

TRẠI HÈ HÙNG VƯƠNG LẦN THỨ XIX
PHÚ THỌ 2025

KỶ THI CHỌN HỌC SINH GIỎI
MÔN: TIẾNG ANH – KHỐI 10

HƯỚNG DẪN CHẤM ĐỀ THI ĐỀ XUẤT

(Hướng dẫn chấm gồm 08 trang)

SECTION I. LISTENING (50/200 points: 2 points/each correct answer)

Part 1. (14 points: 2 points/each correct answer)

1. (a) taxi/cab	2. city centre/center	3. door-to-door	4. reserve (a seat)
5. (the) 17th(of) October	6. Janet Thomson	7. 3303 8450 2045 6837	

Part 2. (16 points: 2 points/each correct answer)

8. synthetic pesticides	9. discoloration	10. deadlines for delivering	11. blemishes
12. organic solution	13. irrigation	14. state regulations	15. ladders/ metal baskets/ ladders, metal baskets

Part 3. (10 points: 2 points/each correct answer)

16. F	17. T	18. T	19. F	20. F
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Part 4. (10 points: 2 points/each correct answer)

21. D	22. C	23. B	24. C	25. A
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SECTION II. GRAMMAR AND VOCABULARY (30/200 points: 1 point/each correct answer)

Part 1. (15 points: 1 point/each correct answer)

26. B	27. A	28. A	29. B	30. B
31. A	32. D	33. D	34. D	35. C
36. A	37. C	38. C	39. A	40. B

Part 2. (5 points: 1 point/each correct answer including correction)

No	Mistake	Correction
41	affirmation	affirmative
42	to have been talking	talking
43	that all much	all that much/ that much
44	diminish	diminishing
45	on	up

Part 3. (10 points: 1 point/each correct answer)

46. typically	47. dramatised	48. graceful	49. precedence	50. unhindered
51. professionalised	52. spontaneity	53. indefensible	54. luxuriating	55. unilateral

SECTION III: READING (60 points)**Part 1. 10 points (1.0 point/ correct answer)**

56. C	57. B	58. D	59. A	60. B
61. A	62. A	63. C	64. A	65. A

Part 2. 10 points (1.0 point/ correct answer)

66. left	67. wreaked	68. with	69. set	70. patterns
71. being	72. response	73. financial	74. down	75. harmony

Part 3. 10 points (1.0 point/ correct answer)

76. B	77. C	78. C	79. B	80. D
81. B	82. A	83. C	84. D	85. C

Part 4. 20 points (2.0 points/ correct answer)

86. v	87. ii	88. iv	89. vii	90. i
91. iii	92. T	93. F	94. NG	95. F

Part 5. 10 points (1.0 point/ correct answer)

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

SECTION V: WRITING (60 points)

Part 1. (20 points)

Contents (10 points)

The report MUST cover the following points:

- Introduce the bar chart (2 points) and state the striking features (2 points)
- Describe main features with relevant data from the charts and make relevant comparisons (6 points)

Language use (10 points)

The report:

- should have correct use of words (verb tenses, word forms, voice...) and mechanics (spelling, punctuations,)
- should demonstrate a wide variety of lexical and grammatical structures

Part 2: (40 points)

1. Task achievement (10 points)

- All requirements of the task are sufficiently addressed.
- Ideas are adequately supported and elaborated with relevant and reliable explanations, examples, evidence, personal experience, etc.

2. Organization (20 points)

- Ideas are well organized and presented with coherence, cohesion, and unity.
- 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 summarizes the main points and offers personal opinions (prediction, recommendation, consideration, ...) on the issue.

3. Language use (10 points)

- Demonstration of a variety of topic-related vocabulary
- Excellent use and control of grammatical structures

LISTENING TAPE SCRIPTS:

PART 1. (adapted from ***CAMBRIDGE IELTS 7, Test 1***)

MAN: Hello, this is Land Transport Information at Toronto Airport. How may I help you?

WOMAN: Oh, good morning. Um. I'm living to Toronto Airport next week, and I need to get to a town called um, Milton. Could you tell me how I can get there?

MAN: Milton, did you say? Let me see. I think that's about 150 miles southwest of here. In fact it's 147 miles to be exact, so it'll take you at least say, three to four hours by road.

WOMAN: Wow! Is it as far as that?

