

(Đề thi gồm có 15 trang)

**KỶ THI HỌC SINH GIỎI CÁC TRƯỜNG THPT
KHU VỰC DUYÊN HẢI VÀ ĐỒNG BẰNG BẮC BỘ
LẦN THỨ XVII, NĂM 2026
ĐỀ THI ĐỀ NGHỊ MÔN: TIẾNG ANH – KHỐI 11**

Thời gian: 180 phút (Không kể thời gian giao đề)

A. LISTENING (5.0 pts)

HƯỚNG DẪN PHẦN THI NGHE HIỂU

Bài nghe gồm 4 phần, phần 1 và phần 2 được nghe 1 lần, phần 3 và phần 4 được nghe 2 lần, mỗi lần cách nhau 20 giây.

Mở đầu và kết thúc bài nghe có tín hiệu nhạc. Thí sinh có 3 phút để hoàn chỉnh bài trước tín hiệu nhạc kết thúc bài nghe.

Mọi hướng dẫn cho thí sinh (bằng tiếng Anh) đã có trong bài nghe.

Part 1. Listen to a conversation about the Ahr Valley flood ONCE and do the tasks that follow.

For questions 1 – 5, decide whether each of the following statements is True (T), False (F), or Not Given (NG).

1. The presence of hazardous substances in the floodwater necessitated the extensive stripping of nearly all local buildings.
2. Sascha Meyer and his wife managed to reach the attic only after the water had already submerged the second floor.
3. During the crisis, the Meyer family maintained communication with other residents in the vicinity.
4. The local government has provided financial compensation to help the victims of Altenburg rebuild.
5. Statistical data shows that the intensity of climate change effects follows a strictly linear progression as temperatures rise.

For questions 6 – 10, decide whether the following are mentioned by only one of the guests, or by both of them. Write:

- S for Samara Theodore;
- A for Dr. Alok Patel;
- B for Both of the guests.

6. The harrowing uncertainty regarding when the water levels would finally cease to rise.
7. The critical necessity for human societies to adapt to increasingly severe environmental threats.
8. The successful retrieval of specific financial and personal documents from the lower level.
9. Acknowledgment that the current global temperature has already surpassed pre-industrial levels.
10. The physical action of altering the building's structure to create an escape route.

Your answers:

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

Part 2. Listen to a conversation about the Covid vaccine ONCE and do the tasks that follow.

For questions 11 – 12, choose TWO letters from A-E to indicate TWO true statements about the approval and supply of the Pfizer-BioNTech vaccine. Write your answers in the corresponding numbered boxes provided.

- A. The MHRA took over a year to review the final clinical trial data.
- B. A "rolling approval" process allowed the regulator to review data while trials were still ongoing.
- C. The Commission on Human Medicines conducted an independent scrutiny of the vaccine's safety.
- D. Britain has secured a total of 800,000 doses to be delivered throughout the year 2021.
- E. The vaccine was approved exactly two years after COVID-19 first emerged in Wuhan.

For questions 13 – 15, choose THREE letters from A-G to indicate THREE true statements about the logistics and distribution of the vaccine. Write your answers in the corresponding numbered boxes provided.

- A. The vaccine must be stored between minus 70 and minus 80 degrees Celsius for long-term stability.
- B. Once moved to a normal fridge, the vaccine remains viable for up to two weeks.
- C. Hospital hubs will be the primary distribution points due to storage requirements.
- D. Full protection is achieved after a single dose of the Pfizer-BioNTech jab.
- E. The second dose of the vaccine should be administered 21 days after the first.
- F. The JCVI has recommended that young healthcare workers be the very first to receive the jab.
- G. The primary goal of the priority list is to protect the vulnerable and the NHS.

For questions 16 – 20, write the letter A, B, C or D in the corresponding numbered boxes provided to indicate the correct answer to each of the following questions according to what is stated or implied by the speaker.

