
| Previous insurance company: | Any insurance claims in the last five years? |
| (3) _____ | Yes <input checked="" type="checkbox"/> |
| | No <input type="checkbox"/> |
| | If yes, give brief details: |
| | Car was (4) _____ in 1999 |

| | |
|--|--|
| Name(s) of other driver(s): Simon (5) _____ | Uses of car: - social - traveling to work |
| Relationship to main driver: (6) _____ | |
| Start date: 31 January | |
| Recommended Insurance arrangement | |
| Name of company: (7) _____ | |
| Annual cost: \$450 | |

Your answers:

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

Part 2. You will hear a part of an interview with a man called Ewan Richardson, who is trying to persuade people to use less paper. For questions 8-15, complete the sentences with *NO MORE THAN THREE WORDS* for each gap. Write your answers in the corresponding numbered boxes. (16 points)

Source: *FCE TRAINER*

8. Every year, the average UK citizen uses about _____ of paper.
9. Most of the world's paper comes from very _____ forests.
10. The production of paper causes terrible _____ in some places.
11. The destruction of the forests is a much bigger cause of global warming than _____
12. You can use less paper by avoiding unnecessary _____ when you are studying or working.
13. You can often reuse _____ that you have received.
14. To receive less junk mail, don't ask for _____ when you buy something.
15. Stop receiving any magazines you don't always read, or _____ them with others.

Your answers:

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

Part 3. You will hear a dialogue about property development. For questions 16-20, decide whether the following statements are True (T) or False (F). Write your answers in the corresponding numbered boxes. (10 points)

16. The process of buying a house, improving it and selling it for a profit is called money making.
17. Marcus says that buyers need to do their homework before they buy a house at an auction.
18. When renovating a house, Marcus suggests that buyers think about what fittings future occupants will need.
19. People advertise in newspapers because they want to sell their homes at lower price.
20. Marcus suggests contacting the land registry if you find an empty house.

Your answers:

| | | | | |
|-----|-----|-----|-----|-----|
| 16. | 17. | 18. | 19. | 20. |
|-----|-----|-----|-----|-----|

Part 4. You will listen to an interview with the couple, and for questions 21-25, choose the answer (A, B, C, or D) which fits best. Write your answers in the corresponding numbered boxes. (10 points)

Source: *Tape script page 104 – Workbook objective advanced English*

21. Pete says their forthcoming trip will challenge them because of the _____.
 A. kind of terrain they are crossing. B. enormous distances they are covering.
 C. means of transport they are using. D. length of time they are taking.
22. Sally says she and Pete were motivated to go on the trip because of a _____.
 A. need for excitement B. Lifelong ambition
 C. desire to earn money. D. plan to write a book.
23. How does Pete feel about talking the journey?
 A. He thinks that their chances of succeeding are above average.
 B. He would prefer not to talk about what might happen.
 C. He's excited about the dangers they're about to experience.
 D. He suspects they're about to face their toughest challenge yet.
24. They are going to ensure their safety and well-being during the journey by _____.
 A. carrying enough supplies for the whole trip.
 B. avoiding routes which are known to be dangerous.
 C. making sure they have enough hot meals.
 D. wearing suitable clothing for the climate.
25. What comment does Sally make about the weather during their journey?

- A. Unexpected bad weather often interferes with timings for stops.
- B. Whatever the weather, they will try to stick to the scheduled stop times.
- C. If the weather is against them, they will be forced to abandon their trip.
- D. Bad weather has less effect on motorbikes than other forms of transport.

Your answers

| | | | | |
|-----|-----|-----|-----|-----|
| 21. | 22. | 23. | 24. | 25. |
|-----|-----|-----|-----|-----|

SECTION B. LEXICO- GRAMMAR (30 points)

Part 1. Choose the best option A, B, C, or D to complete the following sentences and write your answers in the corresponding numbered boxes. (15 points)

