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|  HỘI CÁC TRƯỜNG THPT CHUYÊNVÙNG DUYÊN HẢI VÀ ĐỒNG BẰNG BẮC BỘ**TRƯỜNG THPT CHUYÊN HOÀNG VĂN THỤ - HÒA BÌNH**  **ĐÁP ÁN ĐỀ ĐỀ XUẤT** | **KÌ THI HỌC SINH GIỎI NĂM HỌC 2022-2023****MÔN THI: TIẾNG ANH LỚP 11****Ngày thi: 15 tháng 7 năm 2023***Thời gian làm bài:* ***180*** *phút (Đáp án gồm: 08 trang)* |

**A. LISTENING (50pts)**

***Part 1:***

***Listen and decide whether the following sentences are true (T) or false (F).***

1. T 2. F 3. F 4. T 5. F

***Part 2:***

***Listen to a talk about how to prevent a food crisis and answer the questions. Write NO MORE THAN FOUR WORDS taken from the recording for each answer in the corresponding numbered boxes provided.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. (A) rapidly increasing population | 2. Financial services and banking | 3. (The) new forbidden fruit | 4. Water wars | 5. Data  |

***Part 3*: *You will hear a discussion in which academics Gordon Mackie and Sophie Blackmore talk about how communication has changed in society. Choose the answer which fits best according to what you hear.***

1. B 2. B 3. C 4. D 5. A

***Part 4: For questions 16-25, listen to a piece of news from the BBC and fill in the missing information. Write NO MORE THAN THREE WORDS taken from the recording for each answer in the spaces provided.***

1. void 17. identified in pyramid

18. up for debate 19. undiscovered gallery

20. drill holes 21.cosmic ray particles

22. obsession to document 23. different philosophies

24. very articulate evidence 25. fascimile

**B. LEXICO-GRAMMAR (30pts)**

***Part 1. Choose the best answer to complete the following sentences.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. C
 | 1. B
 | 1. A
 | 1. B
 | 1. C
 |
| 1. B
 | 1. D
 | 1. B
 | 1. D
 | 1. C
 |
| 1. D
 | 37. D | 38. A | 39. B | 40. D |
| 41. D | 42. A | 43. C | 44. B | 45. A |

***Part 2*. Give the correct form of the words in the brackets.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 46. twitter-pated | 47. extraction | 48.inconsequentially | 49. longueurs | 50.ableism |
| 51.foreshortened | 52. entrenched | 53. homeschooled | 54. dietetics | 55.devil-may-care |

**C. READING (60pts).**

***Part 1: Read the following passage. Fill each blank with ONE suitable word.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 56. prevelent | 57. consideration  | 58. provisions | 59. part | 60. occasions |
| 61. integrate | 62. with | 63. operation | 64. exchanged | 65. irrespective |

***Part 2. Read the following passage and choose the best answer to each question.***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 66. B | 67. A | 68. C | 69.D | 70. C | 71. A | 72. B | 73. D | 74. D | 75. A, C, E |

***Part 3. Answer the questions 1-13, which are based on reading passage below.***

|  |  |  |
| --- | --- | --- |
| 1. (Trans-Atlantic) slave trade
 | 1. (Southern) dialect
 | 1. (African-American) components
 |
| 1. H
 | 80. C | 81. K | 82. F | 83. D |
| 84. I | 85. A | 86. B  | 87. D  | 88. F |

***Part 4. You are going to read an article from The Economist. Seven paragraphs have been removed from the article. Choose from the paragraphs A – H the one which fits each gap (1 – 7).***

***There is one extra paragraph which you do not need to use. Write your answers in the corresponding numbered boxes provided.***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 89. F | 90. C | 91. H | 92. G | 93. A | 94. B | 95. D |

***Part 5*. *Read the passage and choose the destination from A – E. Each destination may be chosen more than once.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 96. B | 97. A | 98. D | 99. A | 100. B |
| 101. C | 102. D | 103. A | 104. C | 105. D |

**D. WRITING (60pts)**

**Part 1.**

**Contents (10 points)**

- The summary MUST cover the following points:

• confusion / mixing of smells

• smells that are difficult to get rid of (when you want to)

• some smells are unpleasant

• nowadays, perfume companies can produce any kind of smell

• many new perfumes are very strange OR strange-smelling perfumes are now common

- The summary MUST NOT contain personal opinions.

