

TRẠI HÈ HÙNG VƯƠNG
LẦN THỨ XVIII – HÒA BÌNH 2024
HƯỚNG DẪN CHẤM
(*Hướng dẫn chấm gồm 13 trang*)

ĐỀ THI ĐỀ XUẤT
TRƯỜNG THPT CHUYÊN LÊ QUÝ ĐÔN
TỈNH ĐIỆN BIÊN
MÔN: TIẾNG ANH – KHỐI 11

A. LISTENING (50 POINTS)

PART I. Listen to a talk about marine renewable energy and complete the notes below.

Write NO MORE THAN THREE WORDS for each answer from 1 to 10.

(2 points x 10 questions = 20 points)

- | | |
|-----------------------------|----------------------------|
| 1. industry | 2. create/ cause pollution |
| 3. constant | 4. reservoir |
| 5. flowing normally | 6. predictable |
| 7. bay | 8. gates |
| 9. greenhouse gas emissions | 10. migration patterns |

PART II. Listen to a student called Wei Liu, talking to a restaurant manager about a part-time job, and give short answers to the questions from 11-15. Write NO MORE THAN FOUR WORDS AND/OR NUMBERS for each answer.

(2 points x 5 questions = 10 points)

11. a student
12. two evenings a week/ (Thursday and Friday evenings)
13. Serves coffee
14. The owner
15. they are pre-prepared

PART III. Listen to an interview with Patrick Shaw, who works as a pilot for a company that organizes hot-air balloon trips, and decide whether these statements are True (T), False (F). Write your answers in the corresponding numbered boxes provided. The first one has been done for you.

(2 points x 5 questions = 10 points)

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

PART IV. You will hear an interview with two trainee teachers, called Amy and John, about students using smartphones in school. For questions 21-25, choose the answer (A, B, C or D) which fits best according to what you hear.

(2 points x 5 questions = 10 points)

21. D	22. C	23. B	24. A	25. C
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B. LEXICO-GRAMMAR (30 POINTS)

PART I. For questions 1-15, choose the correct answer A, B, C, or D to each of the following questions and write your answers in the corresponding numbered boxes provided.

(1 point x 15 questions = 15 points)

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

PART II. For questions 16-20, the passage below contains 05 mistakes. UNDERLINE the mistakes and WRITE YOUR CORRECTIONS in the numbered space provided in the blanks to complete the passage.

(1 point x 5 questions = 5 points)

- 16. similarly → similar
- 17. newest → latest
- 18. with (reference to) → in preference to
- 19. enlighten → lighten
- 20. had been doing → has been done

PART III. For questions 21-30, write the correct form of each bracketed word in the numbered boxes provided.

(1 point x 10 questions = 10 points)

- 21. memorialize
- 22. fingerprint
- 23. better-known
- 24. eventuality
- 25. preoccupied
- 26. groundbreaking
- 27. academics
- 28. evacuees
- 29. electrification
- 30. triumphant

C. READING (60 POINTS)

PART I. For questions 1-10, choose the correct answer A, B, C, or D to each of the following questions and write your answers in the corresponding numbered boxes provided.

(1 point x 10 questions = 10 points)

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

PART II. For questions 11-20, fill each of the following numbered blanks with ONE suitable word and write your answers in the corresponding numbered boxes provided.

(1 point x 10 questions = 10 points)

11. impacts/effect	12. including	13. as	14. aid/support	15. where
16. least	17. among/amongst	18. with	19. more	20. through

PART III. For questions 21-30, read the following passage 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.

(1 point x 10 questions = 10 points)

21. D	22. C	23. C	24. C	25. B
26. A	27. A	28. C	29. D	30. A

21. D - In 1793, Canada passed a law abolishing slavery and declared that any escaped slaves who came to Canada would be free citizens

22. C - The American antislavery movement was at the height of its activity during the 1800s, when abolitionists developed **the Underground Railroad**, a loosely organized system whereby runaway slaves were passed from safe house to safe house as they fled northwards to free states or Canada. **The term** was first used in the 1830.

23. C - Fugitives= kẻ đào tẩu, người chạy trốn = runaways

24. C - The fugitives hid in wagons under loads of hay or potatoes, or in furniture and boxes in steamers and on rafts =>A

- Boys disguised themselves as girls, and girls dressed as boys =>B

-In one well-known incident, twenty-eight slaves escaped by walking in a funeral procession from Kentucky to Ohio=>D

25. B - The railroad developed its own language. The trains were the large farm wagons that could conceal and carry a number of people. The tracks were the backcountry roads that were used to elude the slave hunters. The stations were the homes and hiding places where the slaves were fed and cared for as they moved north. The agents were the people who planned the escaped routes.