16. How many doses of the vaccine does Britain expect to receive before the end of 2020?

- A. 800,000 doses B. 10 million doses C. 40 million doses D. 200 million doses

17. Which of the following is NOT mentioned as a challenge for the vaccine rollout?

- A. The requirement for ultra-low temperature storage
- B. The need for two separate injections for every individual
- C. The manufacturing of quantities to meet extraordinary demand
- D. A lack of interest from other international powers like the EU and USA

18. According to the transcript, the European Union has ordered _____ doses of the vaccine.

- A. 40 million B. 100 million C. 200 million D. 300 million

19. What is the status of the Moderna and Oxford-AstraZeneca vaccines?

- A. They have been rejected by the UK regulator
- B. They have completed distribution and are in use
- C. They are in final stage trials and have been submitted to regulators
- D. They are no longer being considered due to Pfizer's success

20. The mention of the "English are not stupid" comment from an individual suggests

- A. A skepticism toward the speed of the British regulatory process
- B. A level of trust in the results if the due tests were carried out properly
- C. A preference for the Italian medical regulatory system
- D. That the vaccine will only work for people of specific nationalities

Your answers:

11.	12.	13.	14.	15.
16.	17.	18.	19.	20.

Part 3. For questions 6-10, listen to a new report and answer the questions. Write NO MORE THAN TWO WORDS taken from the recording for each answer in the corresponding numbered boxes provided.

21. According to a report by Massachusetts Development of Corrections, where are ramen well sold?

22. What does Gustavo Alvarex compare ramen with regarding its popularity?

23. Why is ramen superior to common traded objects in the context of possessions among prisoners?

24. In order to save expenses, what had a typical prison in Marshal Project done to the costs?

25. In addition to catering low-quality meals to inmates, what was Aramark, a private food supplier, also claimed for?

Part 4. For questions 16-25, listen to a presenter talking about WeWalk, a company that is developing the ‘smart cane’, and complete the sentences. Write NO MORE THAN ONE WORD taken from the recording for each answer in the space provided.

The presenter finds it astonishing that for those who are visually (26) _____, a stick is essentially the typical (27) _____ device. To help revolutionize how the cane is used and turn it into a far more (28) _____ device, the founders of WeWalk, who work at YGA –a Turkish social tech (29) _____ - have been creating (30) _____ technology. WeWalk’s device, which can be attached to cane handles, allows users to navigate the app via a (31) _____ and gives them (32) _____ feedback upon detecting obstacles. Other organizations also have access to WeWalk’s unified open (33) _____ to develop their own applications with the same goal. The change brought about by WeWalk is more about making society less (34) _____ and promoting equality through a shift in mindset than it is about physical (35) _____.

Your answers:

26.	27.	28.	29.	30.
31.	32.	33.	34.	35.

B. READING AND USE OF ENGLISH (8.0 pts)

I. Language in use (3.0 pts)

Part 1. For questions 36-40, read the passage below and decide which answer (A, B, C or D) best fits each space. Write your answers in the corresponding numbered boxes provided.

History is a fragment of biology: the life of man is a portion of the 36. _____ of organisms on land and sea. Sometimes, wandering alone in the woods on a summer day, we hear or see the movement of a hundred species of flying, leaping, creeping, crawling, burrowing things. The startled animals scurry away at our coming; the birds scatter; the fish disperse in the brook. Suddenly we perceive 37. _____ on this impartial planet, and for a moment we feel, as these varied denizens clearly do, that we are passing interlopers in their natural habitat. Then all the 38. _____ and achievements of man fall humbly into the history and perspective of 39. _____ life; all our economic competition, our hunger and love and grief and war, are akin to the seeking, striving, and suffering that hide under these fallen trees or leaves, or in the waters, or on the boughs.

Therefore the laws of biology are the fundamental lessons of history. We are subject to the processes and trials of evolution, to the struggle for existence and the survival of the fittest to survive. If some of us seem to escape the 40. _____ or the trials it is because our group protects us; but that group itself must meet the tests of survival.

36. A. vicissitudes B. prerogatives C. inundations D. subterfuges
 37. A. such perilous a minority we belong B. why we belong to a perilous minority
 C. as to a perilous minority we belong D. to what a perilous minority we belong
 38. A. paradigms B. fiascoes C. chronicles D. provisos
 39. A. immaculate B. quintessential C. whimsical D. polymorphous
 40. A. truce B. gist C. strife D. crux

Your answers:

36.	37.	38.	39.	40.
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Part 2. For questions 41-45, read the passage below and decide which answer (A, B, C or D) best fits each space. Write your answers in the corresponding numbered boxes provided.

Many separate fires 0. _____ in the humus of the forest floor. Smoke sometimes 41. _____ the sun, which was often visible only at midday. On September 30, flames came within three miles of the town of Green Bay, 42. _____ 1,200 cords of wood stored at a charcoal kiln.

