

HDC Anh_10_13

(HDC gồm: 05 trang)

KỶ THI OLYMPIC TRẠI HÈ HÙNG VƯƠNG
LẦN THỨ XIX, NĂM 2025
ĐỀ THI MÔN: ANH – LỚP 10
Thời gian làm bài: 180 phút
(không kể thời gian giao đề)

SECTION I. LISTENING (50 points)

Part 1.

1. Anthony Lee	2. 1 st of June	3. University Hall
4. Health for Life	5. September 2006	6. in the distance

Part 2.

1. catch up on	2. efficiently	3. four or six
4. legally drunk	5. sleep debt	6. permanent damage
7. diabetes	8. mutation	9. (the) average

Part 3.

1. T	2.T	3.F	4.F	5.T
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Part 4.

1. B	2.D	3.A	4.B	5.C
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SECTION II. GRAMMAR AND VOCABULARY (30 points)

Part 1. Choose the correct answer A, B, C, or D to each of the following questions.

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

Part 2. Write the correct form of each bracketed word in each sentence.

1. nanoplastics/microplastics
2. choreography
3. cinematic
4. deinfluencing
5. permacrisis
6. counterfeit
7. reunification
8. autonomously
9. standardized
10. enslaved

Part 3.

1. farsightedness → foresight

2. exemplified → exemplary
3. a little → little
4. captured → captivated
5. public → publicly

Part 4. Use the most suitable form of the words in brackets.

1. nano plastics/ micro plastic
2. choreography
3. cinematic
4. Deinfluencing
5. permacrisis
6. counterfeit
7. Reunification
8. autonomous
9. standardized
10. enslaved

SECTION III. READING COMPREHENSION (60 points)

Part 1. Read the following passage and choose the correct answer A, B, C, or D for each blank. (10 pts)

1. C. mostly
2. D. touch
3. B. actually
4. C. how
5. A. signals
6. B. supremely
7. D. ingenious
8. C. assigned
9. A. pulses
10. C. fraction

Part 2. Read the text below and think of the word which best fits each space. Use only ONE word in each space. (10 pts)

1. away	2. Whether	3. Others	4. don't	5. spend
6. too	7. that/ which	8. but	9. as	10. inclined

Part 3. Read the following passage and do the tasks that follow.

1.T	2.T	3.NG	4.F	5.F	6.NG	7.F	8.NG	9.T
10. learning styles	11. personality type	12. disclaimers	13. a preference					

Part 4. In the passage below, seven paragraphs have been removed. For questions 1-7, read the passage and choose from paragraphs A-H the one which fits each gap. There is ONE extra paragraph which you do not need to use. Write your answers in the corresponding numbered boxes

provided.

1.G	2.C	3.F	4.E	5.B	6.D	7.H
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Part 5. *For questions 1-10, read the passage on the nature of symbols and choose the answer A, B, C or D which fits best according to the passage. Write your answers in the corresponding numbered boxes provided.*

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

Part 5. *The passage below consists of five paragraphs marked A, B, C, D, and E. For questions 1-10, read the passage and do the task that follows. Write your answers in the corresponding numbered boxes provided.*

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

SECTION IV. WRITING (60 points)

Part 1: 20 pts

The mark given to part 1 is based on the following criteria:

1. Contents (10 points)

- The report **MUST** cover the following points:
 - Introduce the 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)
- The report **MUST NOT** contain personal opinions. (A penalty of 1 point to 2 points will be given to personal opinions found in the answer.)

2. Language use (10 points)

The report should:

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

Part 2: 40 pts

The mark given to part 2 is based on the following criteria:

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 (10 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 (15 points)

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

4. Punctuation, spelling, and handwriting (5.0 points)

- Correct punctuation, no spelling mistakes, and legible handwriting.

LISTENING TAPESCRIPT:

Part 1

Optometrist: Good morning, can I help you?

Simon Lee: Yes. I'm here for an appointment at ten o'clock with the optometrist. I'm a little early. I know it's only ten to ten.

Optometrist: Are you Simon Lee?

Simon Lee: Yes, I am.

Optometrist: I'm Rachel White, the optometrist here today. Come in and take a seat.

Simon Lee: Thanks.

Optometrist: Before we test your eyes, I just need to get a few details from you. So, Simon, what's your full name?

Simon Lee: Simon Anthony— that's A-N-T-H-O-N-Y. And my family name is Lee: L double E.

Optometrist: And your date of birth, Simon?

Simon Lee: The 1st of June, 1989.

Optometrist: The 21st of June.

Simon Lee: No. The first of June.

Optometrist: Whoops... sorry! 1989 – ah, same year my son was born! What's your current address?

Simon Lee: I'm living at a hall of residence.

Optometrist: Which one?

Simon Lee: At University Hall, not far from here, in Adams terrace.

Optometrist: University Hall... And do you have any medical insurance?

Simon Lee: Yes, I'm fully covered

Optometrist: And who are you insured with?

Simon Lee: I'm with 'Health for life'.

Optometrist: Healthy Life.

Simon Lee: No. People always get that wrong. It's Health for Life. They're part of some big insurance company.

Optometrist: Good! Now, Simon. Have you ever had your eyes tested before?

Simon Lee: Yes, once. But not recently. It was when I was still at school.

Optometrist: So roughly when would that have been?

Simon Lee: Probably around September 2007. No, on second thoughts, it must've been the year before – September 2006. And my eyesight was fine then.

Optometrist: But you're having a little difficulty now, are you?

