

HDC Tiếng Anh_10_09 <i>(HDC gồm 08 trang)</i>	KỶ THI OLYMPIC TRẠI HÈ HÙNG VƯƠNG LẦN THỨ XIX, NĂM 2025 HDC MÔN: TIẾNG ANH – LỚP 10 Thời gian làm bài: 180 phút
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PART I: LISTENING (50/200 points)

Each question correctly answered scores 2 marks. **Correct** spelling is needed in all answers.

Section 1: Listen and complete the table. Write no more than THREE WORDS AND/ OR NUMBER for each answer. (14 points)

1. 17th of April	45 / 45 km / forty-five / forty-five kilometres	5. 1,013/ one thousand and thirteen	7. helmet
2. 16 / sixteen	en-suite facilities	6. snacks / extra snacks	

Section 2: You will hear a radio programme about a famous dessert dish. For questions 8-15, complete the sentences with a word or short phrase. (16 points)

8. satisfactory replacements	10. self-help	12. sense of security	14. employment
9. real consultation	11. laid on	13. community values	15. ways of thinking

Section 3: Listen to the conversation between two friends and mark the statements as true (T) or false (F). Decide whether the following statements are true (T) or false (F), and write your answers in the answer box. (10 points)

16. T	17. F	18. T	19. F	20. F
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Section 4: You will hear Leonie Steiner talking to an interviewer about her work as a music teacher in a school. For questions 21-25, choose the best answer (A, B or C). (10 points)

21. B	22. A	23. A	24. B	25. C
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PART II: LEXICO - GRAMMAR (30/200 points)

Each question correctly answered scores 1 mark. **Correct** spelling is needed in all answers.

I - Choose the best answer (A, B, C or D) to complete each sentence below. Write your answers in

the answer box. (15 points)

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

II – Identify one mistake in each of the following sentences and correct the mistake. Write your answers in the answer box below. (5 points)

ERRORS	CORRECTION
1. should be	has been
2. facilitated not only	felicitated not only
3. exposure	exposition
4. several	that of several
5. allusion	ilusion

III - Complete the following sentences with the correct form of the word given in parentheses (10 pts).

1. iconoclast	2. tailgating	3. underfoot	4. sideburns	5. retroactive
6. ill-conceived	7. inescapably	8. contraindication	9. incommunicable	10. ahistorical

PART III: READING COMPREHENSION (60 POINTS)

I - Read the following passage and choose the letter A, B, C, or D that best fits each blank in the passage. Write your answers in the answer box below. (10 points)

1. C	2. C	3. B	4. B	5. A
6. D	7. C	8. C	9. C	10. D

II - Fill each of the following numbered blanks with ONE suitable word and write your answers in the correspondent numbered boxes provided. (10 pts)

1. design	2. individual	3. change	4. contributed	5. available
6. difference	7. widely	8. increase	9. power	10. Performance

III - Read the following passage and choose the best answer (A, B, C or D) according to the text. Write your answers in the correspondent numbered boxes provided. (10 pts)

1. C	2. D	3. B	4. C	5. A
6. A	7. B	8. C	9. A	10. C

IV - Reading passage 4 has six paragraph A-F. (20 pts)

1 iii	2 vii	3 iv	4 viii	5 vi
6. T	7. F	8. T	9. F	10. NG

V. You are going to read an article in which four people talk about their lifestyles. For questions 1–10, choose from the people (A–D). The people may be chosen more than once. (10 pts)

1. A	2. D	3. C	4. A	5. B
6. D	7. A	8. B	9. C	10. B

PART IV: WRITING (60/200 points)**I. Describing graph (20 points)****1. Contents (10pts)**

The report should:

- introduce the table and state its striking features,
- summarise the main features with relevant data from the table,
- make relevant comparisons.

2. Language use (10pts)

The report should:

- demonstrate a wide variety of vocabulary and grammatical structures,
- have correct use of words and mechanics,
- maintain coherence, cohesion, and unity throughout.

II. Writing an essay (40 points)

In some countries young people are not only richer, but also safer and healthier than ever before. However, they are often less happy.

What do you think are the reasons for this and what can be done to help?

1. Task achievement (20pts)

The essay should:

- sufficiently address all requirements of the task,
- develop relevant supporting ideas with explanations, examples, evidence, etc.

2. Organization (8pts)

The essay should have:

- *an introduction* presenting a clear thesis statement introducing the points to be developed,
- *body paragraphs* developing the points mentioned in the introduction,
- *a conclusion* summarising the main points discussed in the essay.

3. Language use (12pts)

The essay should:

- demonstrate a wide variety of vocabulary and grammatical structures,
- have correct use of words and mechanics,
- maintain coherence, cohesion, and unity throughout.

TAPESCRIPT

Section 1: Listen and complete the table. Write no more than THREE WORDS AND/ OR NUMBER for each answer.

Man: 'Holidays for you'. Sean speaking. Can I help you?

Woman: Oh, hi. I've been looking at your website. Um, I'm interested in a cycling holiday in Austria in April. So, let's see. I've got a calendar here. What are the date?