26. Although the new library service has been very successful, its future is _____ certain.
 A. at any rate B. by no means C. by all means D. by any chance
27. The investigation was instigated _____ the Prime Minister.
 A. on the part of B. consequence of C. subsequent to D. at the behest of
28. The job wasn't giving the _____ of the experience he wanted.
 A. width B. depth C. length D. breadth
29. I suppose I could _____ advertising.
 A. catch on B. get out of C. go in for D. work out
30. The rather humid climate in no way _____ from the beauty of place.
 A. subtracts B. protracts C. detracts D. attracts
31. Don't thank me for helping in the garden. It was _____ pleasure to be working out of doors.
 A. plain B. sheer C. simple D. mere
32. My sunburnt nose made me feel rather _____ for the first few days of the holiday.
 A. self- concious B. self-centred C. self-effacing D. self-evident
33. It's true, I tell you! I got it from the _____. My sister works at the Town Hall. She's the one who made the decision!
 A. nag's head B. cat's whiskers C. horse's mouth D. lion's den
34. I must run. I'd rather _____ for time at the moment.
 A. squeezed B. squashed C. cramped D. pressed
35. Their full skirts flared out as the dancers _____ round and round at great speed.
 A. slid B. tripped C. twirled D. winched

36. Little Tom _____ his gaze to avoid making eye contact when his mother caught him eating ice-cream.
A. converted B. averted C. reverted D. diverted
37. Despite advancements in technology, some individuals still prefer to communicate _____ by using outdated methods.
A. circuitously B. gratuitously C. fortuitously D. felicitously
38. The contents were _____ that she did not mention them when we discussed after the programme.
A. so great a mystery B. so a great mystery
C. such great a mystery D. a such great mystery
39. Filing may be a _____ procedure, but it is essential for the smooth running of the office.
A. strenuous B. tedious C. weary D. stuffy
40. The toll makes using the Panama Canal too costly for some _____ vessels.
A. commerce B. profiteering C. business D. merchant

Your answers:

| | | | | |
|-----|-----|-----|-----|-----|
| 26. | 27. | 28. | 29. | 30. |
| 31. | 32. | 33. | 34. | 35. |
| 36. | 37. | 38. | 39. | 40. |

Part 2. There is One mistake in each sentence. Find out the mistake and correct it. Write your answers in the corresponding numbered boxes. (5 points)

41. The government has announced a ban on all imports of toxic litter from abroad.
42. They respond to it energetically and they are attentive and their attention does not fade.
43. As many women her age, she struggled to find a balance between her career and her children.
44. The committee soon offered a comprehensible plan for redevelopment and conservation in all areas of the city.
45. Tony was always in trouble with the police when he was young, but now he's a respectful married man.

Your answers:

| Statements | Mistakes | Correction |
|------------|----------|------------|
| 41 | | |

| | | |
|----|--|--|
| 42 | | |
| 43 | | |
| 44 | | |
| 45 | | |

Part 3. Write the correct form of the words given in the brackets. Write your answers in the corresponding numbered boxes. (10 points)

46. We do feel _____ to Jimmy for all his great support that he gave us in these hard times. **(DEBT)**

47. Modern fire-fighters are equipped with fire extinguishers and _____ clothing. **(FLAME)**

48. In response to the escalating climate crisis, the government implemented _____ measures to mitigate the adverse effects. **(CAUTION)**

49. The team worked together seamlessly as if their movement were orchestrated like _____. **(CLOCK)**

50. In January 2001, the _____ Panel on Climate Change (IPCC) issued its latest report on climate change. **(GOVERN)**

51. Climate models had become far more reliable since the previous report in 1995 and allowed them to _____ the earlier projections for global warming. **(PRAISE)**

52. There was a sudden _____ clapping and cheering as he rose to receive the Nobel Peace Prize. **(BURST)**

53. _____ is the study of crime and criminals. **(CRIME)**

54. The names of all the dead were _____ on the monument. **(SCRIPT)**

55. Local officials were surprised at the scale of the _____ against plans for a local casino. **(CRY)**

Your answers:

| | |
|-----|-----|
| 46. | 51. |
| 47. | 52. |
| 48. | 53. |
| 49. | 54. |
| 50. | 55. |

SECTION C. READING (60 points)

Part 1. Read the following passage and mark the letter A, B, C or D to indicate the best answer to each of the following questions. Write your answers in corresponding numbered boxes. (10 points)

DIAGNOSING DYSLEXIA

Approximately five percent of the population suffer from dyslexia. The cause of the disorder is unknown and it is (56) _____ found in people of otherwise normal intellectual ability. The condition is (57) _____ by severe reading difficulties, with dyslexics frequently confusing letters or words. They may, for example, read or write letters, words or sentences in the wrong (58) _____. Although the problem can be overcome with intensive instruction, sufferers usually continue to read and write poorly throughout their lives.