**Language use (5 points)**

The summary should:

- show attempts to convey the main ideas of the original text by means of paraphrasing (structural and lexical use),

- demonstrate correct use of grammatical structures, vocabulary, & mechanics (spelling, punctuations,...),

- maintain coherence cohesion, and unity throughout (by means of linkers and transitional devices).

Penalties

- A penalty of 1 point to 2 points will be given to personal opinions found in the summary.

- A penalty of 1 point to 2 points will be given to any summary with more than 30% of words copied from the original.

- A penalty of 1 point will be given to any summary longer than 130 words or shorter than 90 words.

**Part 2. (15 points)**

**Contents (10 points)**

- The report MUST cover the following points:

• Introduce the charts (2 points) and state the striking features (2 points)

• Describe main features with relevant data from the charts and make relevant comparisons (6 points)

- The report MUST NOT contain personal opinions. (A penalty of 1 point to 2 points will be given to personal opinions found in the answer.)

**Language use (5 points)**

The report should:

- demonstrate a wide variety of lexical and grammatical structures,

- have correct use of words (verb tenses, word forms, voice,...); and mechanics (spelling punctuations,...).

***Model Answer***

These two graphs present information about sales in pounds sterling of three different kinds of music. Taken together, the graphs cover five decades, from the 1960s to 2003. The graphs show that the popularity of pop music, classical music and rock has changed dramatically over the years.

In the 1960s, classical music was by far the most popular type of music, yet throughout the following decades its popularity steadily declined. The top graph indicates that, as an exception, classical music sales increased by almost a billion pounds in 2002 before falling again to the previous low in the following year.

In contrast, the popularity of pop music has had a constant and dramatic upward trajectory from the 1960s to the 1990s. This trajectory is interrupted, however, in 2000, 2002, and 2003, and sales from pop music end 2003 earning a billion pounds less than they earned in 2001. Still, it has been the most popular type of music since approximately 1988.

Finally, the popularity of rock music has gone through many rises and falls. It rose rapidly in the 60s and 70s, and was the most popular type of music then, before falling sharply in the 90s.

(198 words)

**Part 3. (30 points)**

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

**1. Task achievement** **(10 points)**

a. All requirements of the task are sufficiently addressed.

b. Ideas are adequately supported and elaborated with relevant and reliable explanations, examples, evidence, personal experience, etc.

**2. Organization (10 points)**

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

b. The essay is well-structured:

• Introduction is presented with a clear thesis statement introducing the points to be developed.

• Body paragraphs develop the points introduced with unity, coherence, and cohesion. Each body paragraph must have a topic sentence and supporting details and examples when necessary.

• Conclusion summarises the main points and offers personal opinions (prediction, recommendation, consideration,...) on the issue.

**3. Language use (5 points)**

a. Demonstration of a variety of topic-related vocabulary

b. Excellent use and control of grammatical structures

**4. Punctuation, spelling, and handwriting (5 points)**

a. Correct punctuation and no spelling mistakes

b. Legible handwriting

Model Answer

It is true that we do not recycle enough of our household waste. Although I accept that new legislation to force people to recycle could help this situation, I do not agree that a recycling law is the only measure that governments should take.

In my view, a new recycling law would be just one possible way to tackle the waste problem. Governments could make it a legal obligation for householders to separate all waste into different bins. There could be punishments for people who fail to adhere to this law, ranging from a small fine to community service, or even perhaps prison sentences for repeat offenders. These measures would act as a deterrent and encourage people to obey the recycling law. As a result, the improved behavior of homeowners could lead to a clean, waste-free environment for everyone.

