**TRƯỜNG THPT CHUYÊN HUỲNH MẪN ĐẠT**

**ĐỀ THI ĐỀ XUẤT DUYÊN HẢI VÀ ĐỒNG BẰNG BẮC BỘ LẦN THỨ XIV**

**MÔN: TIẾNG ANH 11**

*(Đề thi gồm 18 trang)*

**A. LISTENING (50 points)**

***Part 1. For questions 1-5, listen to a talk about corporate social responsibility and decide whether these statements are True (T), False (F) or Not Given (NG). Write your answers in the corresponding numbered boxes provided*. *(10 points)***

1. Corporate social responsibility refers to a type of business regulation required by law that aims to do some environmental or social good.

2. Corporate social responsibility could bring businesses both tangible and intangible benefits.

3. Opinions are divided over which strategy should be adopted to maximize profit.

4. Businesses generally embrace the implementation of corporate social initiatives.

5. Good Coffee Corp gives priority to both price and quality when choosing which country to import coffee.

**Your answers:**

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

***Part 2*. *For questions 6-10, listen to a report on Siberian heat wave and answer the questions. Write NO MORE THAN FOUR WORDS taken from the recording for each answer in the corresponding numbered boxes provided. (10 points)***

6. How does the woman describe Yakutia?

7. What does the number of 1.7 million hectares temporarily burned out refer to?

8. What impact is mentioned as climate change alters the Gulf Stream current?

9. How did the river change in the aftermath of the diesel spill last month?

10. What was cited as the possible cause of the leakage of diesel?

**Your answers:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 6. | 7. | 8. | 9. | 10. |

***Part 3. For questions 11-15, listen to part of a discussion in which two consultants, Abbie Dale and Ryan Richardson, are talking about two different small businesses that have achieved success and choose the answer (A, B, C or D) which fits best according to what you hear****.* ***Write your answers in the corresponding numbered boxes provided. (10 points)***

11. What does the company Ryan has chosen encourage its customers to do?

A. buy every kit it produces

B. create new designs and submit them

C. personalise their online purchases

D. tell others how good the products are

12. According to Abbie, the social clothing company's customers \_\_\_\_\_\_\_

A. like to draw attention to themselves.

B. are willing to help in publicity campaigns.

C. show creativity in the videos they send in.

D. have become fiercely loyal to the brand.

13. Ryan believes that the main difference between the two companies is \_\_\_\_\_\_\_

A the number of employees they have taken on.

B the way in which they have developed.

C the variety of problems they have to solve.

D the age range they cater for.

14. What does Abbie find most astonishing about the company she talks about?

A its skill in collaborating with partners

B the owner's ability to keep developments secret

C the fact that it has grown so fast

D the number of products it aims to launch

15. According to Ryan, people who buy and assemble the electronic kits \_\_\_\_\_\_\_

A should start their own businesses.

B are surprised by their simplicity.

C find the experience rewarding.

D aren't frightened of making mistakes.

**Your answers:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 11. | 12. | 13. | 14. | 15. |

***Part 4. For questions 16-25, listen to a report on heat wave in Japan 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. (20 points)***

- An unprecedented heat wave in Japan has killed at least 65 people while over 30,000 people were admitted to hospital suffering from heat-related conditions such as heatstroke or (16) \_\_\_\_\_\_\_.

- The whole country has sweltered in blistering heat in the last two weeks with scarcely a (17) \_\_\_\_\_\_\_.

- At Tokyo’s (18) \_\_\_\_\_\_\_, ambulance calls are pouring in large numbers.

- An intensifying heat (19) \_\_\_\_\_\_\_ is cited as the cause of such scorching temperatures and there is no sign that it would (20) \_\_\_\_\_\_\_ in the next two weeks.

- People cope with extreme heat by covering themselves with (21) \_\_\_\_\_\_\_, splashing themselves with water and staying indoors.

- (22) \_\_\_\_\_\_\_ are mentioned as a new type of product that is marketed by some companies.

- One of the (23) \_\_\_\_\_\_\_ implemented by 2020 Olympics organisers is lining the marathon course and major roads with a kind of reflective surface. They are also planning to install big tents, cooling fans and (24) \_\_\_\_\_\_\_ to keep people cool.

- Japan is a (25) \_\_\_\_\_\_\_, so extreme heat could impose a tremendous strain on medical services.