Traditionally, diagnosis has been made by reading experts, which means that many (59) _____ are not formally (60) _____ until a child is around ten years of age. Now, however, a group of psychologists in the United States believe that they have found a way of identifying in their first days of life children who will develop dyslexia. This is exciting news as early identification and (61) _____ make early instruction possible, perhaps avoiding later problems altogether.

The research team has identified (62) _____ differences between the brain (63) _____ patterns of dyslexics and those of better readers. Attaching electrodes to the heads of babies just 36 hours old, they measured the size and speed of their brain responses to selected stimuli. The children were (64) _____ and given IQ and comprehension tests every two years. At eight, reading tests were administered to identify those who were dyslexic. More than 90 percent diagnosed as dyslexic could have been singled out at birth.

This research is still in its (65) _____ but may result in a future in which dyslexia no longer causes life long distress.

- | | | | |
|----------------------|------------------|-----------------|----------------|
| 56. A. naturally | B. commonly | C. customarily | D. actually |
| 57. A. characterized | B. distinguished | C. marked | D. identified |
| 58. A. arrangement | B. series | C. sequence | D. order |
| 59. A. instances | B. cases | C. times | D. occurrences |
| 60. A. picked up | B. noted down | C. shown up | D. put down |
| 61. A. interference | B. intrusion | C. intervention | D. recognition |
| 62. A. frank | B. evident | C. distinct | D. precise |

63. A. pace B. wave C. pulse D. signal
 64. A. monitored B. viewed C. followed D. inspected
 65. A. beginnings B. infancy C. outset D. origins

Your answers:

| | | | | |
|-----|-----|-----|-----|-----|
| 56. | 57. | 58. | 59. | 60. |
| 61. | 62. | 63. | 64. | 65. |

Part 2. Complete the following passage by filling each blank with ONE suitable word. Write your answers in the corresponding numbered boxes provided. (10 points)

The game of solving difficult puzzles has always filled people with the feeling of a profound excitement. No (66) _____, then, that the fascination of treasure hunting has invariably been associated with the possibility of (67) _____ the most improbable dreams. According to what the psychologists claim, there is a little boy in every treasure hunter. Yet, the chase of hidden valuables has recently become a serious venture with amateur and professional seekers equipped with highly sophisticated (68) _____ like metal detectors, radars, sonars or underwater cameras.

What (69) _____ the adrenaline level in these treasure - obsessed fanatics are legends, myths, old maps and other variety of clues promising immeasurable fortunes (70) _____ beneath the earth's surface or drowned in the ancient galleys.

For many treasure hunters the struggle of hint searching is even more stimulating than digging out a treasure (71) _____ composed of golden or silver objects, jeweler and other priceless artifacts. The job is, however, extremely strenuous as even the most puzzling clues must be thoroughly analyzed. Failures and misinterpretations (72) _____ quite frequently, too. Yet, (73) _____ the most unlikely clue or the smallest find is enough to reinforce the hunter's self - confidence and passion.

Indeed, the delight in treasure finding doesn't always depend on acquiring tremendous amounts of valuables. Whatever is detected, (74) _____ it a rusty sundial or a marble statue, brings joy and (75) _____ after a long and exhausting search.

Your answers:

| | | | | |
|-----|-----|-----|-----|-----|
| 66. | 67. | 68. | 69. | 70. |
| 71. | 72. | 73. | 74. | 75. |

Part 3. Read the passage and choose the best option A, B, C, or D to answer the questions. Write your answers in the corresponding numbered boxes. (10 points)

Types of Social Groups

Life places us in a **complex** web of relationships with other people. Our humanness arises out of these relationships in the course of social interaction. Moreover, our humanness must be sustained through social interaction—and fairly constantly so. When an association continues long enough for two people to become linked together by a relatively stable set of expectations, it is called a relationship.

People are bound within relationships by two types of bonds: expressive ties and instrumental ties. Expressive ties are social links formed when we emotionally invest ourselves in and commit ourselves to other people. Through association with people who are meaningful to us, we achieve a sense of security, love, acceptance, companionship, and personal worth. Instrumental ties are social links formed when we cooperate with other people to achieve some goal. Occasionally, this may mean working with instead of against competitors. More often, we simply cooperate with others to reach some end without **endowing** the relationship with any larger significance.

