**TRƯỜNG THPT CHUYÊN SƠN LA – TỈNH SƠN LA**

**HƯỚNG DẪN CHẤM**

**ĐỀ ĐỀ XUẤT KỲ THI CHỌN HSG KHU VỰC DH VÀ ĐBBB**

**NĂM HỌC 2022-2023**

**MÔN: TIẾNG ANH – LỚP 11**

***(Hướng dẫn chấm có 06 trang)***

**I. LISTENING (50 POINTS)**

***Part 1: You will hear part of a discussion in which two business owners, Anya Stern  
and Vincent Chambers, are talking about their experiences of launching their own  
businesses.******For questions 1-5, decide whether the following statements are TRUE (T) or FALSE (F). (10 points)***

1. False (They struggled to adapt and their clothes shop never recovered.)

2. True

3. True

4. True

5. False (You should not automatically abandon your plans if you encounter adversity.)

***Part 2: Listen to a talk about a new approach in the field of genomics and answer the questions. For questions 6-10, write NO MORE THAN THREE WORDS taken from the recording for each answer in the corresponding numbered spaces provided. (10 points)***

1. inner workings 2. incremental and slow 3. technology suite

4. proprietary tagging method 5. fuel medical breakthroughs

***Part 3: You will hear a discussion in which academics Gordon Mackie and Sophie Blackmore talk about how communication has changed in society. For questions 11–15, select the best answer A, B, C or D. (10 points)***

11. B 12. B 13. C 14. D 15. A

***Part 4: For questions 16-25, listen to a presenter talking about a phenomenon in the nature and complete the summary by writing NO MORE THAN THREE words and/or a number in each gap. (20 points)***

*(htt*[*ps://www*](http://www.youtube.com/watch?v=mLbDbmmV6Qc&t=26s)*.you*[*tube.com/watch?v=mLbDbmmV6Qc&t=26s*](http://www.youtube.com/watch?v=mLbDbmmV6Qc&t=26s)*)*

16. erosion or leaching 17. gauge 18. algal bloom  
19. impenetrable roof 20. feast on 21. suffocate  
22. positive feedback loop 23. invasive 24. eutrophication  
25. clear-cutting

**II. 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)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 26. A | 27. A | 28. B | 29. C | 30. C | 31. D | 32. D | 33. C | 34. A | 35. B |
| 36. C | 37. B | 38. A | 39. B | 40. A | 41. C | 42. D | 43. A | 44. B | 45. D |

**Part 2: Give the correct form of each given word in CAPITAL to complete the following sentences. Write your answers in the numbered boxes. (10 points)**

|  |  |
| --- | --- |
| 46. deactivated | 51. pursuit |
| 57. unspeakably | 52. deplatformed |
| 48. qualifiedly | 53. destabilizing |
| 49. inferiority | 54. Hyperactive |
| 50. all – star | 55. interoperability |

**III. 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)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 56. put | 57. mind | 58. against | 59. undertaken | 60. body |
| 61. regularity | 62. fewer | 63. subsequent | 64. state | 65. speak |

**Part 2: Read the article below and choose the answer (A, B, C or D) which you think fits best according to the text. (10 points)**

**OIL AGAINST CARIBOU…**

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

**Part 3: Read the passage and do the tasks that follow. (13 points)**

**76. False.**In the third sentence of Paragraph One the opposite is said – the media gives ‘frequent and often vivid’ coverage of deforestation.

**77. False.**Third sentence of Paragraph one mentions children probably having formed their own opinion on the problem of deforestation ‘independent of any formal tuition’, i. e. the information that influenced their opinions didn’t come from their classrooms, so the opposite is true.

**78. True.**First sentence of the second paragraph uses a rather difficult phrasing that contains the answer: children ‘harbour misconceptions’ about the pure science taught at school. To harbour misconceptions about something is to have wrong ideas about it.

**79. True.**Sentence two of Paragraph Two phrases the idea in a complicated way. The ideas about ‘pure’ science are not isolated, but are a part of some bigger system of knowledge. This fact makes it easier to change these ideas, they are ‘accessible to modification’.

**80. False.**Paragraph Four, second sentence mentions ‘open-form questions’, which is the direct opposite of yes/no questions. Therefore, False should be used for the answer. Remember that when the opposite statement is true, then the answer should be ‘False’.

**81. Not given.**Paragraph Six focuses on the differences in responses between boys and girls. However, it does not make a comparison of how likely boys or girls are to have mistaken views.