**Your answers:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 16. | 17. | 18. | 19. | 20. |
| 21. | 22. | 23. | 24. | 25. |

**B. LEXICO AND GRAMMAR (30 points)**

***Part 1. Choose the answer A, B, C, or D that best completes each of the following sentences. Write your answers in the corresponding numbered boxes. (20 points)***

1. The government needs to \_\_\_\_\_\_\_ businesses that have been trying to evade the tax.

A. put the screws on B. get into gear

C. put one over on D. wipe off the map

2. Being a \_\_\_\_\_\_\_ entrepreneur, you will have to make a special effort for people to take you seriously.

A. successful B. budding C. blossoming D. flowering

3. My mother decided to \_\_\_\_\_\_\_ early yesterday while I stayed up to watch Korean movies.

A. doze off B. let up C. get off D. turn in

4. What I like about this amusement park is that there is \_\_\_\_\_\_\_ parking space right outside it.

A. copious B. ample C. expanded D. manifold

5. Last weekend, \_\_\_\_\_\_\_ nothing to watch on TV, we played chest together.

A. there being B. there having C. having had D. being

6. The major political party is \_\_\_\_\_\_\_ the campaign for tighter gun controls in the wake of last month’s shooting.

A. procuring B. solidifying C. spearheading D. fulfilling

7. Scientists warn that global warming will soon go beyond \_\_\_\_\_\_\_.

A. the U-turn B. the firing line

C. the red line D. the point of no return

8. The prime minister tried to \_\_\_\_\_\_\_ the country’s deep-seated problem for fear of being criticized.

A. blot out B. stow away C. paper over D. salt away

9. I’d sooner you \_\_\_\_\_\_\_ a noise last night; I couldn’t get to sleep.

A. wouldn’t make B. didn’t make C. haven’t made D. hadn’t made

10. On 6th August 1945, an atomic bomb was dropped on Hiroshima, killing thousands of citizens and almost \_\_\_\_\_\_\_ the city.

A. overthrowing B. annulling C. eradicating D. annihilating

11. After living one month in New York, I finally \_\_\_\_\_\_\_.

A. get into the swing of things B. get in on the ground floor

C. get a grip on myself D. get ahead of myself

12. A(n) \_\_\_\_\_\_\_ love of country lays the foundation for sustainable development and complete harmony.

A. ingrained B. indelible C. abiding D. established

13. The community should take the doctor’s advice into consideration since he’s in \_\_\_\_\_\_\_ earnest about the epidemic.

A. mortally B. fatally C. deadly D. gravely

14. His fight to \_\_\_\_\_\_\_ four black men of the rape of a seventeen year old white girl two years ago partially inspired the group to protest.

A. exculpate B. exonerate

C. bereave D. misappropriate

15. When the cost was \_\_\_\_\_\_\_ the advantages, the scheme looked perfect.

A. set against B. pit against

C. counted against D. weighed up against

16. Lionel Messi was \_\_\_\_\_\_\_ over his team’s victory against Brazil.

A. delighted B. ecstatic C. jubilant D. blissful

17. That old building hasn’t been used for nearly four decades, hence it looks so \_\_\_\_\_\_\_.

A. decrepit B. battered C. glitchy D. derelict

18. When the long holiday ends, we will go \_\_\_\_\_\_\_.

A. back on our feet B. back to square one

C. back to the salt mines D. on the back burner

19. On his desk \_\_\_\_\_\_\_, which he usually sits in front of and looks at.

A. stood the picture of us B. the picture of us stands

C. standing the picture of us D. stands the picture of us

20. After getting a 7.5 score in IELTS, Ha hardly makes significant progress but she is \_\_\_\_\_\_\_ nicely.

A. propping up B. ticking over

C. wading through D. forging ahead

**Your answers:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |
| 11. | 12. | 13. | 14. | 15. |
| 16. | 17. | 18. | 19. | 20. |

***Part 2. Use the correct form of the word given in brackets to fill in each blank. Write your answers in the corresponding numbered boxes. (10 points)***

1. Like his famous \_\_\_\_\_\_\_, young Washington had a brave, adventurous spirit. (NAME)

2. She has a softly \_\_\_\_\_\_\_ voice that would melt anyone listening to her singing. (FLUENT)

3. The history of the territory is \_\_\_\_\_\_\_ illustrated in the book. (PICTURE)

4. Don’t you think she is \_\_\_\_\_\_\_? She always looks good in her photographs. (PHOTO)

5. Hardly a day goes by without Tim being \_\_\_\_\_\_\_ of eating sweets. (DESIRE)

6. She resembled an army commander whom nothing could put the \_\_\_\_\_\_\_ on. (FRIGHTEN)

7. In an overscheduled world, children and caregivers are encouraged to take part in open-ended plays, a \_\_\_\_\_\_\_ experience that creates intergenerational conversations. (FREE)

8. Halloween has been grossly \_\_\_\_\_\_\_ over the last years. (COMMODITY)

9. Until now, there is hardly any measure to lessen the \_\_\_\_\_\_\_ regulation and taxation on small businesses. (ONUS)