The settlements in the area were becoming increasingly 43. _____ from both the outside world and one another as railroad and telegraph lines burned. The fires seemed to wax and 44. _____, depending on the wind and chance. On September 30 the Marinette and Peshtigo Eagle reported hopefully that "the fires have nearly 45. _____ now in this vicinity."

0. A. extinguished B. engulfed C. spread D. smoldered
 41. A. obscured B. burnt C. illuminated D. exposed
 42. A. damaging B. consuming C. avoiding D. licking
 43. A. frightened B. lonely C. isolated D. inundated
 44. A. span B. wane C. spick D. drain
 45. A. increased B. died out C. flared D. diminished

Your answers:

41.	42.	43.	44.	45.
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Part 3. For questions 46-50, read the passage, then fill in each of the numbered space with the correct form of the words given in the box. Write your answers in the corresponding numbered boxes provided. There are FOUR words that you do not need to use. There is an example at the beginning (0).

TREAD	TAKE	ORDINARY	JUST	WANT
WILL	AUTHENTIC	TYPE	ORIGINAL	AMPLE

People choose friends who aren't good for them for other reasons, too. Sometimes it's because they want to rescue someone. This is more 0. _____ of young people, although the impetus still exists among older folks who are too agreeable or have remained naive or who are 46. _____ blind. Someone might object, —It is only

right to see the best in people. The highest virtue is the desire to help.□ But not everyone who is failing is a victim, and not everyone at the bottom wishes to rise, although many do, and many manage it.

Nonetheless, people will often accept or even **47.**_____ their own suffering, as well as that of others, if they can brandish it as evidence of the world’s injustice. There is no shortage of oppressors among the **48.**_____, even if, given their lowly positions, many of them are only tyrannical **49.**_____. It’s the easiest path to choose, moment to moment, although it’s nothing but hell in the long run.

Imagine someone not doing well. He needs help. He might even want it. But it is not easy to distinguish between someone truly wanting and needing help and someone who is merely exploiting a willing helper. The distinction is difficult even for the person who is wanting and needing and possibly exploiting. The person who tries and fails, and is forgiven, and then tries again and fails, and is forgiven, is also too often the person who wants everyone to believe in the **50.**_____ of all that trying.

Your answers:

0. typical	46.	47.
48.	49.	50.

Part 4. The passage below contains FIVE grammatical mistakes. For questions 41-45, UNDERLINE the mistakes and WRITE THEIR CORRECT FORMS in the numbered boxes provided. There is an example at the beginning (0).

Chaos and order (0) is two of the most fundamental elements of living experience - two of the most basic subdivisions of Being themselves. But they’re not things, or objects, and they’re not experienced as such. Things or objects are part of the objective world. They’re inanimate; spiritless. They’re dead. This is not true of chaos and order. Those are perceived, experienced and understood (to the degree that they are understood at all) as personalities—and that is just as true of the perceptions, experiences and understanding of modern people as their ancient forebears. It’s just what moderners don’t notice.

Order and chaos are not understood first, objectively (as things or objects), and then personified. That would only be the case if we perceived objective reality first, and then inferred intent and purpose. But that isn’t how perception operates, despite our preconceptions. Perception of things as tools, for example, occurs before or in concert to perception of things as objects. We see what things mean just as fast or faster than we see what they are. Perception of things as entities with personality also occurs before perception of things as things. This is particularly true of the action of others, living others, but we also see the non-living —objective world□ as animated, with purpose and intent. This is because of the operation of what psychologists have called —the hyperactive agency detector□ within us. We evolved, over millennia, within intense social circumstances. This means that the most significant elements of our environment of origin were personalities, not things, objects or situations.

Your answers:

0. is -> are	51.	52.
53.	54.	55.

II. Reading Comprehension (5.0 points):

Part 1. For questions 56-65, read the following passage and fill in each of the following numbered blanks with ONE suitable word. Write your answers in the corresponding numbered boxes provided.

