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| SỞ GD & ĐT NGHỆ AN**LIÊN TRƯỜNG THPT** **QUỲNH LƯU – HOÀNG MAI****NGUYỄN XUÂN ÔN –DIỄN CHÂU 2****NGHI LỘC 3- THÁI HÒA – CỜ ĐỎ** | **KỲ KHẢO SÁT HSG LIÊN TRƯỜNG LỚP 12** **NĂM HỌC 2024-2025****ĐÁP ÁN VÀ HƯỚNG DẪN CHẤM ĐỀ THI CHÍNH THỨC****Môn Tiếng Anh – Lần 1** |

**SECTION A – LISTENING (50 pts)**

**Part 1. 15 x 2 pts = 30pts**

|  |  |  |
| --- | --- | --- |
| 1. east coast | 2. area | 3. isolated showers |
| 4. north-west | 5. thundery | 6. thunderstorms |
| 7. foggy patches | 8. bright | 9. two thunderstorms |
| 10. 29 to 30 | 11. mostly cloudy skies | 12. Scotland |
| 13. 21 degrees | 14. early thirties | 15. mini-heatwave |

**Part 2. 5 x 2 pts = 10 pts**

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

16. Student aged 18 to 25 may get summer jobs the Jersey Farm Company. F

17. Serving guests, setting and clearing tables and washing dishes on site belong to catering jobs. T

18. The administrative jobs include preparing food such as salads or sandwiches, as well as polishing glassware or helping out in the hotel and restaurant at the farm. F

19. Students could work as a lorry driver if they have a valid driving license. T

20. Students can earn a bit less than the student rate at the time. F

**Part 3. 5x 2 pts = 10 pts**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 21. B | 22. C | 23. B | 24. C | 25. D |

#### 21. What did Sam Glucksberg's experiment test?

#### A. The effectiveness of collaborative work.B. The impact of incentives on problem-solving speed.C. The role of relaxation in creativity.D. The difference between physical and mental tasks.

**Answer: B**

#### 22. What was the surprising result of Glucksberg's experiment?

#### A. The incentivized group solved the problem faster.B. Both groups performed equally well.C. The group with no incentive solved the problem faster. D. The incentivized group didn't complete the problem.

**Answer: C**

#### 23. When do incentives tend to work well, according to the talk?

#### A. When tasks are creative and complex.B. When tasks are repetitive and simple.C. When tasks involve teamwork.D. When tasks require innovation.

**Answer: B**

#### 24. What did Dan Ariely's study reveal about large rewards?

#### A. They significantly improved performance on complex tasks.B. They had no effect on performance.C. They worsened performance on complex tasks.D. They motivated people to work harder.

**Answer: C**

#### 25. What is suggested as an effective way to motivate people for complex tasks?

#### A. Encouraging competition among employees.B. Providing more supervision.C. Offering higher financial rewards.D. Giving workers freedom to choose their work conditions.

**Answer: D**

#### SECTION B – LEXICO – GRAMMAR (20 pts)

**Part 1. 12 x 1 pt = 12 pts**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. C | 2. A | 3. A | 4. A | 5. B | 6. C |
| 7. C | 8. D | 9. B | 10. B | 11. B | 12. B |

1. I made a new cake for the village fair. \_\_\_\_\_\_\_\_\_ the recipe precisely, I expected it to be dry, but it was very tasty.

A. Not to follow B. Not following C. Not having followed D. Not followed

2. It’s feared that after severe flooding there might be an **\_\_\_\_\_\_\_\_\_** of cholera because water supplies have been contaminated.
 A. eruption B. breakthrough C.invention D. outburst

3. She doesn't mind working overtime because she gets paid \_\_\_\_\_\_\_\_ .
 A. by the hour B. all the hour C. at the hour D. in the hour
4. To begin with, the offer sounded excellent. However, we \_\_\_\_\_\_\_\_ after we discovered some financial issues connected with it.
A. turned it down B. gave it away C. used it up D. made it up

5. Since you are aware of being allergic to cats and rabbits, you \_\_\_\_\_\_\_\_\_ have bought this lovely Persian.

A. can’t B. oughtn’t to C. needn’t D. mustn’t

6. I see you've made the same mistake \_\_\_\_\_\_\_\_ again.
 A. ever B. still C. yet D. not
7. Candidates are advised to dress formally to make a good......on job interviewers.

 A. impress B. impressively C. impression D. impressive

8. It is advisable that the apprentice should be......to learn the ins and outs of the new job.

 A. permissive B. noticeable C. acceptableD. observant

9. The cinema is no longer as popular as it was in the 1930's and 1940's, but it is still an important \_\_\_\_\_\_ of entertainment.