10. About $200 million in taxes weren’t paid because of \_\_\_\_\_\_\_ income. (REPORT)

**Your answers:**

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

**C. READING (60 points)**

***Part 1. Read the text below and think of the word which best fits each space. Use only one word in each space. Write your answers in the space provided. (15 points)***

## THE CHANGING FACE OF WORKING LIFE

The accepted concept of a career (1) \_\_\_\_\_\_\_ followed a similar pattern for decades. After completing their education, people would enter the adult world of work, (2) \_\_\_\_\_\_\_ down on to a job which they would likely remain from that point (3) \_\_\_\_\_\_\_. Not only would this occupation provide their income for their entire working life, it would also allow them a healthy pension when they retired and moved into (4) \_\_\_\_\_\_\_ age. Over the past twenty years, (5) \_\_\_\_\_\_\_ the relationship between a wage earner and their chosen profession has changed enormously. Today, the idea of a ‘job-for-life’ has all (6) \_\_\_\_\_\_\_ disappeared, to be replaced by an unforgiving world of unstable employment. Some observers even argue that current society to pit old (7) \_\_\_\_\_\_\_ young in a constant battle to find work of some description, all against a (8) \_\_\_\_\_\_\_ of increasing debt and economic difficulties.

At the same time, the government regularly releases figures that suggest the economy is prospering, evidencing this claim with the fact that the unemployment rate continues to fall annually. There are indeed more jobs available. However, a huge number of these are casual, temporary or short-term positions, all of (9) \_\_\_\_\_\_\_ are low-paid and create little in the way of tax income for the government. This has a number of debilitating long-term effects, not (10) \_\_\_\_\_\_\_ because this assurance of a growing economy is based more in myth than fact.

**Your answers:**

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

***Part 2. For questions 1-13, read the following passage and do the tasks that follow. (13 points)***

**Single-Gender Education: A Case Made?**

**A.** All modern democracies, instilled as they are with the ethics of freedom and equality of the sexes, nevertheless offer the option of single-sex education. This separates the genders into their own classrooms, buildings, and often schools. Traditionally, women had to fight hard and long to achieve equal opportunities in education, and the single-gender controversy is mostly in relation to them. The question is whether this educational system advances or retards their cause, and there are supporters on both sides, each convinced that the case is made.

**B.** Given that the word ‘segregation’ has such negative connotations, the current interest in single-gender schooling is somewhat surprising. In the same way that a progressive society would never consider segregation on the basis of skin colour, income, or age, it seems innately wrong to do this on gender. Yet in the real world and the society in which we live, segregation of some sort happens all the time. Clubs inevitably form - for example, of clerical workers, of lawyers, of the academically gifted, and of those skilled in music or the arts. Exclusionary cliques, classes, and in-groups, are all part of everyday life. Thus, it may simply be an idealistic illusion to condemn single-gender settings on that basis alone, as do many co-educational advocates.

**C.** This suggests that single-gender education must necessarily be condemned on other grounds, yet the issue is complicated, and research often sinks into a morass of conflicting data, and occasionally, emotional argument. Thus, one study comes out with strong proof of the efficacy of single-gender schooling, causing a resurgence of interest and positive public sentiment, only to be later met with a harshly-titled article. 'Single-Sex Schooling: The Myth and the Pseudoscience', published and endorsed by several respected magazines. Similarly, the arguments on both sides have apparent validity and often accord, on the surface at least, with common sense and personal observation. What then can parents do?

**D.** Proponents of separating the genders often argue that it promotes better educational results, not only in raw academic scores but also behaviour. The standard support for this is the claim of innate gender differences in the manner in which boys and girls learn and behave in educational settings. Separation allows males to be taught in a 'male way' and in accordance with the 'male' developmental path, which is said to be very different to the female one. Such claims demand hard evidence, but this is difficult to come by since statistics are notoriously unreliable and subject to varying interpretations.

**E.** Of course, one of the key factors that leads to superior performance at single-gender schools is often the higher quality of the teachers, the better resources at hand, and the more motivated students, often coming as they do from wealthier or more privileged backgrounds. Single-gender schools are often the most prestigious in society, demanding the highest entry marks from their new students, who, in turn, receive more deference and respect from society. When taking these factors into account, large-scale studies, as well as the latest findings of neuroscientists, do not support the claims of superior results or persistent gender differences, respectively. Those who make such claims are accused of emphasising favourable data, and drawing conclusions based more on anecdotal evidence and gender stereotyping.