Current (56) _____ in international marketing can be explained by changing competitive structures, coupled with shifts in demand characteristics in markets (57) _____ the world. With the increasing globalization of markets, companies find they are (58) _____ enmeshed with foreign customers, competitors, and suppliers, even within their own borders. They face competition on all (59) _____ - from domestic firms and from foreign firms. A huge portion of all consumer products - from CD players to dinnerware - sold in the United States is foreign made. Sony, Norelco, Samsung, Toyota, and Nescafé are familiar brands in the United States, and for U.S. industry, they are formidable (60) _____ in a competitive struggle for U.S. and world markets. Many familiar U.S. companies are now foreign controlled or headed in that (61) _____. When you drop in at a 7-Eleven convenience store or buy Firestone tires, you are buying directly from Japanese companies. Some well-known brands no longer (62) _____ by U.S. companies are Carnation (Swiss), *The Wall Street Journal* (Australian), and the all-American Smith & Wesson handgun that won the U.S. West, which is acquired by a British firm. The last truly U.S. company to (63) _____ TV sets was Zenith, but even it was acquired by South Korea's LG Electronics, Inc., the owner of Goldstar TVs and other products. Pearle Vision, Universal Studios, and many more are currently controlled by foreign multinational businesses. Foreign investment in the United States is more than \$23.4 trillion. Companies from the United Kingdom (64) _____ the group of investors, with companies from the Netherlands, Japan, Germany, and Switzerland following, in that (65) _____.

(Source: Lecture International marketing (16th edition))

Your answers:

56.	57.	58.	59.	60.
61.	62.	63.	64.	65.

Part 2: For questions 66 – 72, rearrange the following sentences from A-H in order to make a complete and meaningful passage. Write your answers (A-H) in the corresponding numbered boxes provided. The first one, (0), has been done as an example.

- A. Solitude, for many, is a condition to be avoided, a blank space they hurry to fill with noise.
- B. Others find, to their surprise, a clarity that had been inaccessible amid the clutter of daily obligations.
- C. These small revelations accumulate, not as epiphanies, but as reminders of a life lived more attentively.
- D. Yet for those who seek it deliberately, it becomes a lens that sharpens both inner and outer perception.
- E. And in this attention lies the true gift of solitude: the return of one's own presence.
- F. In the stillness of unbroken hours, the mind is forced to encounter itself without distraction.
- G. Such clarity seldom arrives gently; it often strikes like cold water, startling the senses awake.
- H. Some discover in this encounter a restlessness they had long disguised under routine.

Your answers:

0. A	66.	67.	68.	69.	70.	71.	72.
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Part 3: Read the following passage and do the tasks that follow.

A. Virtually every child, the world overplays. The drive to play is so intense that children will do so in any circumstances, for instance when they have no real toys, or when parents do not actively encourage the behavior. In the eyes of a young child, running, pretending, and building are fun. Researchers and educators

know that these playful activities benefit the development of the whole child across social, cognitive, physical, and emotional domains. Indeed, play is such an instrumental component to healthy child development that the United Nation High Commission on Human Rights (1989) recognized play as a fundamental right of every child. Yet, while experts continue to expound a powerful argument for the importance of play in children's lives, the actual time children spend playing continues to decrease. Today, children play eight hours less each week than their counterparts did two decades ago (Elkind 2008). Under pressure of rising academic standards, play is being replaced by test preparation in kindergartens and grade schools, and parents who aim to give their preschoolers a leg up are led to believe that flashcards and educational 'toys' are the path to success. Our society has created a false dichotomy between play and learning. Through play, children learn to regulate their behavior, lay the foundations for later learning in science and mathematics, figure out the complex negotiations of social relationships, build a repertoire of creative problem-solving skills, and so much more. There is also an important role for adults in guiding children through playful learning opportunities.

B. Full consensus on a formal definition of play continues to elude the researchers and theorists who study it. Definitions range from discrete descriptions of various types of play such as physical, construction, language, or symbolic play (Miler & Almon 2009), to lists of broad criteria, based on observations and attitudes, that are meant to capture the essence of all play behaviors (e.g. Rubin et al. 1983). A majority of the contemporary definitions of play focus on several key criteria. The founder of the National Institute for Play, Stuart Brown, has described play as 'anything that spontaneously is done for its own sake'. More specifically, he says it 'appears purposeless, produces pleasure and joy, [and] leads one to the next stage of mastery' (as quoted in Tippett 2008). Similarly, Miller and Almon (2009) said that play includes 'activities that are freely chosen and directed by children and arise from intrinsic motivation'. Often, play is defined along a continuum as more or less playful using the following set of behavioral and dispositional criteria (e.g. Rubin et al. 1983).