**82. True.**Paragraph Six, second sentence confirms that this study follows the series of studies focused on the importance of rainforests and how school pupils understand it.

**83. Not given.**No such or similar information can be found in the text.

**84. M.**Last sentence of Paragraph Four mentions Africa as the most prevalent answer.

**85. E.**Paragraph Four, the second sentence points out the popular opinion of children about rainforests providing habitats for animals.

**86. G.**Paragraph Seven, sentence two says that number one reason of rainforests destruction according to pupils is human activity.

**87. P.**Paragraph Nine focuses on the popular misconception about potential volume of oxygen which wouldn’t be produced were the rainforests completely destroyed. Hence the idea of why it is so important to protect the rainforests. First sentence of Paragraph Ten can also be used to answer the question.

**88. J.**Second sentence of Paragraph Ten has the author of the text surprised by how few of the pupils are aware of the possible threat of global warming associated with deforestation.

**Part 4: Read the text. Seven paragraphs have been removed. Choose from the paragraphs A- H the one which fits each gap (89-95). There is ONE extra paragraph which you do not need to use. (0.7 pt)**

**Would I lie to you?**

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

**Part 5: You are going to read a set of science book reviews. For questions 96–105, choose from the reviews (A-D). The reviews may be chosen more than once. Write your answer in the numbered boxes. (15 points)**

**Prairie Fever**

*A new book chronicles the efforts of 19th century British aristocrats to create a corner of England in the American west.*

96. C 97. A 98. D 99. D 100. D

101. B 102. E 103. C 104. C 105. B

**IV. WRITING (60 POINTS)**

**Part 1: Read the following extract and use your own words to summarize it. Your summary should be about 100-120 words long. (15 pts)**