**F.** Yet the single-sex educationalists come out with other positives. One of the most common is that girls are free from the worry of sexual harassment or negative behaviour originating from the presence of boys. Girls are said to develop greater self-confidence, and a preparedness to study subjects, such as engineering and mathematics, which were once the exclusive province of males. Conversely, boys can express a greater interest in the arts, without the possible jibe, ‘That’s a girls’ subject’. But logically, one senses such stereotyping could equally come in single-gender settings, since it is the society outside of school, with all its related expectations, which has the greatest influence.

**G.** Among this welter of convicting argument, one can, at least, fall back on one certainty - that the real world is co-gendered, and each side often misunderstands the other. Supporters of coeducation argue that positive and co-operative interaction between the genders at school reduces such divisions by de-emphasising gender as a factor of concern. In theory, stereotypes are broken down, and inclusion is emphasised, providing benefits for society as a whole. But such sentiments, admittedly, do sound as if we are retreating into self-promotional propaganda. In other words, these statements are just glib and unreal assertions, rather than a reflection of what actually happens in the co-educational classroom.

**H.** The key point is whether the interaction in co-educational settings is indeed positive and cooperative. Some would say it could equally be the opposite, and surely it must occasionally be so (if we abandon the rosy picture painted in the previous paragraph). But I would say that that interaction, whether good or bad, whether academically enhancing or retarding, still constitutes education, and of a vital nature. It presents exactly the same subset of challenges that students, male or female, will ultimately have to deal with in the real world. This is the most important point, and would determine my choice regarding in which educational setting I would place my children.

**Questions 1-8**

**The reading passage has eight paragraphs, A-H.**

**Choose the correct heading for Paragraphs A-H from the list of headings**

|  |
| --- |
| **List of Headings** |
| i Another argument in favour |
| ii Conflicting evidence |
| iii Negatives are positives |
| iv An emotional argument |
| v Does it help or not? |
| vi Looking at the other side |
| vii A counter-argument |
| viii It's happening anyway |
| ix The problems with genders |
| x An argument in favour |

**Write the correct number, i-x, for each answer**

1. Paragraph A \_\_\_\_\_\_\_

2. Paragraph B \_\_\_\_\_\_\_

3. Paragraph C \_\_\_\_\_\_\_

4. Paragraph D \_\_\_\_\_\_\_

5. Paragraph E \_\_\_\_\_\_\_

6. Paragraph F \_\_\_\_\_\_\_

7. Paragraph G \_\_\_\_\_\_\_

8. Paragraph H \_\_\_\_\_\_\_

**Your answers:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. |

**Questions 9-13**

**Complete the sentences with the correct ending, A-E.**

**Write the correct letter, A-E, for each answer.**

|  |
| --- |
| A. have some strong views |
| B. think boys and girls are similar |
| C. often have idealistic views |
| D. are surprising in some ways |
| E. often receive much respect |

9. Neuroscientists \_\_\_\_\_\_\_

10. The magazines \_\_\_\_\_\_\_

11. Students from single-gender schools \_\_\_\_\_\_\_

12. People in society \_\_\_\_\_\_\_

13. Supporters of co-education \_\_\_\_\_\_\_

**Your answers:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 9. | 10. | 11. | 12. | 13. |

***Part 3. For questions 1-10, read an extract from an article and choose the answer A, B, C or D that fits best according to the text. Write your answers in the corresponding numbered boxes provided. (10 points)***

**Using video gaming in education**

It has become conventional wisdom that spending too much time playing video games has a detrimental effect on children’s studies and their social development. However, some educationalists are now questioning this theory and are using video games as effective educational tools thus bridging the gap between recreational and educational activities.

Due to the sophisticated nature of today’s games, teachers are able to justify the inclusion of video and online games for many pedagogical reasons. There may, for example, be sociological, psychological, and ethical implications built into the gameplay. Harvey Edwards, who teaches IT classes in London, was one such educator who decided to use video games in his lessons. To do this, he chose Minecraft, an online game in which players create and develop imaginary worlds. He was somewhat uneasy about attempting such an unconventional approach, not because of some students’ unfamiliarity with the game but rather due to them not being able to make sense of what he was trying to do with it. He worried that it might interfere with his learners’ focus, but he couldn’t have been more surprised by the results.

Minecraft is an example of a ‘sandbox game’, in which gamers roam around and change a virtual world at will. Instead of having to pass through numbered levels to reach certain places, there’s full access from start to finish. The original version can be adapted to control which characters and content are left in. Each student can then be allocated tasks – such as house-building, locating items or problem-solving – which they must complete within the game. Elements of more general skills can be **subtly** incorporated into the lessons, such as online politeness and safety, teamwork and resolving differences. Edwards feels that presenting such lessons in the context of a game students probably already know and enjoy enables him to connect with them at greater depth, and in more motivational ways.