C. Play is pleasurable: Children must enjoy the activity or it is not play. It is intrinsically motivated: Children engage in play simply for the satisfaction the behavior itself brings. It has no extrinsically motivated function or goal. Play is process oriented: When children play, the means are more important than the ends. It is freely chosen, spontaneous and voluntary. If a child is pressured, they will likely not think of the activity as play. Play is actively engaged: Players must be physically and/or mentally involved in the activity. Play is non-literal. It involves make-believe. According to this view, children's playful behaviors can range in degree from 0% to 100% playful. Rubin and colleagues did not assign greater weight to any one dimension in determining playfulness; however, other researchers have suggested that process orientation and a lack of obvious functional purpose may be the most important aspects of play (e.g. Pellegrini 2009). From the perspective of a continuum, play can thus blend with other motives and attitudes that are less playful, such as work. Unlike play, work is typically not viewed as enjoyable and it is extrinsically motivated (i.e. it is goal oriented). Researcher Joan Goodman (1994) suggested that hybrid forms of work and play are not a detriment to learning; rather, they can provide optimal contexts for learning. For example, a child may be engaged in a difficult, goal-directed activity set up by their teacher, but they may still be actively engaged and intrinsically motivated. At this mid-point between play and work, the child's motivation, coupled with guidance from an adult, can create robust opportunities for playful learning.

D. Critically, recent research supports the idea that adults can facilitate children's learning while maintaining a playful approach in interactions known as 'guided play' (Fisher et al. 2011). The adult's role in play varies as a function of their educational goals and the child's developmental level (Hirsch-Pasek et al. 2009). Guided play takes two forms. At a very basic level, adults can enrich the child's environment by providing objects or

experiences that promote aspects of a curriculum. In the more direct form of guided play, parents or other adults can support children's play by joining in the fun as a co-player, raising thoughtful questions, commenting on children's discoveries, or encouraging further exploration or new facets to the child's activity. Although playful learning can be somewhat structured, it must also be child-centered (Nicolopolou et al. 2006). Play should stem from the child's own desire. Both free and guided play are essential elements in a child-centered approach to playful learning. Intrinsically motivated free play provides the child with true autonomy, while guided play is an avenue through which parents and educators can provide more targeted learning experiences. In either case, play should be actively engaged, it should be predominantly child-directed, and it must be fun.

For questions 73 - 79, decide whether each of the following statements is True (T), False (F), or Not Given (NG). Write T, F, or NG in the corresponding numbered boxes provided.

73. Activities can be classified on a scale of playfulness.
74. Children need toys in order to play.
75. It is a mistake to treat play and learning as separate types of activities.
76. Play helps children to develop their artistic talents.
77. Adults' intended goals affect how they play with children.
78. Researchers have agreed on a definition of play.
79. Work and play differ in terms of whether or not they have a target.

Your answers:

73.	74.	75.	76.	77.	78.	79.
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For questions 80 - 87, choose from the sections (A - D). The sections may be selected more than once. Write the letter A, B, C or D in the corresponding numbered boxes provided.

Which section _____?

80. explains that children today spend less time playing than in the past despite its recognized benefits
81. mentions that play can exist on a spectrum rather than being a completely separate activity from work
82. states that researchers have not yet agreed on a single precise definition of play
83. describes several key characteristics that determine whether an activity can be considered play
84. suggests that combining elements of play and work may actually improve learning outcomes
85. describes different ways adults can participate in or support children's play activities
86. indicates that society often incorrectly views play and learning as opposites
87. explains that play must originate from a child's own motivation in order to be effective

Your answers:

80.	81.	82.	83.	84.	85.	86.	87.
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Part 4. Read the following passage and do the tasks that follow.

IS THE INTERNET MAKING US STUPID?

In an article in Science, Patricia Greenfield, a developmental psychologist who runs UCLA's Children's Digital Media Center, reviewed dozens of studies on how different media technologies influence our cognitive abilities. Some of the studies indicated that certain computer tasks, like playing video games, increase the speed at which people can shift their focus among icons and other images on screens. Other studies, however, found that such rapid shifts in focus, even if performed adeptly, result in less rigorous and "more automatic" thinking.

In one experiment at an American university, half a class of students was allowed to use internet-connected laptops during a lecture, while the other half had to keep their computers shut. Those who browsed the web performed much worse on a subsequent test of how well they retained the lecture's content. Earlier experiments revealed that as the number of links in an online document goes up, reading comprehension falls, and as more types of information are placed on a screen, we remember less of what we see.