MAN: Yes, I'm afraid so. But you have a number of options to get you there and you can always rent a car right here at the airport, of course.

WOMAN: Right. Well, I don't really want to drive myself, so I'd like more information about public transport.

MAN : OK. In that case, the quickest and most comfortable is a cab and of course there are always plenty available. But it'll cost you. You can also take a Greyhound bus or there's an Airport Shuttle Service to Milton.

WOMAN : Hmm, I think for that kind of distance **a cab** would be way beyond my budget. But the bus sounds OK. Can you tell me how much that would cost?

MAN : Sure. Let's see. That would be \$15 one way. or \$27.50 return... that's on the Greyhound.

WOMAN : Oh. that's quite cheap, great! But where does it stop in Milton?

MAN : It goes directly from the airport here to the **City Centre** and it's pretty fast. But you have to bear in mind that there is only one departure a day, so it depends what time your flight gets in.

WOMAN : Oh. of course. Hang on, we're due to get there at 11.30 pm.

MAN : Hmm, too bad. the bus leaves at 3.45, so you would have quite a wait more than 4 hours.

WOMAN : Oh. I see. Well, what about the Shuttle you mentioned?

MAN : OK. that's the Airport Shuttle that will take you from the airport right to your hotel or private address. It's a **door-to-door** service and it would suit you much better, because there's one every two hours.

WOMAN : So how much does that cost?

MAN : Let's see. Yeah, that's \$35 one way, \$65 return, so I guess it's a bit more expensive than the Greyhound.

WOMAN : Oh, that doesn't sound too bad, especially if it'll take me straight to the hotel.

MAN : But you do need to **reserve a seat**.

WOMAN : OK, is it possible to make a booking right now? Through you?

MAN : Sure.

MAN : OK, I just have to fill this form out for you. So what date do you want to book this for?

WOMAN : The 16th **of October** oh, no, sorry, that's my departure date. I arrive on the **17th**, so book it for then, please.

MAN : So. that's the Toronto Airport Shuttle to Milton. And this is for just one person or... ?

WOMAN : Yes, just me, please.

MAN : Right. And you said your expected time of arrival was 11.30. So if I book your Shuttle for after 12.00 let's say, 12.30: that should give you plenty of time to, you know, collect your baggage, maybe grab a coffee?

WOMAN : Yeah, that sounds fine, as long as we land on time!

MAN : Well, we'll take your flight details so you don't need to worry too much about that. Now, what about the fare? What sort of ticket do you want? One way or . . . ?

WOMAN : Yes, that'll be fine, provided I can book the return trip once I'm there.

MAN : No problem just allow a couple of days in advance to make sure you get a seat. And what's your name, please?

WOMAN : Janet. Janet Thomson.

MAN : Is that Thompson spell with a 'p'?

WOMAN : No. its **T-H-O-M-S-O-N**.

MAN : OK. And you'll be coming from the UK? What flight will you be travelling on?

WOMAN : Oh, it's Air Canada flight number AC936, from London Heathrow.

MAN : Right. Now, do you know where you'll be staying? We need to give the driver an address.

WOMAN : Yes. it's called the Vacation Motel and I think it's near the town centre. Anyway, the address is 24, Kitchener Street, that's KITCHENER Street.

MAN : That's fine. Right, so that's \$35 to pay, please. Have you got your credit card number there?

WOMAN : Yes. it's a VISA card, and the number is **3303 8450 2045 6837**.

MAN : OK. Well, that seems to be everything. Have a good trip and we'll see you in Toronto next week!

WOMAN : Yes, bye, oh, thanks for your help!

PART 2: *(Adapted from CAE listening)*

Hi, I'd like to tell you a bit about myself and my work as a citrus fruit farmer. My name's Ben Tyrell and my family's been growing oranges, lemons and grapefruit for several generations. As an organic grower, I don't use **synthetic pesticides** on our farm, so to ensure all the trees are healthy, observation becomes that much more important; even more important than, for example, the protection of young trees. If a tree needs fertiliser, there'll be **discoloration** of the leaves rather than the bark. When a tree's off-colour, it might be because it's running low on potassium or nitrogen. Deciding *when* to start putting some organic fertiliser on the trees has to be carefully calculated. It'll depend partly on the **deadlines for delivering** the fruit to the packing house, but mainly on the weather. Do it at the wrong time and its efficiency is greatly reduced.