Bolstered by his success, Edwards introduced his approach to another school nearby. He recalls that the first couple of sessions didn’t live up to his expectations. Those who had played Minecraft before were keen for others to adopt their own style of play. Unsurprisingly, this assortment of styles and opinions as to how the game should proceed were far from harmonious. However, the sessions rapidly transformed into something more cohesive, with the learners driving the change. With minimal teacher input, they set about choosing leaders and established several teams, each with its own clearly-defined role. These teams, now party to clear common goals, willingly cooperated to ensure that their newborn world flourished, even when faced with the toughest of challenges.

‘Human’ inhabitants in a Minecraft ‘society’ are very primitive and wander around the imaginary world, waiting for guidance from players. **[A]** This dynamic bears a resemblance to traditional education, an observation highlighted by Martina Williams, one of the leaders of the group. **[B]** ‘Through the game, we were no longer passive learners in the classroom, being told what and how to learn, but active participants in our own society. **[C]** The leaders, meanwhile, had a vision for their virtual world as a whole, encouraging everyone to play their part in achieving the group’s goals. **[D]** Through creating their own characters and using these to build their own ‘world’, students will have gained some experiential understanding of societal structure and how communities work.

But not everyone is convinced by video games’ potential academic value. While many progressive commentators cite extensive evidence to maintain that video games encourage collaboration and build problem-solving skills, more traditional factions continue to insist they are a distraction that do not merit inclusion in any curriculum. Even less evangelical cynics, who may **grudgingly** acknowledge games have some educational benefit, assert that this is only the case in the hands of creative educators. However, the accusation most often levelled at video games is that they detract from the social aspect of the classroom, particularly taking part in discussions. Dr. Helen Conway, an educational researcher, argues that video games can be used to promote social activities. ‘Students become animated talking about the game and how to improve their game-playing and problem-solving skills,’ she says. ‘I find it strange, **this image** that many people have,’ Conway says. ‘Children are often totally detached from their peers when undertaking more traditional activities, like reading books, but we never suggest that books are harmful because they’re a solitary experience.

1. The first time Edwards used a game in his classes, he was \_\_\_\_\_\_\_

A. convinced that learners would realise why he wanted them to play it.

B. convinced that learners would see the reasons for playing it.

C. anxious that he had chosen the wrong one for learners to play.

D. sure that his reasons for getting learners to play it were valid.

2. The writer suggests that Minecraft is a good choice of educational game because \_\_\_\_\_\_\_

A. any number of learners can use it simultaneously.

B. teachers can remove any inappropriate material.

C. gamers can create educative tasks whilst playing it.

D. players can develop their skills in a step-by-step way.

3. Which of the following words in the fourth paragraph is used to convey a feeling of approval?

A. keen B. harmonious C. driving D. newborn

4. In the fifth paragraph, the writer draws a comparison between a Minecraft ‘society’ and \_\_\_\_\_\_\_

A. relationships within the group as they played.

B. the way in which countries organise themselves.

C. typical students in a school environment.

D. how leadership operates in different situations.

5. In the sixth paragraph, the writer feels that critics of video games in education \_\_\_\_\_\_\_

A. are unwilling to admit that using them in class has benefits.

B. make accurate observations about teachers who use them.

C. use flawed research to support their objections to using them.

D. acknowledge the drawbacks of more traditional teaching methods.

6. The words **‘this image’** in the sixth paragraph refer to \_\_\_\_\_\_\_

A. people who criticise gaming in education. B. students discussing a game in a group.

C. a group of students reading individually. D. a solitary player absorbed in a game.

7. Where does this sentence belong to in the fifth paragraph?

**Each group member had ideas as to how their function should develop.**

A. **[A]** B. **[B]** C. **[C]** D. **[D]**

8. The word **‘subtly’** in paragraph 3 is closest in meaning to \_\_\_\_\_\_\_.

A. intricately B. ingeniously C. ingenuously D. haphazardly

9. The word **‘grudgingly’** in paragraph 6 is closest in meaning to \_\_\_\_\_\_\_.

A. gleefully B. vivaciously C. genially D. reluctantly

10. Which of the following best describes the author's attitude towards the application of gaming into education?

A. supportive B. neutral C. cynical D. satirical

**Your answers:**

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

***Part 4. In the passage below, seven paragraphs have been removed. For questions 69-75, read the passage and choose from the paragraphs A-H the one which fits each gap. There is ONE extra paragraph which you do not need to use. Write your answers in the corresponding numbered box provided. (7 points)***

**Crying Wolf**

When Bill Feeney stood out under the full moon on a frigid early April night in Northern Wisconsin in 1944 and gave a deep, full-throated howl, he was not expecting what he received: an equally deep, full-throated response from a wolf he and his colleagues from the Wisconsin Conservation Department had been tracking. Rather than calling out the names of fellow researchers whom he believed to be nearby, Feeney had howled as a bit of a joke.