**Students at least mention to two ideas:**

*1. How and why the number of leather back turtles has declined*

*2. What steps have been taken to prevent the decline*

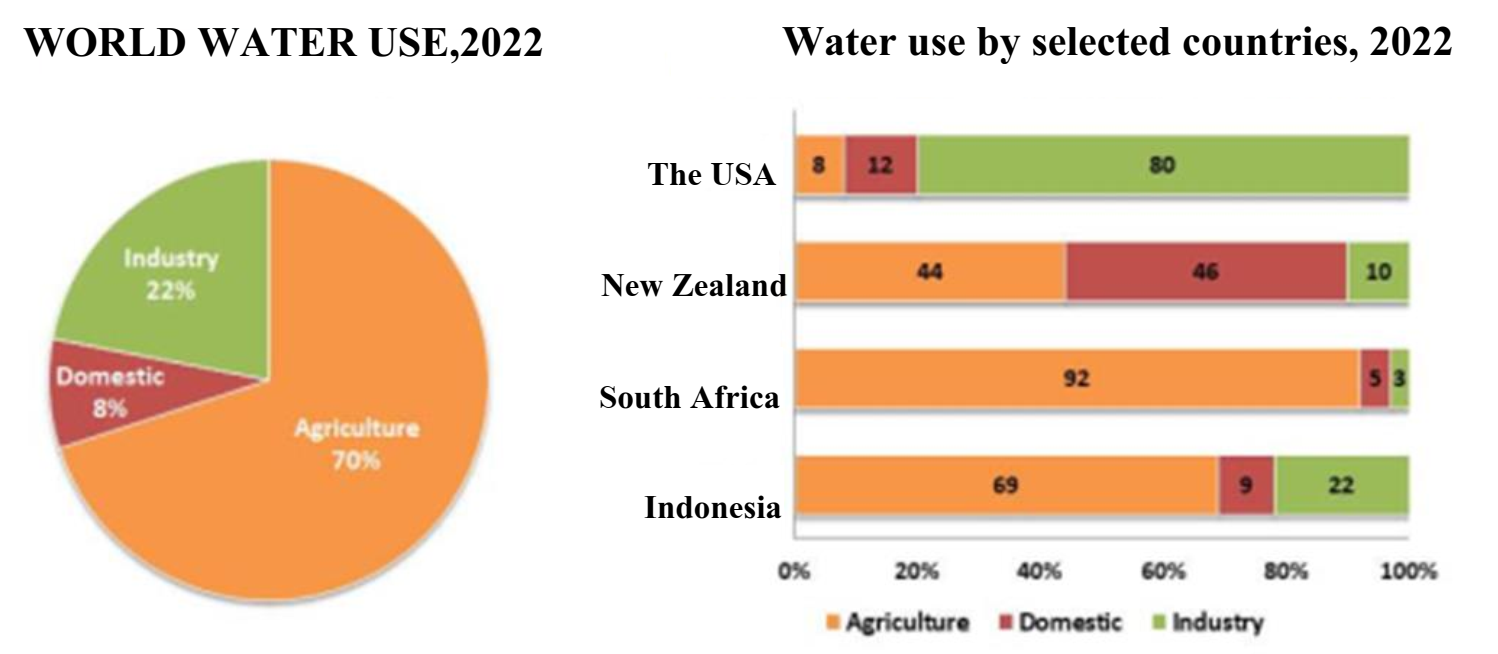
***Suggested Summary:***

*The declining landings of turtles in Malaysia are due to uncontrolled catching for their meat, shells and eggs, many are inadvertently caught in deep sea fishing nets. Pollution of the sea has also reduced the number of turtles. Many die of suffocation by discarded plastic bags. Besides, turtles are most vulnerable when they come ashore to lay eggs. Their nesting places have also been reduced due to development for tourism along the coasts. Nevertheless, concrete steps have been taken to arrest the decline. Indiscriminate collection and sale of turtle eggs are banned. Turtle sanctuaries have been set up, thereby reducing the rate of mortality among the baby turtles. Lastly, an awareness campaign has been launched by WWF to discourage the public from eating turtle eggs. (125 words)*

**Part 2: Graph description (15 points)**

***The charts below give information about the way in which water was used in different countries in 2022. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.***

*You should write at least 150 words.*



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**Suggested Description:**

*The two charts give figures for water use in different parts of the world in 2000. The first indicates that almost three-quarters of world consumption (70%) was for agriculture, while 22% was used for industry and a mere 8% for domestic purposes. This pattern is almost identical to that for China in 2022, whereas South Africa used even more water (92%) for agriculture and only 8% for industrial and domestic sectors. In contrast, New Zealand used almost equal proportions for agriculture and household use, 44% and 46% respectively, and a slightly higher 10% was consumed by industry. The pattern in the USA is almost the reverse of the world average, with a mere 8% of water consumed by agriculture and a massive 80% by industry Only 12% was used by the domestic sector, which was almost a quarter of the New Zealand industrial consumption. Overall, the data show that water use in the two developing countries is closer to the world patterns of consumption. (161 words)*

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

***It is evident that a significant proportion of current high school students engage in cheating during tests and exams, or consider cheating to be acceptable. Some people blame this trend on the intense academic pressure and excessive workload placed upon students. Others think that it is no more than the problem of students’ dishonesty and insufficient self-respect.***

***Discuss both views and state your opinion.***

*Use specific reasons and examples to support your answer.*

*You should write at least 350 words.*

**MARKING SCALES:**

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

**1. Organization (5 pt)**

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

b. The essay is well-structured:

\* Introduction is presented with clear thesis statement.

\* Body paragraphs are written with unity, coherence and cohesion. Each body paragraph must have a topic sentence and supporting details and examples where necessary.

\* Conclusion summarizes the main points and offers personal opinions on the issue.

**2. Content (15 pt)**

a. All requirements of the task are sufficiently addressed.

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

**3. Language use (10 pt)**

a. Demonstration of a variety of topic-related vocabulary.

b. Excellent use and control of grammatical structures (verb tenses, word forms, voice...) and mechanics (spelling, punctuations...).

***Suggested Essay***

*Cheating among high school students has become a noticeable and concerning trend in recent years. A considerable number of students are either actively participating in cheating during tests and exams or perceive it as a normal practice. This issue has sparked a debate among experts and observers, with divergent opinions emerging regarding its underlying causes and implications.*

*One school of thought attributes the prevalence of cheating to the intense academic pressure and overwhelming workload experienced by students. In today's competitive educational environment, students face immense pressure to excel academically and secure their future. This pressure often leads to a mindset where the end justifies the means, making cheating appear as a viable option to achieve desired outcomes. Moreover, the heavy burden of assignments, projects, and exams leaves students feeling overwhelmed and drained, pushing some towards cheating as a means of coping with the workload.*

*On the other hand, some argue that cheating among students is primarily a reflection of their dishonesty and lack of self-respect. According to this viewpoint, the problem lies within the moral values and ethics instilled in students. They believe that a strong emphasis on character development and integrity should be in place to deter cheating behavior. Supporters of this perspective argue that students who possess a strong sense of self-respect and moral principles are less likely to resort to cheating, even under high-pressure circumstances.*