Greenfield concluded that "every medium develops some cognitive skills at the expense of others". Our growing use of screen-based media, she said, has strengthened visual-spatial intelligence, which can strengthen the ability to do jobs that involve keeping track of lots of rapidly changing signals, like piloting a plane or monitoring a patient during surgery. However, that has been accompanied by "new weaknesses in **higher-order** cognitive processes" including "abstract vocabulary, mindfulness, reflection, inductive problem-solving, critical thinking and imagination," we're becoming, in a word, shallower.

Studies of our behavior online support this conclusion. German researchers found that web browsers usually spend less than ten seconds looking at a page. Even people doing academic research online tend to "bounce" rapidly between documents, rarely reading more than a page or two, according to a University College London study. Such mental jiggling takes a big toll. In a recent experiment at Stanford University, researchers gave various cognitive tests to 49 people who do a lot of media multitasking and 52 people who multitask much less frequently. The heavy multitaskers performed poorly on all the tests. They were more easily distracted, had less control over their attention, and were much less able to distinguish important information from trivia. The researchers were surprised by the results. They expected the intensive multitaskers to have gained some mental advantages. That wasn't the case, though. In fact, the multitaskers weren't even good at multitasking. "Everything distracts them," said Clifford Nass, one of the researchers.

It would be one thing if the ill effects went away as soon as we turned off our computers and mobiles, but they don't. The cellular structure of the human brain, scientists have discovered, adapts easily to tools we use to find, store and share information. By changing our habits of mind, each new technology strengthens certain neural pathways and weakens others. The alterations shape the way we think even when we're not using the technology. The pioneering neuroscientist Michael Merzenich believes our brains are being "massively remodeled" by our ever-intensifying use of the web and related media. In 2009, he said that he was profoundly worried about the cognitive consequences of the constant distractions and interruptions the internet **bombards** us with. The long-term effect on the quality of our intellectual lives, he said, could be "deadly".

Not all distractions are bad. As most of us know, if we concentrate too intensively on a tough problem, we can get stuck in a mental rut. However, if we let the problem sit unattended for a time, we often return to it with a fresh perspective and a burst of creativity. Research by Dutch psychologist Ap Dijksterhuis indicates that such breaks in our attention give our unconscious mind time to grapple with a problem bringing to bear information and cognitive processes unavailable to conscious deliberation. We usually make better decisions, his experiments reveal, if we shift our attention away from a mental challenge for a time.

But Dijksterhuis's work also shows that our unconscious thought processes don't engage with a problem until we've clearly and consciously defined what the problem is. If we don't have a particular goal in mind, he writes, "unconscious thought does not occur." The constant distractedness that the Net encourages is very different from the kind of temporary, purposeful diversion of our mind that refreshes our thinking. The

cacophony of stimuli short-circuits both conscious and unconscious thought, preventing our minds from thinking either deeply and creatively. Our brains turn into simple signal-processing units, shepherding information into consciousness and then back again. What we seem to be scarifying in our surfing and searching is our capacity to engage in the quieter, attentive modes of thought that underpin contemplation, reflection and introspection.

For questions 88 - 94, write A, B, C or D in the corresponding numbered boxes provided to indicate the answer which fits best according to what is stated or implied in the passage.

88. What do we learn about Patricia Greenfield's research in the first paragraph?

- A. It focused on problems resulting from use of media technologies.
- B. It did not produce consistent patterns in connection with computer use.
- C. It involved collating the results of work done by other people.
- D. It highlighted differences between people when using computers.

89. Two of the experiments mentioned in the second paragraph concerned _____.

- A. the amount of attention people pay to what they see on computers
- B. the connection between computer use and memory
- C. the use and non-use of computers for studying
- D. changes that happen if people's computer use increases

90. One of Greenfield's conclusions was that _____.

- A. certain claims about the advantages of computer use are false
- B. computer use has reduced a large number of mental abilities
- C. people do not care about the effects of computer use on their minds
- D. too much emphasis has been placed on the benefits of computer use

91. The word "**higher-order**" is closest in meaning to _____.

- A. more complex
- B. more attentive
- C. more creative
- D. more elaborate

92. One of the pieces of research mentioned in the fourth paragraph indicated that _____.

- A. some people are better at multitasking than others
- B. "mental juggling" increases the mental abilities of only a few people
- C. beliefs about the effectiveness of multitasking are false
- D. people read online material less carefully than other material

93. What is the writer's purpose in the fifth paragraph?

- A. to advise on how to avoid the bad effects of new media technology
- B. to present opposing views on the consequences of use of new media technology
- C. to warn about the damage done by use of new media technology
- D. to summarize the findings of the previously-mentioned research

94. The word "**bombards**" is closest in meaning to _____.

- A. supersede
- B. inundate
- C. overcome
- D. predominate

Your answers:

88.	89.	90.	91.	92.	93.	94.
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For questions 95 - 100, complete the summary with no more than TWO words taken from the passage for each space. Write your answers in the corresponding numbered boxes provided.