1. \_\_\_\_\_\_\_

Mimicking calls has spread far beyond wolves, however, and beyond voice to new devices and digital recordings, as researchers now use vocalizations to get a peek into many corners of the animal kingdom. Feeney reportedly howled just that one time. This was likely because he was leading the wolf study in secret and felt nightly howling sessions would not be a good way to keep the research clandestine.

2. \_\_\_\_\_\_\_

In fact, Wisconsin, Minnesota, and Michigan now each have wolf hunting seasons and cull quotas. Officially, Feeney was conducting a major deer study, but the secret wolf study was an offshoot. He focused on counting and better understanding wolves' social and hunting habits - knowledge he knew might be unattainable in the future, given that the state was paying a bounty of 20 dollars for a dead adult wolf and 10 dollars for a pup.

3. \_\_\_\_\_\_\_

Feeney and the biologists who worked for him disagreed with the bounty and hoped the species would persist, and Feeney even told the famed ecologist Aldo Leopold that he would publish the wolf study findings, which showed that wolves did not significantly affect deer population.

4. \_\_\_\_\_\_\_

Indeed, they did. That planted the seed, and he and his colleagues began howling as a means of locating wolves during late summer, when lack of snow and thick foliage prevents conventional surveys, which are done mostly by tracking paw prints and conducting visual surveys during the winter. After testing out their voices, they realized their own howls were as convincing to the wolves as the recordings of real wolves.

5. \_\_\_\_\_\_\_

Then, he waits and listens. If there is no response, he will repeat the four-howl sequence, at the same cadence but louder. If this fails to elicit a response the howler might try a third time or move to a different location before howling again. Biologists have long been using vocalizations not just to locate animals but also to better understand animal communication and social structure.

6. \_\_\_\_\_\_\_

'With digital files we can manipulate them. You can take a single note and change its frequency and do playbacks right away and see how the animal we are studying responds. With tape, you have to splice and it takes hours on end.' Webster says vocalizations let researchers start to unlock animal language, which is especially important with birds because they use sound to identify species and find mates and rivals.

7. \_\_\_\_\_\_\_

'Birds in cities sing differently than those in the country, because we humans make a hell of a lot of noise, so they shift the way they sing to make it louder.' Animal vocalization has a considerably longer history in hunting than it does in wildlife research. In both applications, vocalizing is the art of fooling wild animals by imitating their ilk, but the motivations are vastly different. For wildlife biologists and other researchers, vocalization is a tool for conserving or arguably, saving wildlife. Hunters use vocalizations, as well as decoys and olfactory attractants - smells, to lure animals to within their gun or bow range.

**The Paragraphs**

**A.** While wolves are fairly easy to imitate with the human voice, many other species are more difficult to mimic closely enough. Instead, researchers rely on recordings. 'It's far easier to do the kinds of studies we do than it was a few years ago because now we're using digital files,' says Mike Webster, a professor in Cornell's Department of Neurobiology and Behavior and the director of the Macaulay Library, which holds the world's largest archive of wildlife sounds and videos.

**B.** In fact, many types of animals use language in important and fascinating ways - whales are a focus area because their calls travel across thousands of miles under water. 'We can't talk to birds in bird-ese, but we're getting closer to understanding birdsongs,' says Webster. We're basically writing the translation dictionary.' Studying recordings lets researchers discern things like the emotional state of individual birds, and it has revealed clues as to how animals adapt to changing environments.

**C.** But the war disrupted academic publication schedules, and the public's abhorrence of wolves grew more intense at each public meeting about deer-management policies. Feeney become quite reticent, eventually sequestering all the research notebooks. The study remained secret and the researchers mum. In the late 1950s, biologist Douglas Pimlott began broadcasting recordings of wolf howls in Ontario's Algonquin Provincial Park, wondering if they might respond.

**D.** Though the woods of Iron County were sparsely populated, they were frequented by trappers trying their damnedest to kill every wolf they could. In the 1940s, Wisconsin was only one of four states where wolves were still extant - the last known gray wolf in that state was killed in 1958. The species has now returned and has been removed from the state's endangered species list.

**E.** The first auditory attractants used in North America were developed thousands of years ago by Native American hunters, who imitated the animals they sought both by using their own voices and by constructing calls using wood or bone. Hunters also camouflaged themselves, sometimes in the hides of the animals they sought. In the late 1800s, non-indigenous hunters began using their voices, and eventually fashioned mechanical duck and turkey calls made from wood, using designs similar to those of Indian hunters.