26. A - Elude= lảng tránh, trốn tránh = avoid

27. A - The stations were the homes and hiding places where the slaves were fed and cared for as they moved north.

- People could be hidden there for several weeks, recovering their strength and waiting until it was safe to continue on their journey= Mọi người có thể ẩn náu ở đó trong vài tuần, phục hồi sức lực và đợi cho đến khi an toàn để tiếp tục cuộc hành trình.=>B sai

- Passengers paid no fare and conductors received no pay.=> D sai, còn C thì không đề cập trong đoạn văn.

28. C - The most daring conductor was Harriet Tubman, a former slave who dedicated her life to helping other runaways. Tubman made 19 trips into the South to guide 300 relatives, friends and strangers to freedom. She was wanted dead or alive in the South, but she was never captured and never lost a passenger.

29. D - Although the escape network was never as successful or as well organized as Southerners thought, the few thousand slaves who made their way to freedom in this way each year had a symbolic significance out of proportion to their actual number.

30. A - Runaway slaves usually traveled alone or in small groups. Most were young men between the ages of 16 and 35.

PART IV. Read the passage and do the tasks that follow.

(2 points x 10 questions = 20 points)

31. Section B – vi	36. YES (section A)
32. Section C – ix	37. NOT GIVEN
33. Section D – iv	38. YES (section B)
34. Section E – i	39. NO (section C)
35. Section F – iii	40. NOT GIVEN

PART V. The passage below consists of five sections marked A-E. For questions 41-50, read the passage and do the task that follows. Write your answers (A-E) in the corresponding numbered boxes provided.

(1 point x 10 questions = 10 points)

41. D	42. B	43. E	44. C	45. A
46. E	47. B	48. D	49. A	50. C

41. D

"It's a practice seen by many of my contemporaries as morally questionable

42. B

As Helen Davis, an adolescent psychologist explains, "This type of advertising works subtly to instil insecurity about your appearance, whether it's body shape, skin condition or weight. You are then told a certain product can go a long way towards correcting the problem. Teens are subjected to a constant barrage of messages suggesting which products will enhance their appearance and help them look cool or feel confident, thereby guaranteeing their popularity.

43. E

Many parents and educators feel that teens should become more savvy regarding advertising. "Young people have to be made aware of how their preferences are being manipulated,"

44. C

Emphasizing brand names is another technique directed at young people, who are attracted to the prestige that brands confer. According to school counsellor Andrea Haines, "As the average teenager engages in the difficult task of carving out their identity, the issue of fitting into a peer group becomes paramount. Brands have become badges of membership in a social group."

45. A

And although advertising has been around for many years in one form or another, in recent years, we have seen a worrying trend in the aggressive targeting of younger consumers, who tend to lack media awareness. In fact, advertisers spend more than \$12 billion per year just to reach the youth market alone. Ads aimed at teens are incredibly sophisticated.

46. E

"They could be encouraged to spot product placement, for example, the Benetton shirt on the hero in their favourite TV series or the Nike shoes in an action film, both of which register with them almost without their realizing. "

47. B

Celebrity endorsement of some of these products by stunning young teen icons or social influencers on the Internet strengthens the message still further. Such ads shamelessly play on adolescent anxieties, with the overall message being that you become the person you want to be by making the right purchase.

48. D

According to Helen Davis, psychologists specializing in teenage behaviour are often consulted by advertising agencies targeting young people. "These experts share their knowledge of teenage anxieties, fantasies and emotional and social needs with the advertising industry," she explains. "It's a practice seen by many of my contemporaries as morally questionable." With the help of these insights into the teenage psyche, manufacturers are developing ever more sophisticated marketing strategies to reach young people.

49. A

Ads aimed at teens are incredibly sophisticated. Clever slogans coupled with striking images are part and parcel of many ads. Many ads also have catchy, upbeat music or memorable jingles. The constant repetition of such ads means that when shopping, teens are drawn to that specific soft drink, hamburger or sports shoe

50. C

"Teens don't grasp that sharing a video or meme of a brand they have 'liked' provides free advertising for the manufacturer."

D. WRITING (60 POINTS)

PART I. Summarizing an extract (15 points)

1. Completion: 2 pts

- Neither too long nor too short

2. Content: 4 pts

- Cover the original as a whole.
- Be presented in a neutral fashion.