Sociologists have built on the distinction between expressive and instrumental ties to distinguish between two types of groups: primary and secondary. A primary group involves two or more people who enjoy a direct, intimate, cohesive relationship with one another. Expressive ties predominate in primary groups; we view the people as ends in themselves and valuable in their own right. A secondary group entails two or more people who are involved in an impersonal relationship and have come together for a specific, practical purpose. Instrumental ties predominate in secondary groups; we perceive people as means to ends rather than as ends in their own right. Sometimes primary group relationships evolve out of secondary group relationships. This happens in many work settings. People on the job often develop close relationships with coworkers as they come to share gripes, jokes, gossip, and satisfactions.

A number of conditions enhance the likelihood that primary groups will arise. First, group size is important. We find it difficult to get to know people personally when they are milling about and dispersed in large groups. In small groups we have a better chance to initiate contact and establish rapport with them. Second, face-to-face contact allows us to **size up** others. Seeing and talking with one another in close physical proximity makes

possible a subtle exchange of ideas and feelings. And third, the probability that we will develop primary group bonds increases as we have frequent and continuous contact. Our ties with people often deepen as we interact with them across time and gradually evolve interlocking habits and interests.

Primary groups are fundamental to us and to society. First, primary groups are critical to the socialization process. Within them, infants and children are introduced to the ways of their society. Such groups are the breeding grounds in which we acquire the norms and values that equip us for social life. Sociologists view primary groups as bridges between individuals and the larger society because they transmit, mediate, and interpret a society's cultural patterns and provide the sense of oneness so critical for social solidarity.

Second, primary groups are fundamental because they provide the settings in which we meet most of our personal needs. Within them, we experience companionship, love, security, and an overall sense of well-being. Not surprisingly, sociologists find that the strength of a group's primary ties has implications for the group's functioning. For example, the stronger the primary group ties of a sports team playing together, the better their record is.

Third, primary groups are fundamental because they serve as powerful instruments for social control. Their members command and dispense many of the rewards that are so vital to us and that make our lives seem worthwhile. Should the use of rewards fail, members can frequently win by rejecting or threatening to ostracize those who deviate from the primary group's norms. For instance, some social groups employ shunning (a person can remain in the community, but others are forbidden to interact with the person) as a device to bring into line individuals whose behavior goes beyond that allowed by the particular group. Even more important, primary groups define social reality for us by structuring our experiences. By providing us with definitions of situations, they elicit from our behavior that conforms to group-devised meanings. Primary groups, then, serve both as carriers of social norms and as enforcers of them.

76. The word **complex** in the passage is closest in meaning to _____

- A. delicate B. elaborate C. private D. common

77. According to paragraph 1, which of the following is true of a relationship?

- A. It is a structure of associations with many people.
B. It should be studied in the course of a social interaction.
C. It places great demands on people.

D. It develops gradually overtime.

78. The word **endowing** in the passage is closest in meaning to _____

- A. leaving B. exposing C. providing D. understanding

79. Which of the following can be inferred about instrumental ties from the author's mention of working with competitors in paragraph 2?

A. Instrumental ties can develop even in situations in which people would normally not cooperate.

B. Instrumental ties require as much emotional investment as expressive ties.

C. Instrumental ties involve security, love, and acceptance.

D. Instrumental ties should be expected to be significant.

80. According to paragraph 3, what do sociologists see as the main difference between primary and secondary groups?

A. Primary groups consist of people working together, while secondary groups exist outside of work settings.

B. In primary groups people are seen as means, while in secondary groups people are seen as ends.

C. Primary groups involve personal relationships, while secondary groups are mainly practical in purpose.

D. Primary groups are generally small, while secondary groups often contain more than two people.

81. Which of the following can be inferred from the author's claim in paragraph 3 that primary group relationships sometimes evolve out of secondary group relationships?

A. Secondary group relationships begin by being primary group relationships.

B. A secondary group relationship that is highly visible quickly becomes a primary group relationship.

C. Sociologists believe that only primary group relationships are important to society.

D. Even in secondary groups, frequent communication serves to bring people into close relationships.

82. The phrase **size up** in the passage is closest in meaning to _____

- A. enlarge B. evaluate C. impress D. accept

83. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.