**F.** Deer hunters were already steamed over the recent introduction of hunting regulations, and considered wolves a major competitor. 'The public was so anti-predator and specifically anti-wolf that it would have been committing employment and possibly life suicide to admit to doing any investigation on wolves,' says Richard Thiel, a wolf biologist who led Wisconsin's wolf recovery plan in the 1980s.

**G.** This meant Pimlott and his crew could ditch the truck from which they broadcast the recordings, and set out on foot into the forest, armed only with their voices and notebooks. Over time, a protocol was developed that wildlife biologists still use today. The vocalist issues an initial howl - not too loud in case the pack is nearby - and then repeats the howl three times, turning 90 degrees each time, to ensure it is amplified to each of the cardinal directions.

**H.** Since he is deceased, we can't ask him whether he considered this to be a new research tool that built on tracking wolf prints, examining scat, and searching for dens. Feeney's call and response came years before wildlife biologists began to use vocalizations as a tool to study wolf packs. Imitation is a surprisingly good way to locate dens and estimate pack sizes and composition.

**Your answers:**

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

***Part 5. The passage below consists of four paragraphs marked A, B, C and D. For questions 1-10, read the passage and do the task that follows. Write your answers (A-E) in the corresponding numbered boxes provided. (15 points)***

**The Graduate**

**(A) The NY Times**

*The Graduate*, the pungent story of the sudden confusions and dismays of a bland young man fresh out of college who is plunged headlong into the intellectual vacuum of his affluent parents' circle of friends, it fashions a scarifying picture of the raw vulgarity of the swimming-pool rich, and it does so with a lively and exciting expressiveness through vivid cinema. Further, it offers an image of silver-spooned, bewildered youth, standing expectantly out with misgiving where the brook and the swimming-pool meet, that is developed so wistfully and winningly by Dustin Hoffman, an amazing new young star, that it makes you feel a little tearful and choked-up while it is making you laugh yourself raw. That's all. And yet in pursuing this simple story line, which has been adorned with delicious incidents and crackling dialogue in the screenplay by Calder Willingham and Buck Henry, based on a novel by Charles Webb, the still exploring Mr. Nichols has done such sly and surprising things with his actors and with his camera, or, rather, Robert Surtees's camera, that the overall picture has the quality of a very extensive and revealing social scan. Funny, outrageous, and touching, *The Graduate* is a sophisticated film that puts Mr. Nichols and his associates on a level with any of the best satirists working abroad today.

**(B) The Guardian**

If ever a movie captured the audience's imagination with its musical soundtrack, it was *The Graduate*, that irresistibly watchable 1967 classic. Simon and Garfunkel's eerie and sublime *The Sound of Silence* perfectly captures both Ben's alienation and bewilderment about what he should do with his life, and then his post-coital disenchantment and self-loathing. *The Graduate* itself does not seem the same in 2017 as it did in 1967. Then the emphasis was on sophisticated black comedy with a hint of 60's radicalism and student discontent, mediated through the older generation of suburbanites. Watched in the present day, the element of predatory abuse is inescapable. You cannot see it without wondering how it might look and feel if the sexual roles were reversed. But a modern audience might also, paradoxically, be much less content with the villainous role the film finally assigns to Mrs. Robinson, be more sympathetic to her midlife crisis, and remember the pathos of her abandoned interest in art. Calder Willingham and Buck Henry's screenplay, adapted from Charles Webb's 1963 novel, cleverly allows you to wonder if Mr. Robinson was, in some conscious or subconscious way, complaisant in his wife's adventure. The excellence of Katherine Ross as Mrs. Robinson's daughter, Elaine, is often overlooked. A hugely pleasurable film.

**(C) The Telegraph**

*The Graduate*, starring Dustin Hoffman and Anne Bancroft and directed by Mike Nichols, is actually a very nasty film, and a very, very funny one. As the benchmark for every inter-generational relationship film since, it tends to live in the male public imagination largely as a reference point for cheeky forbidden fantasies regarding older women the world over. It takes about three minutes, roughly the length of time it takes Hoffman to get down the moving walkway to Simon and Garfunkel's *Sound of Silence* and from the airport to the suffocating atmosphere of his graduation party, where he gets gradually trapped into a relationship with one of his parents' friends, to realise that *The Graduate* is actually a very nasty film, and a very, very funny one. Directorially, it is as cutting-edge late-Sixties as you can get, all fish-bowl juxtapositions, dappled light and pensive close-ups. But the world we're in here is essentially a Fifties hangover, a staid, suburban one still ruled over by The Old Folk, a place where the reason you get together with a seductively smoking alcoholic in her forties is not so much because you find her attractive but because she's the only person in the vicinity as bored as you. The result is an exercise in claustrophobia that makes *Panic Room* look like a western by comparison. By the end, it doesn't matter that the lesson he's learned is the one that the old folks were telling him in the first place, that he should find a nice girl his own age. The feeling of freedom is immense.