3. Organization: 3 pts

- The ideas are well-organized

4. Language: 4 pts

- Present the ideas in your own words
- Use a wide range of vocabulary
- Good grammar & structures
- Easy to understand

5. Punctuation and spelling: 2 pts

PART II. Describing graph(s) (15 points)

1. Completion: 2 pts

- Neither too long nor too short

2. Content: 4 pts

- Cover the main information in the chart yet not go into too many details.
- Make general remarks and effective comparisons.

3. Organisation: 3 pts

- The ideas are well organized
- The description is sensibly divided into paragraphs

4. Language: 4 pts

- Use a wide range of vocabulary and structure
- Good grammar

5. Punctuation and spelling: 2 pts

PART III. Essay writing (30 points)

1. Completion: 4 pts

2. Content: 8 pts

- Provide relevant and convincing ideas about the topic, supported by specific examples and/or reasonable justification.

3. Organisation: 8 pts

- Ideas are well organized and presented with unity, cohesion, and coherence.

4. Language: 8 pts

- Demonstrate a wide range of vocabulary and structures.
- Have good use of grammatical structures.
- Present the ideas with clarity.

5. Punctuations and spelling. 2 pts

AUDIO SCRIPTS

PART I. (IELTS 14 – Test 1. Part 4)

Producing enough energy to meet our needs has become a serious problem. Demand is rising rapidly, because of the world's increasing population and expanding **industry**. (Q1) Burning fossil fuels, like gas, coal and oil, seriously damages the environment and they'll eventually run out.

For a number of years now, scientists have been working out how we can derive energy from renewable sources, such as the sun and wind, without **causing pollution**. (Q2) Today I'll outline marine renewable energy – also called ocean energy – which harnesses the movement of the oceans.

Marine renewable energy can be divided into three main categories: wave energy, tidal energy and ocean thermal energy conversion, and I'll say a few words about each one.

First, wave energy. Numerous devices have been invented to harvest wave energy, with names such as Wave Dragon, the Penguin and Mighty Whale, and research is going on to try and come up with a really efficient method. This form of energy has plenty of potential, as the source is **constant**, (Q3) and there's no danger of waves coming to a standstill.

Electricity can be generated using onshore systems, using a **reservoir**, (Q4) or offshore systems. But the problem with ocean waves is that they're erratic, with the wind making them travel in every direction.

This adds to the difficulty of creating efficient technology: ideally all the waves would travel smoothly and regularly along the same straight line. Another drawback is that sand and other sediment on the ocean floor might be stopped from **flowing normally**, (Q5) which can lead to environmental problems.

The second category of marine energy that I'll mention is tidal energy. One major advantage of using the tide, rather than waves, as a source of energy is that it's **predictable**: (Q6) we know the exact time of high and low tides for years to come.

For tidal energy to be effective, the difference between high and low tides needs to be at least five metres, and this occurs naturally in only about forty places on Earth. But the right conditions can be created by constructing a tidal lagoon, an area of sea water separated from the sea.

One current plan is to create a tidal lagoon on the coast of Wales. This will be an area of water within a **bay** (Q7) at Swansea, sheltered by a U-shaped breakwater, or dam, built out from the coast. The breakwater will contain sixteen hydro turbines, and as the tide rises,

water rushes through the breakwater, activating the turbines, which turn a generator to produce electricity.

Then, for three hours as the tide goes out, the water is held back within the breakwater, increasing the difference in water level, until it's several metres higher within the lagoon than in the open sea. Then, in order to release the stored water, **gates** (Q8) in the breakwater are opened.

It pours powerfully out of the lagoon, driving the turbines in the breakwater in the opposite direction and again generating thousands of megawatts of electricity. As there are two high tides a day, this lagoon scheme would generate electricity four times a day, every day, for a total of around 14 hours in every 24 – and enough electricity for over 150,000 homes.

This system has quite a lot in its favour: unlike solar and wind energy it doesn't depend on the weather; the turbines are operated without the need for fuel, so it doesn't create any **greenhouse gas emissions**; (Q9) and very little maintenance is needed. It's estimated that electricity generated in this way will be relatively cheap, and that manufacturing the components would create than 2,000 jobs, a big boost to the local economy.

On the other hand, there are fears that lagoons might harm both fish and birds, for example by disturbing **migration patterns**, (Q10) and causing a build-up of silt, affecting local ecosystems.