*In my opinion, both factors contribute to the prevalence of cheating among high school students. The intense academic pressure and heavy workload undoubtedly create an environment where cheating seems like an attractive option. However, the issue of dishonesty and insufficient self-respect cannot be ignored either. It is crucial to address both aspects to effectively tackle this problem.*

*Educational institutions should adopt measures to alleviate academic pressure by promoting a balanced approach to learning. This can be achieved by implementing well-designed curriculum structures that prioritize understanding and critical thinking over rote memorization. Additionally, teachers and educators must emphasize the importance of ethical conduct and foster a culture of integrity within the school community. Encouraging open discussions about the consequences of cheating and providing guidance on time management and study skills can also play a significant role in reducing cheating incidents.*

*In conclusion, the prevalence of cheating among high school students is a complex issue with multiple contributing factors. While academic pressure and heavy workloads certainly play a role, addressing the problem of dishonesty and promoting self-respect is equally important. By adopting a comprehensive approach that combines academic reform and character development, we can create an environment where cheating is discouraged, and students are encouraged to pursue success with integrity.*

**-THE END-**

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**LISTENING TRANSCRIPTS**

***(Transcripts có 4 trang)***

**Part 1:**

Interviewer Today we’re talking about business start-ups. I’m joined by Anya Stern, who set up  
the Pepper chain of restaurants, and Vincent Chambers, an IT entrepreneur. Anya, where does  
your entrepreneurial drive come from? Was that encouraged at an early age?

Speaker 1 Well, ‘influenced’ might be a better word. I passively absorbed useful business  
insights from my parents. Of course, it was mainly things I’d only appreciate much later. Like  
the importance of doing things your own way rather than worrying about what other people are  
doing. But one thing has stuck with me since my childhood. I saw my parents struggling to adapt  
when e-commerce came in. They put in incredibly long hours to salvage their clothes shop but  
sadly, it never recovered. It showed me that effort alone isn’t enough in business. That  
sparked my curiosity about why some businesses work and others fail.

Speaker 2 Unlike Anya, I didn’t have any business influences in my formative years.  
Entrepreneurs were just the people I’d seen on TV making million-dollar deals buying and  
selling things! It didn’t dawn on me that there could be IT entrepreneurs, or that I didn’t have to  
fit a specific mould to start my own business. That’s why I went down the standard route of  
working for a large tech giant. Admittedly, it ensured my financial security. And of course, I  
amassed a lot of invaluable business skills too. But the hardest obstacle was still convincing  
myself that people like me could run their own business.

Speaker 1 Vincent’s point about TV is interesting. There used to be limited opportunities to see  
business portrayed onscreen. Even now, many programmes purport to be about business, but  
they’re not really. I’m talking about reality competitions where contestants are trying to win  
investment. I can see how young people might tune in, especially if there are contestants, they  
personally relate to. But the contestants do things they’d never get away with in the real world.  
Presumably, the content is manipulated by the producers for the sake of entertainment. But how  
many people with great business ideas are discouraged because of the behaviour they see  
on these shows? I’d prefer broadcasters to focus on more inspirational business programmes.  
Interviewer But what is it that inspires people to want to get into business in the first place?

Speaker 1 One key factor’s probably wanting to be your own boss. We all want a say in how  
things are managed. But it depends on the individual. I’ve even met people who launched  
businesses as a hobby after they’d retired and their children had left home. For me, I was  
desperate to bring Brazilian cuisine to the mass market because I felt the restaurant sector  
was ready for something new.

Speaker 2 Yes, many entrepreneurs are spurred on by spotting an opportunity. For instance, I  
wanted to devote my time to virtual reality, which was really compatible with my corporate role.  
That was my personal tipping point, and I could see potential to transform IT. I hadn’t  
formulated any specific plan at that point, but it felt like it was too important an opportunity to  
pass up.

Speaker 1 That’s exactly the kind of thinking that makes an entrepreneur. Anyone can have a  
unique business proposition, but not everyone’s brave enough to take the plunge, or deal with the  
negative feedback.

Speaker 2 Yes, because even if your business model isn’t particularly innovative, there’ll be  
times when you encounter adversity. So above all, you must be ready to respond to issues as  
they arise. I’m not saying you should automatically abandon your plans, but be prepared  
to analyze things logically and without emotion. Then you can deal with whatever comes  
your way.