A. Sociologists think that cultural patterns establish connections between the individual and the larger society.

B. Sociologists believe that individuals with a sense of oneness bridge the gap between society and primary groups.

C. Sociologists think primary groups contribute to social solidarity because they help maintain a society's cultural patterns.

D. Sociologists believe that the cultural patterns that provide social solidarity arise as bridges from primary groups.

84. This passage is developed primarily by _____

A. drawing comparisons between theory and practice

B. presenting two opposing theories

C. defining important concepts and providing examples of them

D. discussing causes and their effects

85. According to paragraph 7, why would a social group use shunning?

A. To enforce practice of the kinds of behavior acceptable to the group

B. To discourage offending individuals from remaining in the group

C. To commend and reward the behavior of the other members of the group

D. To decide which behavioral norms should be passed on to the next generation?

Your answers:

| | | | | |
|-----|-----|-----|-----|-----|
| 76. | 77. | 78. | 79. | 80. |
| 81. | 82. | 83. | 84. | 85. |

Part 4. For questions 86-95, read the text carefully and do the tasks below it. Write your answers in the corresponding numbered boxes. (20 points)

(Source: *Cambridge English IELTS 12 Academic* © Cambridge University Press, Test 5)

What's the Purpose of Gaining Knowledge?

A. "I would found an institution where any person can find instruction in any subject." That was the founder's motto for Cornell University, and it seems an apt characterization of the different university, also in the USA, where I currently teach philosophy. A student can prepare for a career in resort management, engineering, interior design, accounting, music, law enforcement, you name it. But what would the founders of these two institutions have thought of a course called "Arson for Profit"? I kid you not: we have it on the books. Any

undergraduates who have met the academic requirements can sign up for the course in our program in “fire science”.

B. Naturally, the course is intended for prospective arson investigators, who can learn all the tricks of the trade for detecting whether a fire was deliberately set, discovering who did it, and establishing a chain of evidence for effective prosecution in a court of law. But wouldn't this also be the perfect course for prospective arsonists to sign up for? My point is not to criticize academic programs in fire science: they are highly welcome as part of the increasing professionalization of this and many other occupations. However, it's not unknown for a firefighter to torch a building. This example suggests how dishonest and illegal behavior, with the help of higher education, can creep into every aspect of public and business life.

C. I realized this anew when I was invited to speak before a class in marketing, which is another of our degree programs. The regular instructor is a colleague who appreciates the kind of ethical perspective I can bring as a philosopher. There are endless ways I could have approached this assignment, but I took my cue from the title of the course: “Principles of Marketing”. It made me think to ask the students, “Is marketing principled?” After all, a subject matter can have principles in the sense of being codified, having rules, as with football or chess, without being principled in the sense of being ethical. Many of the students immediately assumed that the answer to my question about marketing principles was obvious: *no*. Just look at the ways in which everything under the sun has been marketed; obviously it need not be done in a *principled* (= ethical) fashion.

D. Is that obvious? I made the suggestion, which may sound downright crazy in light of the evidence, that perhaps marketing is *by definition* principled. My inspiration for this judgement is the philosopher Immanuel Kant, who argued that any body of knowledge consists of an end (or purpose) and a means.

E. Let us apply both the terms “means” and “end” to marketing. The students have signed up for a course in order to learn how to market effectively. But to what *end*? There seem to be two main attitudes toward that question. One is that the answer is obvious: the purpose of

marketing is to sell things and to make money. The other attitude is that the *purpose* of marketing is irrelevant: Each person comes to the program and course with his or her own plans, and these need not even concern the acquisition of marketing expertise as such. My proposal, which I believe would also be Kant's, is that *neither* of these attitudes captures the significance of the end to the means for marketing. A field of knowledge or a professional endeavor is defined by both the means *and* the end; hence *both* deserve scrutiny. Students need to study both how to achieve X, and also what X is.

F. It is at this point that "Arson for Profit" becomes supremely relevant. That course is presumably all about *means* how to detect and prosecute criminal activity. It is therefore assumed that the *end* is good in an ethical sense. When I ask fire science students to articulate the end, or purpose, of their field, they eventually generalize to something like, "The safety and welfare of society," which seems right. As we have seen, someone could use the very same knowledge of *means* to achieve a much less noble end, such as personal profit via destructive, dangerous, reckless activity. But *we would not call that firefighting*. We have a separate word for it: *arson*. Similarly, if you employed the "principles of marketing" in an unprincipled way, *you would not be doing marketing*. We have another term for it: *fraud*. Kant gives the example of a doctor and a poisoner, who use the identical knowledge to achieve their divergent ends. We would say that one is practicing medicine, the other, murder.