There are other forms of tidal energy, but I'll go on to the third category of marine energy: ocean thermal energy conversion. This depends on there being a big difference in temperature between surface water and the water a couple of kilometres below the surface, and this occurs in tropical coastal areas. The idea is to bring cold water up to the surface using a submerged pipe. The concept dates back to 1881, when ...

PART II. (IELTS Expert 7.5, Teacher resource book, Listening 1, Part 1.1)

Manager: Hello, Jobs 4 You, how can I help you?

Wei Liu: Yes, I'm looking for some part-time work. Something in a restaurant, maybe.

Manager: Are you a **student**? (Q11)

Wei Liu: Yes, I'm in my second year at college so I'm only available in the evenings and at weekends at the moment.

Manager: OK, let's have a look at what we've got. Right, well, there's a position as a kitchen assistant available. It's at the Carousel Café down on Swann Street.

Wei Liu: Sorry, could you spell the name?

Manager: Yes, it's C-A-R-O-U-S-E-L.

Wei Liu: Thanks. So, when would I have to work?

Manager: Well, it says here that they need staff for Saturday and Sunday, so that would be OK for you, wouldn't it?

Wei Liu: Yes, it would. I guess the job involves washing the dishes.

Manager: That's right. It says here they have a dishwasher though, so you'd load the dishes and take them out. Oh, but before you do that, you first have to clear the tables in the café and take the dishes into the kitchen for washing.

Wei Liu: Fine. Is there anything else?

Manager: Bellamy's Restaurant is looking for waiting staff. That's not for the weekends though, that would be **two evenings a week – Thursday and Friday** (Q12). You do the things normally associated with that kind of job – taking orders and serving the food. There are also some cleaning duties too.

Wei Liu: That sounds reasonable.

Manager: The final job we've got that might suit you is for a barista.

Wei Liu: A what?

Manager: A barista, you know someone who **serves coffee** (Q13). This job is at a department store all day on a Saturday.

Wei Liu: Oh, in Tanner's?

Manager: No, well, yes. Tanner's has a **new owner** (Q14) and so the name recently changed to Millerby's. It's spelt M-I-double L-E-R-B-Y-apostrophe-S.

Wei Liu: Great, thanks. What would I have to do there?

Manager: You'd need to make and serve hot drinks. They also sell cakes there so you'd need to bake them first thing in the morning. **They're pre-prepared** (Q15) so you wouldn't need to be an expert – just put them into the oven.

PART III. (CAE)

Interviewer: In the studio today is Patrick Shaw, who is a hot-air balloon pilot. Patrick, would you say ballooning is a safe sport?

Patrick Shaw: Hi. Yes, a balloon's a very simple thing: when the air inside is heated, the balloon rises, and to descend, the pilot allows the air to cool. The pilot has complete control of the up-and-down movements. He may not know exactly where the balloon will land, but that doesn't mean he can't control the landing, which is what people are most anxious about. (Q16) The fabric of the balloon is tough - if a bird were to fly into it, it would almost certainly bounce off.

Interviewer: What's the best way to start?

Patrick Shaw: Well, I started as a member of what's called 'ground crew'. That means the people who help with all aspects of the flight, from take-off to landing. It's a job which keeps you on the ground, but it does allow you to see at first hand what balloon flight is all about. (Q17) That's why you do it, and for the fun - don't expect any money in return for your efforts until you become a pilot though. They're the only ones who make a living out of it.

Interviewer: So how difficult is it to become a member of the ground crew?

Patrick Shaw: The job of the ground crew is to assist the pilot. This includes setting up the balloon, and even talking to the occasional nervous passenger, then taking the chase vehicle and following the balloon. When the pilot has located a field for landing, the crew will be informed by radio. The crew must be there before the balloon lands, but every single flight is different in that any change in the wind will mean the crew must adapt to it; this is the main problem since not even the pilot can predict things exactly.

Interviewer: So not anyone can be ground crew?

Patrick Shaw: I'd say that the main skill of ground crew has little to do with the technical aspects of ballooning and more to do with dealing with the public.(Q18) When the balloon is landing, the crew has to ask the landowner for permission to retrieve the balloon, avoiding any conflict and ensuring we're not disturbing or damaging property. And yes, some tasks do require a little bit of strength, but don't worry, the majority don't.

Interviewer: As a pilot, how do you get on with the ground crew?