However, I believe that governments should do more than simply introduce a recycling law. It might be more effective if politicians put education, rather than punishment, at the center of a recycling campaign. For example, children could be taught about recycling in schools, and homeowners could be informed about the environmental impact of household waste. Another tactic that governments could use would be to create stricter regulations for the companies that produce the packaging for household products. Finally, money could also be spent to improve recycling facilities and systems, so that waste is processed more effectively, regardless of whether or not people separate it correctly in the home.

In conclusion, perhaps we do need to make recycling a legal requirement, but this would certainly not be the only way to encourage people to dispose of their waste more responsibly.

(275 Words – IELTS: Band 9)

**TAPESCRIPTS**

**Part 1: You are going to hear an interview with a chef called Heston Blumenthal about the process of eating. Decide whether these statements are true (T) or false (F).**

**Interviewer:** I’m talking to chef Heston Blumenthal. Now, Heston, most of us think that the business of eating is pretty simple, don't we? We eat things and we like the taste of then or we don't, but you reckon it's more complicated than that, don't you?

**Chef: Yes, eating is a process that involves all the senses. Any notion that food is simply about taste is misguided.**

**Try eating a beautifully cooked piece of fish off a paper plate with a plastic knife and fork - it is not the same.**

**Interviewer**: So how does taste operate then?

**Chef:** The sense of taste can be broken down into five basic categories, all of which happen in the mouth and nowhere else. These categories are: salt, sweet, sour, bitter and umami - the most recently identified taste. There is a current theory that fat is a taste but this has yet to be proved. **We have up to 10,000 taste buds on the tongue and in the mouth. These regenerate, so the receptors we use today will not be the same as were used a couple of days ago.** When we eat, taste buds on our tongue pick up taste but not flavour. The molecules in food that provide flavour pass up into the olfactory bulb situated between the eyes at the front of the brain. It contains hundreds of receptors that register molecules contained in everything that we eat and smell. This is where the flavour of the food is registered.

**Interviewer:** OK, so our sense of smell is connected with flavour rather than taste? Is that what you're saying?

**Chef:** That's right, Smell and taste are registered in different parts of the head. There is a simple but effective and enjoyable way of demonstrating this. Have ready some table salt and biscuits, fruits or anything easy to eat. Squeeze your nostrils tightly enough to prevent breathing through them, but not so tight as to hurt. Take a good bite of biscuit or fruit and start chomping, making sure the nostrils remain clenched. You'll notice that it is impossible to perceive the flavour or smell of the food being eaten. **Now, with nostrils still squeezed and food still in the mouth, lick some salt. Although it was impossible to detect the flavour of the food that was being eaten with clenched nostrils, the taste of the salt is unhindered.** Finally, let go of your nostrils and notice the flavour of the food come rushing into your headspace.

**Interviewer:** I’ll definitely try that some time. So what you're saying is that all the senses can affect your experience when you eat?

**Chef:** Yes, the brain has to process information given to it by other senses while we are eating, sometimes with surprising results. Here's another example. **A few years ago at a sommelier school in France, trainee wine waiters were put through a routine wine tasting. Unknown to them, a white wine that they had just tasted had been dyed red a non-flavoured food dye, then brought back out to taste and evaluate. Something very interesting happened. They are all made notes on the assumption that the wine was what it looked like - red. In this case, the eyes totally influenced taste perception.**

**Interviewer:** OK, so it's not just about taste, all the senses are coming into play in different ways.

**Chef:** Yes, and as well as allow us to enjoy food, the senses act as warning systems, taste being the last of the sensory barriers, and bitterness the last of the taste barriers. **A natural aversion to bitterness can prevent us from eating foods that could be harmful, although it appears that we have the ability to modify such basic likes and dislikes. For example, we generally grow to like bitter foods such as tea, coffee and beer as we grow older.**

**Interviewer:** What got you interested in this business of the role played by various senses in the experience of eating? Was it just professional curiosity?