Interviewer And I suppose…

**Part 2:**

Scientists have made incredible advances in recent years. Yet there's still much they don't understand about the inner workings of biology. Even after mapping the human genome, for example an international effort that took more than a decade to complete scientists still don't know why some people with a particular variation in their DNA develop cancer and others with the same variation don't. One reason for the limited understanding is that the tools scientists have been using to study biological systems like cells or tissues are themselves limited. Tools that offer the ability to closely examine biological samples at high resolution don't allow scientists to see the bigger picture. While tools that show the bigger picture lack the resolution necessary to reveal the true biology of a sample. Neither approach is ideal, and the work of piecing together the results is incremental and slow. What a scientist really needs is a clear, full view of a biological system from the start. And that's precisely what Ten x genomics offers new perspectives on the inner workings of biology that can quickly lead to new insights. Our technology suite enables scientists to study biological systems at an unprecedented level of resolution. With our instrument and kits, a scientist can separate and encapsulate tens of thousands of cells from a biological sample into individual droplets. Next, using a unique chemical process and proprietary tagging method It, the scientists can capture DNA, RNA, protein and immunological information from individual cells. A sequencer then decodes the information. It. Finally, our software uses this decoded information to build an interactive reconstruction of the biological sample for interpretation. These combined innovations represent a dramatic shift in the scale and resolution of information that can be derived from the sequencing process, and they advance our mission to accelerate research in critical areas of biology and fuel medical breakthroughs. A in fact, Ten X Genomics has already helped scientists uncover important biological processes and identify previously unrecognized cell types. These discoveries, and others sure to follow will lead to better technologies, better treatments, and a better future.

**Part 3:**

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:**

Plants require several things to grow. Most of us know that they need things like water, sunlight, and CO2, but plants also need a variety of nutrients as well, things like nitrogen and phosphorus. Usually, plants will get all their required nutrients from the soil through their roots, but when the soil is bad or there's been a lot of erosion or leaching, farmers, or even just people trying to make their lawns green, will put down something called fertilizer. What makes fertilizer so fertile is that it's been enriched with these nutrients that the plants need, again mostly fixed nitrogen and phosphorus. But plants aren't the best at soaking up every last nutrient in the soil, and it's also hard to gauge just how much fertilizer a field needs as soil quality can vary drastically over short distances. To be safe, farmers will usually apply excess fertilizer to a given plot of land, better safe than sorry, you know? But instead of staying in the soil for years, most of the excess nutrients will be carried away by the rain or other forms of irrigation. These nutrients mix with the water and find their way into bodies of water, like ponds, lakes, reservoirs, and even the ocean sometimes. With all these nutrients added, the algae, phytoplankton, and even plants in the water do the same thing the crops in the field do. They grow. Well actually, they explode in numbers. This is called an algal bloom. And entire lakes can become covered in layers of plant growth like this. To sum, this might seem like a good thing. Plants are good for the environment, right? Well, not always. First off, this floating layer of algae forms basically an impenetrable roof on the water, not allowing sunlight through to the bottom of the lake. Without the presence of sunlight, all plants below the surface cannot partake in photosynthesis. You know, metabolize, make glucose, live, that sort of stuff? But not even this is the bad part of it all. Many plants can store enough energy in their bodies to weight out these conditions. The real problem comes when all the nutrients are used up and the water can no longer support so much life. When this happens, the excess algae, phytoplankton, and plants die off and sink to the bottom of the body of water. Here, bacteria and other decomposers feast on the dead bodies in a chemical process of decay which consumes oxygen. Now, in a usual ecosystem, the amount of dead matter is relatively constant, so oxygen levels stay relatively constant as well. But when a bloom occurs, far more organic matter is ready to decompose, and so nearly all the oxygen in the water is used in the process of decomposition, and none is left for the animals living in the water. Without this, animals that use the dissolved oxygen to breathe, so things like fish, can actually suffocate. This causes even more death, leading to more decomposition and more oxygen usage. Basically, at this point, a positive feedback loop has been created. It can take a body of water a very long time to recover, though each one is different, and recovery depends on a lot of things, like how many nutrients leaked into the water, how big the body of water is, what organisms are present there, and so on. When this happens in lakes, native species can be suppressed and allow invasives to come in while the environment is still disturbed. If this happens in the ocean, the lack of oxygen can cause corals to bleach and possibly even die. All around, this can greatly damage many ecosystems and leads to a decrease in biodiversity globally. Nutrient -⁠rich runoff can also be caused by things like clear cutting, which releases the nutrients which were kept in the soil by the plants, or also by things like animal farms where nutrient -⁠rich waste materials can leak into local bodies of water. And that's eutrophication, simply put. I hope you enjoyed the video and maybe think twice before using fertilizer or clearing a forest. If you want more people to see this video, give it a like, and if you want to see more.

**THE END**