Patrick Shaw: Pilots must get on with them. I've never treated any of the crew's questions as if they were silly, not even when I've been asked the same question by the same person over and over again. A new crew member has to understand that every task the crew performs is performed in a certain manner for a reason. When I see somebody ignoring an instruction because they can't see the point of it, that makes me very cross.(Q19)

Interviewer: Do you take part in balloon competitions?

Patrick Shaw: Oh, yes, they're fun. Balloons don't race in the normal sense of the word. The objective is to get as close as you can to the target, rather than being the first to finish. And it's tough because unlike most other forms of flying, pilots do not have full control over the direction of flight. Competition pilots, though, have become so skilled in using the wind to their advantage that the difference between first place and third or fourth can be just a few centimetres, which leads to some heated arguments. (Q20)

Interviewer: What makes you such a good pilot, Patrick?

Patrick Shaw: All balloon pilots need a license to fly. They must have at least thirty-five hours of flight instruction, get basic aviation training and pass a written test. But it's the hours of flying after that that gives you total confidence in your skills. You do things that you wouldn't have dared do when you started out. Like gently brushing the bottom of the basket across the top of a bush or tree so that the occupants can pick up a leaf as a souvenir of the flight.

PART IV. (Advanced Trainer 2 practice tests 2020, Test 1, Part 3)

Interviewer: I'd like to hear your views on students using smartphones at school, a topic that's been in the press a great deal recently. Amy, what's your opinion?

Amy: Yes, there's a really interesting debate going on about it. In one school where I worked as a trainee teacher, teachers were concerned that students weren't paying enough attention to the lessons, as they were thinking about when they could next take a look at their phones. In my view, the role of education should be to enable students to assess a situation and then decide if using a smartphone is appropriate – polite – and how long to use it for. (Q21) In another school, I saw a lesson where students had to actually look for pop-up messages selling products aimed at young people on their phones and then there was a class discussion about the ethics of that.

Interviewer: And John, what do you think?

John: But what about the role of parents in this? Don't you think most parents talk about how, where and when to use phones a lot with their children before they allow them to have one, especially if the child's still young?

Amy: You mean they say, you can only use it to talk to friends for one hour a day and not after 7 pm, that sort of thing?

John: Exactly, or ...

Amy: But how do they monitor that? And anyway, lots of parents say things like 'Don't use your phone during dinner' and then they actually do that themselves! (Q22)

John: Or they're always doing internet shopping. They can't expect their child not to do what they themselves are doing, (Q22) I guess. But in my experience, parents do monitor their kids' use of smartphones.

Interviewer: Coming back to smartphone use at school, John, do you think students should be able to use phones in class time?

John: For some things yes, but with limits. I think using the camera should be a no-no, even if students say they want to show a painting they've done or something to their parents.

That'd lead to inappropriate use of phones, I'm sure. Like the record function – as a teacher I wouldn't like students recording me in class. But if they wanted to check a spelling or find out what the capital of Norway is, for instance, that's fine in my book. (Q23) Some teachers let students use phones in maths lessons for difficult calculations and things, but I'd rather students understood how to work it out for themselves.

Interviewer: And Amy, didn't you work in a school where smartphones were banned?

Amy: Yes, when I was doing teaching practice last term as part of my course to become a teacher, the school had just introduced the ban. It didn't go down well with some mums and dads who wanted their child to have a phone in case there was an emergency. There'd just been a police report in the local newspaper about crime near the school, and parents felt young people might need to contact them or the police at any time.

John: I bet the students weren't very happy about the ban either.

Amy: Strangely enough, after the first week, they seemed almost to forget about it! And some even said they enjoyed their teachers' lessons more.

John: Interesting. And actually, in most workplaces you can only use your smartphone during your official breaks; it's part of your terms and conditions when you accept the job. So perhaps it'd be a good idea if more schools looked again at their policy regarding smartphones, so that children get used to the fact that restriction is the norm and not a rule that they think can be easily broken. Of course, there are offices where smartphones are totally forbidden, like where they deal with confidential information, or they're banned when a worker's operating machinery(Q24) because being distracted by their phone might result in an accident.

Interviewer: So, Amy, any final words on this topic?

Amy: Well, there'll always be heated discussions about this sort of thing in education. And sometimes the debate may seem trivial, but schools have to always make sure they're doing the best for students. With new gadgets coming out at such a rate, schools are just keeping pace with what's going on in the wider community.(Q25) And, let's face it, new technology has a huge effect on our lives.

John: And soon, we'll all have forgotten about smartphones because some other piece of technology will be all the rage!

Interviewer: Thank you both.