M: Well, that trip is in the middle of the month. It starts on the **17th of April** and it finishes on the 27th.

W: That suits me. I can't leave work before the 10th of April.

M: Let me see if there are any spaces. Is it just for yourself?

W: Myself and my sister – so two of us.

M: Yes. We have spaces.

W: Is it a big group?

M: At the moment there are 12 people booked on this trip and with you two that will be 14. The maximum number is **16** so it's almost fully booked. We can't go over that because it's hard to keep a larger group together.

W: I need to check that I'm fit enough for this but the distances look OK. The website says we'll ride approximately **45 km** a day. Is that right?

M: That's correct and I've got the exact distances here. It really depends on which part of the trip. Some days are only 35 km and some days are more. But you'll never have to cycle more than 50km in one day.

W: Oh, OK. I can manage that. And we stay in hotels?

M: Yes. They all have restaurants and the rooms have **en-suite facilities**.

W: I'd better find out how much the holiday costs before I get too excited.

M: Including flights it's £1,177 for one person.

W: Oh, we'll book our own flights on the Internet.

M: Ah, that's just **£1,013** then. And we can book insurance for you if you want.

W: Mm... and which meals are included in that price?

M: Well, er, breakfast of course. And the hotels will provide you with a packed lunch each day. We do stop during the afternoon in a village somewhere for a rest, so any **snacks** you buy then are extra. Then dinner will be in the hotel every evening and that's included in the price of the holiday.

M: And you provide the bicycle of course. What else?

M: A lock and a bell come with the bike as well as lights although you shouldn't need to cycle in the dark. But we won't allow you to cycle unless you bring a **helmet**. We don't provide these locally because it's really important it fits properly.

W: Ok.

Section 2: You will hear a radio programme about a famous dessert dish. For questions 8-15, complete the sentences with a word or short phrase.

TRANSCRIPT

Lecturer: Now, a key issue in the ability of cities to grow is the question of housing. However, quality is as important as quantity here. But that isn't to say that this is easy to guarantee, and the development, or at least the spread, of many modern cities is marked by the sprawl of slum or shanty town housing.

Governments are, of course, keen to address this, but the tendency to demolish them has often proved disastrous, as it doesn't solve the problem, unless **satisfactory replacements** are ready for the inhabitants.

What I'm saying is that suitable housing projects have to be lined up to accommodate these otherwise displaced people. And suitable is the key word here. All too frequently, there isn't **real consultation**, only token gestures. If the residents aren't fully involved, they are unlikely to find the resulting development appropriate to their needs. People need to feel reasonably independent, and strategies for providing accommodation schemes work much better if an approach rooted in **self-help** is applied. People value things more when they have been part of bringing them into being. At the same time, residents can't do everything for themselves, or not well enough anyway, and so governments need to accept that a number of services will always have to be **laid on**. These would include electricity and water and so on. From the other side, residents need to feel able to commit. Migrants are essential to the growth of cities, bringing rapid increases in population, skills and income. But they need to have a **sense of security**, of long-term commitment to the city if they are to invest money in building or buying houses.

Developing this sense of commitment isn't straightforward, and it takes time. It's complex and involves several factors. People need to feel they belong and, unfortunately, too many governments fail to appreciate that **community values** are a crucial component of that. Sadly, there are too many housing schemes which don't work – people drift away, or the whole place becomes crime-ridden. It's easy to be wise after the event, but it is worrying that a lot of housing is put up without analysis having been carried out to examine how much **employment** is going to be available for people.

But I don't want to labour the negatives too hard. Such difficulties as there are challenges, and challenges that can be, and often are, overcome. And cities are, I believe, a good thing.

Urbanisation – the process of developing cities and the societies that comprise them – may not be everyone's dream, but it has a huge impact on the economy and also benefits each and every person's freedom. Furthermore, the sheer volume of people means that work can be differently distributed. In villages, people

need to be multi-skilled in order to be autonomous, but in cities you can see the evolution of a variety of specialist activities and this means people live in a more sophisticated way. It's not only tangible phenomena – there are all sorts of other, equally important benefits, too. Residing in cities brings us face to face with many different **ways of thinking** or going about things, and this increases our degree of understanding – something which is hard to measure in scientific terms, but which surely makes better people of us all. Right, well, now I'd like to turn our attention to ...

Section 3: Listen to the conversation between two friends and mark the statements as true (T) or false (F). Decide whether the following statements are true (T) or false (F), and write your answers in the answer box.

TRANSCRIPT

JA = Jim Adams **R** = Reader **PS** = Paul Spenser

JA: Hi, this is “Say it like it is”, the programme in which your comments about what’s been on Radio One for the last week are read. And for today ... Well, we had many listeners writing in about last Tuesday’s science programme which is based on weather this time. John Holmes from Oxford says:

R: Your “Climate changes” turned out to be quite an interesting programme. Professor Jones’ theory that we’re slowly going towards another Ice Age was quite astounding. I was taught that the earth was moving nearer the sun!