**(D) Variety**

*The Graduate* is a delightful, satirical comedy-drama about a young man's seduction by an older woman, and the measure of maturity which he attains from the experience. An excellent screenplay by Calder Willingham and comedy specialist Buck Henry, based on the Charles Webb novel, focuses on Hoffman, just out of college and wondering what it's all about. Predatory Miss Bancroft, wife of Murray Hamilton, introduces Hoffman to mechanical sex, reaction to which evolves into true love with Miss Ross, Miss Bancroft's daughter. In the 70 minutes which elapse from Hoffman's arrival home from school to the realization by Miss Ross that he has had an affair with her mother, the pic is loaded with hilarious comedy and, because of this, the intended commentary on materialistic society is most effective. Only in retrospect does one realize a basic, but not overly damaging, flaw that Hoffman's achievements in school are not credible in light of his basic shyness. No matter, or not much, anyway. Only in the final 35 minutes, as Hoffman drives up and down the LA-Frisco route in pursuit of Miss Ross, does the film falter in pacing, result of which the switched-on cinematics become obvious, and therefore tiring, although the experience is made tolerable by the excellent music of Simon and Garfunkel.

**Which review**

1. uses more than one contradiction to make its point?

2. neglects to identify the powerful role played by music in this film?

3. is critical of the rhythm of the film?

4. suggests the film contains elements which are hard to believe?

5. feels an actor's contribution was not appreciated as much as it should have been?

6. makes the point that the story on which the film was based is distasteful?

7. offers the suggestion that this film has become a cinematical reference?

8. looks at the film from different points in time?

9. offers a fleeting glimpse into the unfair way male and female behaviour is judged in society?

10. seems unnecessarily preoccupied by the timing of various elements of the film?

**Your answers:**

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

**D. WRITING (60 points)**

***Part 1. Read the following extract and use your own words to summarise it. Your summary should be between 100 and 120 words long. (15 points)***

Buying things today is so simple. Just enter a shop, say a book store, choose the desired book and pay for it. Long ago, before the invention of money, how did people trade?

The most primitive way of exchange should be the barter trade. In this form of transaction, people used goods to exchange for the things that they had in mind. For instance, if person A wanted a book and he had a spare goat, he must look for someone who had the exact opposite, that is, that someone, say person B, must have a spare book of person A's choice and is also in need of a goat. Having found such a person, the problem does not end here. A big goat may worth not only one book, hence person B may have to offer person A something else, say five chickens. However, he runs the risk of person A rejecting the offer as he may not need the chickens. The above example clearly illustrates the inefficiency of barter trading.

Many years later, the cumbersome barter trade finally gave way to the monetary form of exchange when the idea of money was invented. In the early days, almost anything could qualify as money: beads, shells and even fishing hooks. Then in a region near Turkey, gold coins were used as money. In the beginning, each coin had a different denomination. It was only later, in about 700 BC, that Gyges, the king of Lydia, standardized the value of each coin and even printed his name on the coins.

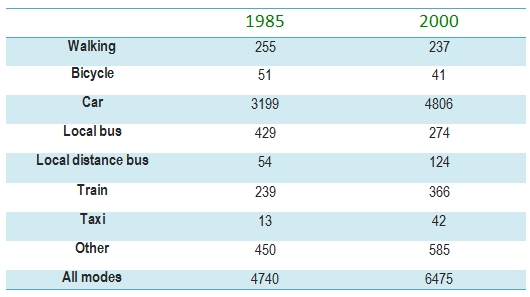
Monetary means of transaction at first beat the traditional barter trade. However, as time went by, the thought of carrying a ponderous pouch of coins for shopping appeared not only troublesome but thieves attracting. Hence, the Greek and Roman traders who bought goods from people faraway cities, invented checks to solve the problem. Not only are paper checks easy to carry around, they discouraged robbery as these checks can only be used by the person whose name is printed on the notes. Following this idea, banks later issued notes in exchange for gold deposited with them. These bank notes can then be used as cash. Finally, governments of today adopted the idea and began to print paper money, backed by gold for the country's use.

***Part 2. Chart description (15 points)***

***The table below gives information about changes in modes of travel in England between 1985 and 2000.***

***Summarize the information by selecting and reporting the main features, and make comparisons where relevant. You should write about 150 words.***

**Average distance in miles travelled per person per year, by mode of travel**

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***Part 3. Essay writing (30 points)***

***Some people claim that tourism can help to bridge cultural gaps between peoples of different nationalities and cultures. Do you agree or disagree?***

***Write your essay about 350 words to give your opinion.***

**------- THE END -------**

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