Research by Patricia Greenfield suggests that increased use of screen-based media has developed (95) _____, but this has come at a cost to higher-order thinking skills such as critical thinking and imagination, making people cognitively (96) _____. Studies also show that online readers rarely spend long on a single page, tending to (97) _____ between documents rather than reading in depth. Contrary to expectations, Stanford researchers found that heavy multitaskers were unable to (98) _____ important information from trivia, and were in fact poor at the very tasks they frequently performed. Neuroscientist Michael Merzenich has warned that the brain is being (99) _____ by intensive web use, and that unlike purposeful mental breaks, which allow (100) _____ to engage with problems, the internet's constant stimuli disrupts both levels of thinking entirely.

Your answers:

95.	96.
97.	98.
99.	100.

Part 5. In the passage below, five paragraphs have been removed. For questions 101-105, choose from paragraphs A-G the one which fits each gap. There are TWO extra paragraphs which you do not need to use. Write the letters A-G in the corresponding numbered boxes provided.

MAKING THE WORLD A BETTER PLACE, ONE CONTROVERSY AT A TIME

In 2008, renegade Greenpeace activists Junichi Soto and Toru Suzuki seized a container of whale meat from a delivery depot in Aomori Prefecture, Japan. They believed that the meat was procured from government whaling research and was destined for sale in Japanese restaurants, a practice publicly condemned by the Japanese government. The confiscation sparked controversy for the government, which hastened a cover-up, characterising the meat as 'a souvenir' of the whalers. However, it was the fate of Soto and Suzuki which seemed particularly unjust.

101

The pair didn't expect to be celebrated for uncovering the government scandal, but they were nonetheless surprised by the outcome of their actions. Ultimately the men were sentenced to one year in prison, which the judge mercifully suspended for three years. Unfazed, Sato expressed no regrets. 'Because of our case, many inside Japan are now aware of the whaling industry's kickbacks and embezzlement,' he remarked in an article he wrote for a British newspaper.

102

In an attempt to bypass regulations, the government stipulated that the exploration could only be funded by sales of whale meat. But few had the wool pulled over their eyes and fleets of Greenpeace vessels showed up to confront the Japanese whaling ships. Dramatic scenes of ships a tenth the size of the government's fleet were broadcast in the news. Only years later did the Japanese government finally curtail their 'research', partly due to the Tokyo Two's expose, and partly because of Greenpeace's involvement.

Dubbed the 'Don't Make a Wave' campaign, the activists reached the US coastguard ship Confidence, which ordered them to retreat. The mission went ahead as planned, and although disheartened, the activists learnt that their endeavours had garnered worldwide attention. In realising that such extreme measures can have a global impact, the group began raising funds in order to campaign for environmentalism. Greenpeace was born.

One such incident involved the Nazca lines in Peru. In an attempt to hang a banner protesting against climate change activists damaged the UNESCO World Heritage site by walking on an area not open to the public and leaving visible footprints. The organisation was forced to issue an apology, one Peruvian officials were unwilling to accept.

While it may hold firmly to perhaps unpopular positions such as this, there is no doubt that Greenpeace strives to do good. Their mission centres around achieving a number of goals related to climate change, which tops their list, but also the protection of natural habitats, the fight against deforestation, nuclear disarmament and the promotion of sustainable agriculture.

A. Sloppy mistakes aside, the organisation has also come under criticism for its specific positions. In the case of genetically modified foods, a practice Greenpeace vehemently opposed, 107 Nobel laureate scholars actually penned a letter to Greenpeace urging it to change its stance. They cited scientific evidence of the benefit of GM foods for farmers and consumers alike, and that not one single negative incident has resulted from the cultivation and consumption of such products.

B. In fact, media outlets the world over have given Greenpeace an enormous amount of attention for its outlandish stunts. In one case, members produced a fake website for an oil company with articles about their inaugural drilling in the Arctic. The website fooled many people and was a blatant criticism of the oil company's practices, but critics were quick to pounce on its misleading premise.