**Chef:** Well, I began thinking about this whole subject a couple of years ago when I noticed that more and more customers at my restaurant were commenting on the fact that the red cabbage with grain-mustard ice cream served as an appetiser just got better each time they ate it. This was the only dish on the menu whose recipe had not changed over the past year. It seemed that the barrier being presented with this dish was the vivid purple color of the Cabbage, a color not normally associated with food. To some diners, the initial difficulty of accepting this color interfered with the appreciation of the dish, but as they got used to it, they lost their inhibition and simply enjoyed its flavour.

**Interviewer:** I see. Now, of course the sense of smell must come…

***Part 2.***

***Listen to a talk about how to prevent a food crisis and answer the questions. Write NO MORE THAN FOUR WORDS taken from the recording for each answer in the corresponding numbered boxes provided.***

[**https://www.youtube.com/watch?v=BsJWzkuX-Dw&t=37s**](https://www.youtube.com/watch?v=BsJWzkuX-Dw&t=37s)

- By 2039, the world will look and feel very different. The rate of change is itself speeding up and 20 years from now power will have shifted dramatically. So who might be up and who might be down, twenty years from now? Let me take you on a journey of possibles. Up, Africa. **A rapidly increasing population** could fuel Africa's surging economic growth. With a pool of young, better educated and globally connected workers. But the biggest revolution in Africa might be the spread of vast, super arrays of far cheaper solar panels. To quote one energy guru… “The world will have learn to put solar panels where the sun actually shines”

- Also up, China. THE superpower. After cornering many of the world’s vital raw materials, could it now control both its own people and many other countries struggling to repay its loans. Could we see a world where China exerts its influence through movies and music too? But if there are winners, which countries could be losers by 2039? Down, perhaps most of Europe. **Financial services and banking** will be overwhelmingly driven by A.I. So Europe loses much of its global edge. Parents who once urged children to become lawyers and doctors, beg them to become designers, artists, even actors. Anything creative - not easily done by robots. Down but not out, the United States of America. Eclipsed by China and paying a price for getting late to wind and solar.

- Also down, the Middle East. Largely ignored internationally because no one needs its oil and gas anymore. So what commodities could be driving the future in 2039? Fossil fuels have become the **new forbidden fruit**. Oil has lost most of its value, alternative fuels plus a collapse in the use of plastics has seen to that. Water, clean water, will be more precious than ever. **Water wars** have replaced oil wars, along the Nile or any mighty river. Conflicts could break out as states closest to the sea fight those further upstream, accused of taking too much of the water.

- **Data** however will be king. By 2039, more and more is being bought and sold. Mostly illegally and in secret. All governments will rely on data as THE method of control. Some countries will have followed the Scandinavian lead. By choosing near-total transparency - of tax returns, earnings, lifestyles to reduce the secret data threat. And more and more citizens everywhere could be fighting back - becoming data refuseniks. Fed up with the negative effects of social media, will they simply abandon cyberspace wherever they can? Minimising their electronic footprint even reverting to writing and delivering private messages by hand.

**Part 3: You will hear a discussion in which academics Gordon Mackie and Sophie Blackmore talk about how communication has changed in society. Choose the answer which fits best according to what you hear.**

Interviewer Today we’re discussing language, and the role it plays in society. I’m joined by Professor Gordon Mackie and Dr Sophie Blackmore, from Belmont College. Gordon, communication is at the heart of your latest book, isn’t it?

Speaker 1 Exactly so. You only need to watch news reports or read newspaper articles from just a few years ago to see that communication has changed dramatically in the last few decades. And I’ve obviously devoted a lot of the book to digital communication. We simply cannot ignore how it’s transformed the way we express ourselves, and even the slang we use**. But the point isn’t that these changes are having an adverse impact on language. Not at all. My mission is to show how that view’s a myth because, if anything, our language has never been richer.**

Speaker 2 It sounds fascinating! So often in our academic work we deal with the obscure and highly theoretical aspects of linguistics rather than highlight the beauty of everyday communication.