In springtime, my day will also include checking the fungus situation on the fruit on the trees. At this time of year, we're mainly concerned with the fungi Alternaria and Melanose. While harmless, if the fruit has either of these fungi, it'll have **blemishes** and that'd put our fruit into a lower grade at the packing house. So, if we find any fungi, I use bacteria to attack and control the fungi as an **organic solution** to the problem. Some growers use a type of soap made from organic fats, but not me.

During the summer, weeds start growing up around the trees. We're completely against using any sort of chemicals as a weed killer and I guess our neighbours might think our farm looks a bit messy, but I don't get hung up about weeds. The only time we do something about them is

when they start appearing right next to the **irrigation** setup. Then we might use small grass mowers that we keep in a shed to control the weeds.

In late fall, harvest time, I begin to check if the fruit's ready to pick. In the US, there are **state regulations** for when to pick fruit. We have to check that the fruit contains certain levels of sugar and juice. After meeting these requirements, finally, we'll look at size because there are regulations for that as well. So, when we're sure the fruit is ready, we call in the pickers. All the fruit's picked by hand – our workers use scissors so that we don't damage the fruit. We don't use **ladders or metal baskets** for the same reason.

I love growing organically and knowing that the fruit we produce is as healthy as it can be. We do tours of the farm for school kids because I'm keen that future generations can 'touch the earth', if you know what I mean. They can make what we call 'intelligent food choices', based on the knowledge of how a food was grown, how it was processed and how it was stored.

Now, any questions ...

PART 3: TRUE OR FALSE adapted from authentic source

https://www.youtube.com/watch?v=qD0_yWgifDM

Why does your mouth feel like it's on fire when you eat a spicy pepper? And how do you soothe the burn? Why does wasabi make your eyes water? And how spicy is the spiciest spice? Let's back up a bit. First, what is spiciness? **Even though we often say that something tastes spicy, it's not actually a taste, like sweet or salty or sour.** Instead, what's really happening is that certain compounds in spicy foods activate the type of sensory neurons called polymodal nociceptors. **You have these all over your body, including your mouth and nose, and they're the same receptors that are activated by extreme heat. So, when you eat a chili pepper, your mouth feels like it's burning because your brain actually thinks it's burning.** The opposite happens when you eat something with menthol in it. The cool, minty compound is activating your cold receptors. When these heat-sensitive receptors are activated, your body thinks it's in contact with a dangerous heat source and reacts accordingly. This is why you start to sweat, and your heart starts beating faster. The peppers have elicited the same fight-or-flight response with which your body reacts to most threats. But you may have noticed that not all spicy foods are spicy in the same way. And the difference lies in the types of compounds involved. **The capsaicin and piperine, found in black pepper and chili peppers, are made up of larger, heavier molecules called alkylamides, and those mostly stay in your mouth. Mustard, horseradish, and wasabi are made up of smaller molecules, called isothiocyanates, that easily float up into your sinuses.** This is why chili peppers burn your mouth, and wasabi burns your nose. **The standard measure of a food's spiciness is its rating on the Scoville scale, which measures how much its capsaicin content can be diluted before the heat is no longer detectable to humans.** A sweet bell pepper gets 0 Scoville heat units, while Tabasco sauce clocks in between 1,200-2,400 units. The race to create the hottest pepper is a constant battle, but two peppers generally come out on top: The Trinidad Moruga Scorpion and the Carolina Reaper. These peppers measure between 1.5 and 2 million Scoville heat units, which is about half the units found in pepper spray. So, why would

anyone want to eat something that causes such high levels of pain? Nobody really knows when or why humans started eating hot peppers. Archaeologists have found spices like mustard along with human artifacts dating as far back as 23,000 years ago. But they don't know whether the spices were used for food or medication or just decoration. More recently, a 6,000 year old crockpot, lined with charred fish and meat, also contained mustard. One theory says that humans started adding spices to food to kill off bacteria. And some studies show that spice developed mostly in warmer climates where microbes also happen to be more prevalent. But why we continue to subject ourselves to spicy food today is still a bit of a mystery.

PART 4: MULTIPLE CHOICE (adapted from CAE practice test- PRACTICE TEST 1)

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. 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!

John: Or they're always doing internet shopping. They can't expect their child not to do what they themselves are doing. 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. 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 because being distracted by their phone might result in an accident.

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