C. A report was filed in 2006 by a public watchdog suggesting that the company was exploiting its status as a non-profit organisation and falsifying its financial returns. Greenpeace was audited, but its books turned up clean. Subsequently, it was disclosed that the watchdog who blew the whistle had accepted substantial donation from a gas and oil corporation, one of the entities Greenpeace fights against.

D. The organisation was founded upon its ability to directly confront its opponents. Across the globe in Alaska some decades before the whaling incident, a group of Canadian activists sailed to Amchitka, an island in Alaska's Aleutian island chain. The government intended to detonate an atomic bomb on the uninhabited island, ignoring warnings of seismic activity and the tsunamis it could trigger.

E. Although they have cut back considerably on their presence in the Antarctic Ocean, Greenpeace's efforts to protect these majestic sea mammals stretch back decades. The organisation, which began in 1971, embarked in the mid-1980s on a mission to establish Antarctica as a world park. Although eventually successful, when Japan's whaling fleet appeared in the late 1980s under the guise of 'scientific research', it was clear a loophole had been exploited.

F. Predictably, they have faced some criticism, as underscored by the Tokyo Two incident. Lawsuits have been filed against them for destroying fields of genetically modified crops and harassing fishing expeditions. They entered into a row with the Finnish government when they transported the trunk of a fallen tree to exhibitions to highlight the negative effects of logging there. And occasionally, the organisation's members make blunders that sully Greenpeace's image.

G. Although the police launched an investigation into the whalers' actions, no charges were brought against them. Instead, they charged the activists and even mistreated them during their detention. The pair were denied legal representation and interrogated for a relentless 12 hours. The activists were even branded as terrorists and egregiously compared to the doomsday cult that released poisonous gas in a Tokyo underground station.

Your answers:

101.	102.	103.	104.	105.
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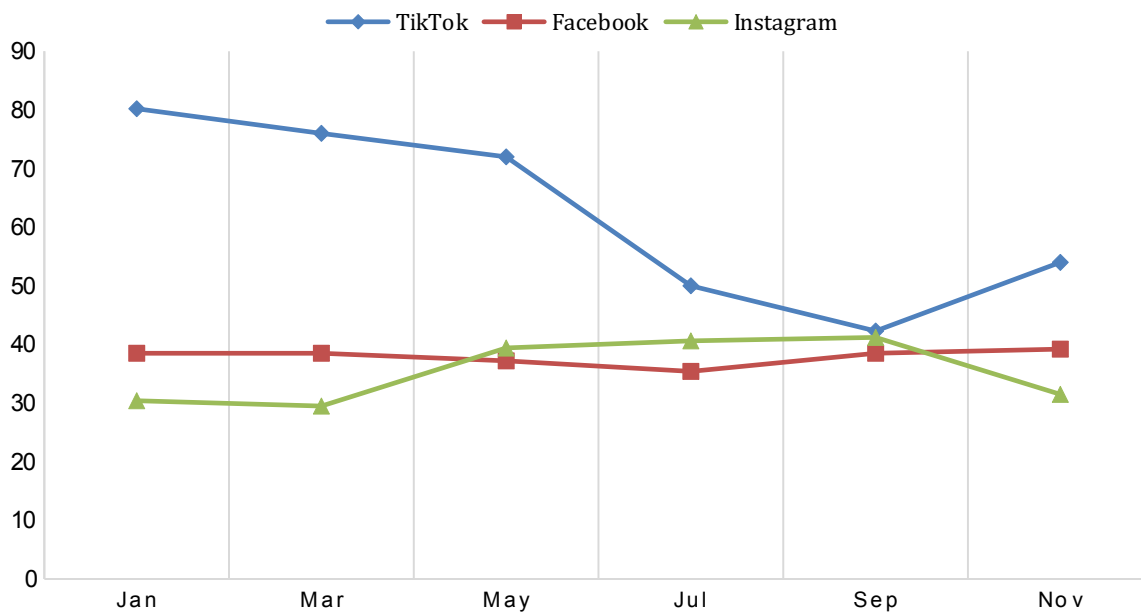
C. WRITING (5.0 pts):

Part 1. The line graph and the table give information about the global monthly downloads and the yearly downloads in specific countries of selected social apps in 2020. The units are measured in millions.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Global monthly downloads, 2020



Apps	India	USA	Brazil	Indonesia	Russia
TikTok	99.8	45.6	34.7	30.7	25.0
Facebook	67.8	46.2	20.1	21.6	19.4
Instagram	56.7	40.5	24.7	27.8	12.3

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