The text has six sections A-F. For questions 86-90, choose the correct heading for each section from the list of headings below. Write the correct number, i-viii, in spaces 86-90 given next to the sections. The task begins with an example (0).

Example: (0) Section A vi

List of Headings

- i** Courses that require a high level of commitment
- ii** A course title with two meanings
- iii** The equal importance of two key issues
- iv** Applying a theory in an unexpected context
- v** The financial benefits of studying
- vi** A surprising course title
- vii** Different names for different outcomes
- viii** The possibility of attracting the wrong kind of student

86. Section **B** _____
87. Section **C** _____
88. Section **D** _____
89. Section **E** _____
90. Section **F** _____

For questions 91-95, read the following statements carefully and decide whether they agree with the views of the writer in the text. In spaces given next to the statements, write

YES *if the statement agrees with the views of the writer*

NO *if the statement contradicts the views of the writer*

NOT GIVEN *if it is impossible to say what the writer thinks about this*

91. _____ It is difficult to attract students onto courses that do not focus on a career.
92. _____ The “Arson for Profit” course would be useful for people intending to set fire to buildings.
93. _____ Fire science courses are too academic to help people to be good at the job of firefighting.
94. _____ The writer’s fire science students provided a detailed definition of the purpose of their studies.
95. _____ The expectation is that the students completing the “Arson for Profit” course will become investigators specializing in arson.

Your answers:

| | | | | |
|-----|-----|-----|-----|-----|
| 86. | 87. | 88. | 89. | 90. |
| 91. | 92. | 93. | 94. | 95. |

Part 5. You are going to read an article about a psychology test carried out on very young children. For questions 96-105, choose from the sections (A-D). The sections may be chosen more than once. Write your answers in the corresponding numbered boxes. (10 points)

Source: *Cambridge English First 2* © Cambridge University Press, Test 8)

In which section does the writer mention

96. how a child’s background can affect behaviour?

97. that the results of Mischel's long-term research were surprising?
98. reasons for questioning the results of the original experiment?
99. claims that training young children to resist temptation will have long-term benefits?
100. the proportion of very young children who were able to resist temptation?
101. an everyday example of the need for self-control?
102. that Mischel may have oversimplified the route to success in life?
103. that Mischel's own life experience has influenced his work?
104. strategies employed by participants during the test procedure?
105. two major factors which affect everyone's ability to resist temptation?

The Marshmallow Test

A psychology experiment carried out with a group of pre-school children in California in 1968 led to the development of ideas that are still relevant today.

A

In 1968, Walter Mischel set a challenge for a group of children aged three to five at the nursery school his daughters attended in California. A researcher offered each of them a marshmallow and then left them alone in the room. If they could resist eating the colourful sweet until the researcher returned up to 15 minutes later, they would be given a second sweet. Some children ate the marshmallow straight away, but most would engage in unintentionally comic attempts to resist temptation. They looked all around the room to avoid seeing the sweet, covered their eyes, wiggled around in their seats or sang to themselves. They pulled funny faces, played with their hair, picked up the marshmallow and just pretended to take a bite. They sniffed it, pushed it away from them or covered it up. If two children were doing the experiment together, they engaged in a conversation about how they could work together to reach the goal of doubling their pleasure. About a third of the children, the researchers reported, managed to wait long enough to get the second treat.

B

What Mischel, a clinical psychologist, wanted was to understand how children learned to deal with temptation. Over the following years, the group of children remained friends. When Mischel chatted to his daughters about their former classmates, he began to notice an interesting pattern: the children who had exhibited the most restraint in the 'marshmallow test' were doing better in life than their peers. He decided to investigate further. For more

than 40 years, Mischel followed the lives of the nursery students. His findings were extraordinary. It turns out that being able to resist a treat at the age of five is a strong predictor of success in life: you are more likely to perform well at school and develop self-confidence and less likely to become obese, develop addictions or get divorced.