A. status B. source C. origin D. prospect

Choose the correct answer A, B, C, or D to**indicate the word(s) CLOSEST in meaning to the underlined word(s) in the following question.**

10. I though the boss would **pat me on the back** and say, “Well done”. Instead, he fired me.

 A. scold me B. praise me C. discourage me D. hit me in the back

Choose the correct answer A, B, C, or D**to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in the following question.**11**.**Lan admitted that she **was a bundle of nerves** when she had to sing in front of a large audience the first time.

**A**. felt nervous **B**. stayed calm **C**. became worried **D**. got motivated

Choose the correct answer A, B, C, or D to indicate the sentence that best completes the following exchange.
12.*Tim and Anne are discussing modern technologies.*

- **Tim**: “Modern technologies are beneficial to our relationships.”

- **Anne**: “ \_\_\_\_\_\_ . We can keep in touch with each other thanks to them.”

 **A**. I don’t think so **B**. I go along with you

 **C**. That’s not what I’m thinking **D**. It’s hard to say

***Your answers:***

**Part 2. 8 x 1 pt = 8 pts**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Line** | **Mistake** | **Correction** |  | **Line** | **Mistake** | **Correction** |
| 13. | **1** | people share | people who share | 17. | **9** | Fortunately | Unfortunately |
| 14. | **3** | by | at | 18. | **10** | failing | breaking |
| 15. | **4** | Having accepted | Having been accepted | 19. | **11** | many | every |
| 16. | **7** | because of/ of | because / - | 20. | **13** | Down | out |

**SECTION C – READING (70 pts)**

**Part 1. 15 x 1 pt = 15 pts**

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

**Part 2. 15x 1 pt = 15 pts**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 16. more | 17. every | 18. accessible | 19. largely  | 20. consisdered |
| 21. that  | 22. made | 23. our | 24. when | 25. many |
| 26. involved | 27. educating | 28. rather | 29. among | 30. cross |

**Part 3. 7 x 2 pts = 14 pts**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 31. D | 32. A | 33. C | 34. C | 35. A | 36. A | 37. C |

**Part 4.** **13 x 2 pts = 26 pts**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 38. iii | 39. i | 40. v | 41. iv | 42. vi |
| 43. ix | 44. vii | 45. F | 46. F | 47. T |
| 48. F | 49. NG | 50. T |  |  |

**SECTION D – WRITING (60 pts)**

**Part 1. 5 x 2 pts = 10 pts**

1. On no account should young children be left unattended.

2. He is not in the mood for doing/ to do anything energetic today.

3. Our strict teacher won’t stand FOR swearing in his classroom.

4. The poor woman died with nothing to her name/ having nothing to her name/ without anything to her name.

5. They were lost for words.

**Part 2. (20 pts)**

***Length (1pt):*** 120 – 150 words

***Ideas (10 pts):***

- Opening

- An appropriate language use for making proposals

- Closing

***Organization and Style (2pts):*** Formal letter

***Vocabulary and grammar (7pts)***

**Part 3. (30 pts**): 300-350 words

The mark given to part 3 is based on the following criteria:
***1. Task achievement (15 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 (3 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 (10 points)***a. Demonstration of a variety of topic-related vocabulary
b. Excellent use and control of grammatical structures
***4. Punctuation, spelling, and handwriting (2 points)***a. Correct punctuation and no spelling mistakes
b. Legible handwriting

**TOTAL: 200 points/10 = 20 points**

**TAPESSRIPTS**

**Part 1.**

Hello and good morning! Well, we’re off to a good start in the south this week, as most of
the rain from the weekend has disappeared – just a few patches of cloud and maybe some
showers here on the east coast. They’ll all clear up by lunchtime, though. Over the next day or
so, London and the area around Kent can expect a couple of isolated showers, but mostly dry
through until Thursday.
It’s not such good news for the north-west this week, I’m afraid: more wet weather, and not a
lot of sunshine. Some of today’s showers will be heavy – and even thundery in Manchester and
across the Pennines. Leeds will escape the thunderstorms, with drizzle and light rain only
throughout the rest of the day and tonight.
Elsewhere it becomes dry today, but with some foggy patches towards Wales. In England,
tomorrow morning will see a dry, bright start in most places, with high temperatures
throughout the week. We might see one or two thunderstorms appearing as the week goes
on, with temperatures everywhere at 29 to 30 degrees.
By the weekend, unfortunately, the dry weather will make way for mostly cloudy skies and
rain. The rain will move from Scotland, down towards the north and reach the south coast by
Saturday afternoon. Temperatures, at least, will stay mostly warm at around 21 degrees for
the weekend. It might feel like a nice change from the high twenties and early thirties we’ll see
in the week. That’s all from me until tomorrow. Enjoy the mini-heatwave while you can!