JA: You could be right. But I don’t think that it will happen in our lifetime. Mrs Kent from Brighton talks about weather problems which could affect us in the near future.

R: Some experts may tell us what the weather may be like in the next century but **I’m more concerned about the present day situation**. I think that tax money and scientific studies should try to focus on short-term weather forecasts and try to make them more precise and accurate.

JA: Many listeners have the same point of view. On the other hand, Tom Sheridan from Manchester has a different opinion.

R: I hear that experiments are being made to change the weather in Britain. But, who wants it? Nobody would like a set weather pattern. **All those conversations about the weather would disappear.**

JA: We’d find something else to talk about. I’m sure. Food, for example. It seems to be a favourite of our readers judging from the letters we receive ...

R: Dear Jim, I’m writing in objection to the Cookery Series on Wednes days.

JA: Tim Saunders, from Coventry writes;

R: Most men already know how to do things like making toast so our time shouldn’t be wasted by such programmes.

JA: Tim would like more challenging cooking tips. **We’ve got the producer of our cookery show here today, Mr. Paul Spenser.** What about more difficult cookery on your show?

PS: I can relate to what Mr. Saunders is saying. Up to now we've been doing basic things to help beginners but we'll be moving on to more difficult recipes in the next few weeks. I hope that the programme will be more interesting for Mr. Saunders in the future.

JA: I hope so! To finish off we have a few letters referring to the rumours that lending libraries won't be free to the public anymore. Jane from Bournemouth has a few things to say about this.

R: **For students like me, books are too expensive to buy and we depend on libraries for our books! 20p is too much to pay for every book we take out.**

JA: Don't worry Jane. It's only a rumour so far. And our last letter comes from one of the elderly in our community.

R: **The elderly have to pay for their needs so why shouldn't others pay for theirs? They pay in pubs and discos, why not at libraries.**

JA: Well, that's all for today. More for you to think about. If there's something you'd like to comment on write to Jim Adams, "Say It Like It Is" Radio One.

Section 4: You will hear Leonie Steiner talking to an interviewer about her work as a music teacher in a school. For questions 21-25, choose the best answer (A, B or C). (10 points)

TRANSCRIPT

Interviewer: Today I'm going to be talking to a successful young American singer, Kay Stanley, about a special aspect of her work - one that's not very well known on this side of the Atlantic. And that's the Stanley Trust. Kay, welcome to the programme. Would you start by explaining what the Stanley Trust is?

Kay Stanley: Sure. It's basically an organisation set up by my father to help kids who have problems reading and writing - kids with dyslexia. I'm dyslexic myself, you see, and after I had been diagnosed, my dad realised there weren't many organisations for dyslexic kids, and he decided to set one up himself a few years later.

Interviewer: I believe one of the problems with dyslexia is that it isn't diagnosed in many cases, or not early enough. Was this what happened with you?

Kay Stanley: **I used to learn stories off by heart by playing the tapes of them over and over again, and then pretend to read them. In fact, I was so good at it that my mum only guessed there was something wrong when she caught me learning the stories like that!** Then my parents got me examined by a doctor, and luckily, he knew something about dyslexia, so he sent me to an expert.

Interviewer: And what did the expert say about your condition?

Kay Stanley: **He said I'm pretty fortunate because my condition is less severe,** compared to other people with dyslexia. Some people have a great deal of trouble spelling even the most simple, high-frequency words. Other people have difficulty reading very short notices and signs. Of course the experts see all sorts of people

so they can build up a picture of the different effects it has.

Interviewer: You must know quite a lot about it yourself by now?

Kay Stanley: I do, yes, but one of the problems with dyslexia is that even the specialists don't really understand it. They know dyslexics think in a different way from other people. **They often have distinctive talents and a creative imagination.** But whether dyslexia has other effects on the brain or not, nobody really knows. Some people say you use a different sort of logic if you're dyslexic, and it's easier for you to solve problems, but of course it's hard to test that.

Interviewer: And once you were diagnosed, did you start to improve?

Kay Stanley: Not immediately. At first, I was too unhappy about the whole thing, and my parents felt frustrated and confused. I knew at an early age that I wanted to become a singer, and getting school qualifications was not a priority for me. In the end, **I did work hard to improve my reading skills just to show my fellow students that I was every bit as clever as they were.**

Interviewer: Is it better for children with dyslexia to get special treatment?

Kay Stanley: It depends what you mean by that. I don't think it's a good idea to isolate them and put them in special schools, because that makes them feel awkward. On the other hand, they do need extra teaching in reading and writing, by teachers who understand the problem.

Interviewer: And getting back to the Stanley Trust, how do you feel you can best help the Trust? Will you be giving speeches about dyslexia in public?

Kay Stanley: I doubt it. I think the public would get tired of someone like me talking about the subject all the time. **It seems to me the best thing I can do is set a good example of how dyslexics can live a normal, happy life.**

Interviewer: Well, I wish you luck with that. And thank you for talking to us today.

Kay Stanley: Thank you.