C

Mischel still teaches psychology at Columbia University and has just written *The Marshmallow Test*, a book summing up half a century of research. When Mischel was young, his family was forced to move from a comfortable life in Austria to the US. They settled in Brooklyn, where they opened a bargain shopping store. Business was never good and Mischel believes that moving from ‘upper middle class to extreme poverty’ shaped his outlook. He is concerned with trying to reduce the impact of deprivation on an individual’s life chances. The conclusion he draws from his marshmallow research is positive: some people may be naturally disciplined but the ability to resist temptation is a skill that can also be taught. Teach children self-control early and you can improve their prospects.

D

However, no single characteristic – such as self-control – can explain success or failure. Some critics have pointed out that Mischel’s original subjects were themselves children of university professors and graduate students – not exactly a representative sample. Other scientists noted that variations in home environment could account for differences: stable homes and one-child families encourage self-control, whereas in less stable homes and those with many children, if you don’t grab a marshmallow now there won’t be any left in 15 minutes. Mischel answers these critics by noting that studies in a wide variety of schools found similar results. He acknowledges that the environment shapes our ability to resist temptation and observes that genetics plays a role too. But he still believes that the ability to resist temptation can be learnt and encouraged. I asked Mischel whether self-control comes easily to him. ‘Not at all,’ he said. ‘I have great difficulties in waiting. It’s still difficult for me to wait in a queue in the bank.’

Your answers:

| | | | | |
|------|------|------|------|------|
| 96. | 97. | 98. | 99. | 100. |
| 101. | 102. | 103. | 104. | 105. |

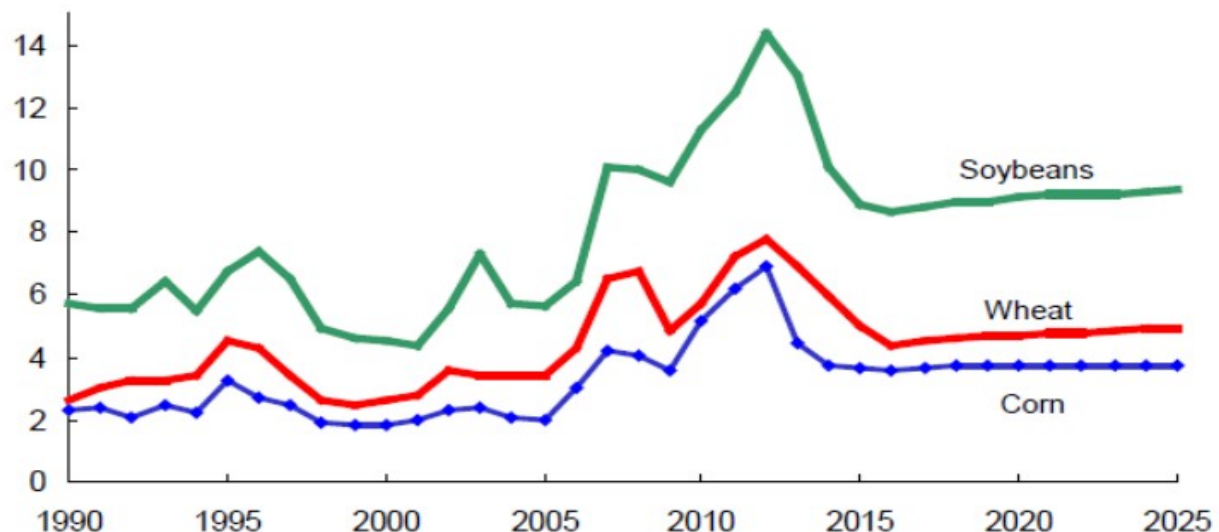
SECTION D. WRITING (60 points)

Part 1. The line graphs below show the farm-level prices of corn, wheat, and soybeans in the US from 1990 to 2025. Summarize the information by selecting and reporting the main features, and make comparisons where relevant. (20 points)

Write at least 150 words.

U.S. farm-level prices: Corn, wheat, and soybeans

Dollars per bushel



Part 2. Essay writing (40 points)

Write an essay on the following topic:

As officially announced by Vietnam Ministry of Education and Training last November, English will no longer be a compulsory subject in the national high school graduation exam from 2025 onwards. While some people express their advocacy over the change, others argue that the abolishment of the mandatory English exam seems to be irrelevant in such global integration.

Discuss both views and give your own opinion. Write at least 250 words.

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