**Part 2.**

***You will hear a radio report about summer jobs for students. For questions 9 to 18, complete the sentences.***

**David:** Now that summer is here, students start wondering about work and how to make a bit of money over the holidays. Our reporter, Jane Stevens, has looked into possibilities of summer jobs and has come up with a few promising suggestions. Hello Jane.

**Jane**: Thank you David. Well, I've got some very interesting possibilities for students who aren't afraid of hard work. They are at the Jersey Farm Company, which caters a lot of social functions, such as weddings during the summer. They are looking for students between the ages of 18 to 24. The work last, from the 15th of July until the end of August, which is about six weeks all told, the work falls into two basic categories, catering and administrative jobs. They are looking for people for both sides of the business. On the catering side, you'd be working at a social function at least twice a week. For example, at a wedding, the catering staff is responsible for serving guests and of course setting and clearing tables and washing dishes on site. For the rest of the time, you work behind the scenes, preparing food such as salads or sandwiches, as well as polishing glassware or helping out in the hotel and restaurant at the farm itself. On the administrative side, there are jobs reception clocks, which means you deal with the organizational side of things. This includes dealing with bookings by phones, seating arrangements, receiving guests and showing them to their tables, etc. Other jobs include handling the constant stream of inquiries, Jersey Farm receives by email and fax, and the filing that has to be done. This is for the computer literate among you. So, if you want a desk job, apply soon. Another possibility is also with the same company, but in deliveries. Jersey Farm provides this area with fresh dairy produce and vegetables. If you have a valid driving license, you could work as a lorry driver. You'd be making deliveries early in the morning to local restaurants and supermarkets, as well as collecting various things for the catering company from local suppliers. Payment is approximately 8 pounds an hour, which is just a little more than the student rate. And as for the work, they guarantee a minimum of 30 hours a week, but you have to arrange your own student tax forms. For those of you staying in the area this coming academic year, there is a possibility of a part-time evening job in the farm restaurant or bar. Inquiries can be made at the office. Phone 164287-33220. So that's about it for now. Next week, I'll have details of fruit picking jobs on local farms too.

**Part 3.**

So, we think we know how to motivate people, right? Offer them a reward. Do this and you’ll
get this. Do this faster, earn more money. Do this better than everyone else, here’s a
promotion. We offer incentives when we want people to do things. We do it at work, at school,
even at home with our kids. Tidy your room and you can watch TV.
But when social psychologists test whether incentives work, they get surprising results. Sam
Glucksberg, from Princeton University, America, set people a problem to solve and told them
he was going to time them to see how long they took. Then he put them in two groups. He
offered one group a reward for finishing fast. Five dollars for anyone finishing in the top 25
per cent and 20 dollars for the person who finished the fastest of all. To the other group he
offered no incentive, but he told them he was going to use their times to calculate an average
time.
The first group, the ones with the reward, solved the problem faster, you’d think, right? Well,
no, they actually took three and a half minutes longer than the group who just thought they
were being timed. Incentive didn’t work. In fact, it made them slower. This experiment has
been repeated, with the same results, many times. But in business we still offer bonuses,
promotions and rewards to staff.
That’s fine if we want them to do something simple, like chop wood. We’ll pay you more if you
chop the wood faster. An incentive works then. But if we want someone to do something
complex, something creative, something where they have to think, rewards don’t work. They
might even have the opposite result, and make people perform worse. Another study, by Dan
Ariely, showed that the bigger the reward, the worse the subjects performed on a complex
task. The reward made them focus so hard on the result that they couldn’t think creatively any
more.
And this all matters because more and more simple jobs will become automated. We’ll be left
with creative, problem-solving jobs that computers will never do. And we need to find a way to
motivate people to do those jobs when we’ve proved the traditional incentives don’t work.
So what does work? Giving your workers freedom; freedom to work on the things they want to
work on, freedom to choose when, where and how they work. Want to work from home three
days a week, get up late and work into the night instead? Fine. Just do the job well. And
evidence shows people who choose the way they work get results. Companies that give
employees time during the week to work on things that interest them and are not part of their
regular job achieve amazing things. Some of the big tech companies are good examples of
this, with ping-pong tables and areas to relax in …