Speaker 1 Thanks, Sophie. Yes, and what you say about the nature of academic research is particularly true in my field of expertise, historical linguistics. I spend my time exploring how the so-called rules of grammar and spelling have evolved, and the origins of certain taboo expressions. **But it’s important that I never lose sight of my primary task, which is to gather evidence of the type of language being used at particular times**. My role isn’t to suggest how language should be, it’s to describe how it is, or in my case, how it once was. **I preserve documents, not language usage!**

Speaker 2 My role is somewhat different. I do discuss the features that make up effective communication because I teach essay-writing classes. Many university students have a tendency to confuse adopting an appropriate tone with introducing an unnecessarily complex style. Now clearly, university essays should fulfil the conventions of academic writing, and be error-free. **However, those things are important only insofar as they help you achieve the key goal, which is to be understood**. You may have persuasive arguments, clear evidence, maybe even ground-breaking theories, and that’s great. **But unless they’re expressed in way that is accessible to the reader, your writing cannot be deemed a success.**

Speaker 1 And you also research pragmatics, don’t you? You’ve published a lot on the nature of social interaction.

Speaker 2 That’s right. Writers choose which information to present, and whether to convey it in an emotional or neutral way. They decide how best to engage the reader. Then, the reader analyses that information and compares it with their existing knowledge. I highlight that point in my classes using the example of social media. **When we post something to our network, our followers are already aware of the background. Our intended audience will immediately see the point we’re making without us joining all the dots for them. But a stranger might see the same post and interpret it in a completely different way.**

Speaker 1 Then there’s text language, which has its own particular style and structure. I know it’s frowned upon by schools currently, but it’ll eventually be studied in the same way that pupils study any other form of writing. After all, it’s very inventive. And it’s remarkable how universal standards are being adopted within text language. For instance, young people from different cultures can use instant messaging and text language to understand one another without language barriers.

Speaker 2 Yes, it’s evolved very quickly. **But do you really envisage it appearing on a school syllabus? I can’t see any prospect of that**. And that’s a shame because of course, text language is increasingly accepted by more of the population.

Interviewer And do you…

***Part 4: For questions 16-25, listen to a piece of news from the BBC and fill in the missing information. Write NO MORE THAN THREE WORDS taken from the recording for each answer in the spaces provided.***

Researchers recently discovered **a void** in the Great Pyramid they hadn’t known about before.

By void, we mean a space that’s almost 100 feet long. The journal “Nature”, which details the

finding, says this is the first time since the 1800s that a space this significant has been **identified**

**in the pyramid**. But whether it adds to the structure’s mysteries or answers ancient secrets is **up**

**for debate**. A spokesman for Egypt’s government says there’s no evidence that suggests this

space leads to an **undiscovered gallery** or burial chamber. And archaeologists point out that the

pyramid has other voids, so this could just be one that hadn’t found yet.

Still, there are a lot of unanswered questions about the Great Pyramid, and researchers hope this

discovery will help them learn how it was built. They’re not allowed to **drill holes** or use cameras.

To identify this void, they used equipment to track **cosmic ray particles** insides the structure. But that’s not the only way in which modern technology is helping archaeologists study ancient

history.

The magic is seeing this with candlelight. – Adam Low freely admits that he’s a man with

**obsession to document** the tomb of an ancient Egyptian pharaoh, Seti I. “The tomb actually tells us how the people from 3,500 years ago think different things, have

**different philosophies,** value different things. The way they thought can be read through the **very articulate evidence** that’ on the walls of these tombs. And if we can really build a dialogue that crosses time and use technology to help that, I think we’re at an incredibly exciting moment.” - Just a room, you think, but what a room. Known among Egyptologists as “the Hall of beauties,”

what’s just astonishing is that this is, in fact, a **facsimile**, a precise recreation in a museum in

Switzerland of how the room looked exactly 200 years ago, when the tomb was discovered.

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