Simon Lee: Well, yes ... since I started at university, I've been having difficulty with distance vision. I can't always see things in the distance.

Part 2

Tired? We all know the feeling; irritable, groggy and exceptionally lazy. Chances are you didn't sleep enough last night, or the past few nights. But what exactly is "enough sleep?" And more importantly, can you ever "catch up" on it?

How much sleep do you need

While the very function of sleep is still debated by scientists, we do know that it's necessary to function efficiently and productively. After all, we spend 24 years of our lifetime sleeping, it had better be important. Researchers have tested how much is required each night by assigning groups of people to four, six, and eight hours of sleep over extended periods of time. After 14 days, those with eight hours of sleep exhibited few attention lapses of cognitive issues; however, those with six or four hours of sleep showed a steady decline. In fact, after only two weeks, the six hour group showed a similar reaction time to a person with a blood alcohol concentration of 0.1%, which is considered legally drunk. The four hour sleepers suffered even more, occasionally falling asleep during their cognitive tests. In both groups, brain function decreased day by day, almost linearly with no sign of leveling off.

Can we recover from it

Scientists have dubbed this cumulative effect as sleep debt. So can we recover from it? After a night or two of little sleep, studies show that the body and brain can fully recover with a few nights of good sleep. However, with long term sleep deprivation on the scale of weeks to months, the recovery of cognitive function is much slower, requiring many more nights of quality sleep. On the timescale of months to years, it is unknown whether brain function can be fully repaired, or if it causes permanent damage. Paradoxically, with chronic sleep deprivation, your sleepiness or how tired you feel does eventually level off, meaning that you become less and less aware of your objective impairment over time.

How long should you sleep

So how long should you sleep? Most studies tend to show that seven to eight hours of sleep is the average ideal for humans. Apart from the cognitive issues, individuals who consistently sleep less than seven hours a night have an increased risk of heart disease, obesity and diabetes, not to mention a 12% higher risk of death. On the flip side, studies have shown that while sleeping more than eight hours does not impair brain function, it also carries an increased risk of heart disease, obesity and diabetes, and a 30% increased risk of mortality!

So too much sleep may also be a bad thing. But variation most certainly exists, and our genetics

play a large role. In fact, individuals genuinely unaffected by only six hours of sleep were found to have a mutation of a specific gene. When scientists genetically engineered mice to express this gene, they were able to stay awake for an extra 1.2 hours than normal mice. It turns out these short sleepers have more biologically intense sleep sessions than the average person.

Ultimately, while it's important to know the ideal average of seven to eight hours exists, let your body and brain help you figure out its own needs. After all, no one shoe size fits all. If you want to know how to get better quality sleep each night in order to conquer the hurdles of sleep deprivation, we have some tips and research for you over on ASAPThought.

Part 3

Schizophrenia was first identified more than a century ago, but we still don't know its exact causes. It remains one of the most misunderstood and stigmatized illnesses today. So, let's walk through what we do know— from symptoms to causes and treatments.

Schizophrenia is considered a syndrome, which means it may encompass a number of related disorders that have similar symptoms but varying causes. Every person with schizophrenia has slightly different symptoms, and the first signs can be easy to miss— subtle personality changes, irritability, or a gradual encroachment of unusual thoughts. Patients are usually diagnosed after the onset of psychosis, which typically occurs in the late teens or early twenties for men and the late twenties or early thirties for women. A first psychotic episode can feature delusions, hallucinations, and disordered speech and behavior. These are called positive symptoms, meaning they occur in people with schizophrenia but not in the general population. It's a common misperception that people with schizophrenia have multiple personalities, but these symptoms indicate a disruption of thought processes, rather than the manifestation of another personality. Schizophrenia also has negative symptoms, these are qualities that are reduced in people with schizophrenia, such as motivation, expression of emotion, or speech. There are cognitive symptoms as well, like difficulty concentrating, remembering information, and making decisions.

So what causes the onset of psychosis? There likely isn't one single cause, but a combination of genetic and environmental risk factors that contribute. Schizophrenia has some of the strongest genetic links of any psychiatric illness. Though about 1% of people have schizophrenia, children or siblings of people with schizophrenia are ten times likelier to develop the disease, and an identical twin of someone with schizophrenia has a 40% chance of being affected. Often, immediate relatives of people with schizophrenia exhibit milder versions of traits associated with the disorder— but not to an extent that requires treatment. Multiple genes almost certainly play a role, but we don't know how many, or which ones.

Environmental factors like exposure to certain viruses in early infancy might increase the chance that someone will develop schizophrenia, and use of some drugs, including marijuana, may trigger the onset of psychosis in highly susceptible individuals. These factors don't affect everyone the same way. For those with very low genetic risk, no amount of exposure to environmental risk factors will lead them to develop schizophrenia; for those with very high risk, moderate additional risk might tip the balance.

Part 4

Interviewer: Today, in our series on the choices young people have to make, I'm talking to high school students Tamsin and Farid about whether they think it's a good idea to go to university straight after high school. Farid, there are a lot of options open to school leavers: have you been getting all sorts of ideas from friends and family?

Farid: Absolutely! My parents are very keen for me to go straight to university, but, actually, a big international company I'd contacted has just been in contact with me. They offer work for school leavers and they train you in company. That's an option. My sister did a gap year before going to university and visited about ten countries, but afterwards said she felt she wished she'd done something more useful with her time, like just going to one country and working as a volunteer for a charity. She thinks I should work for myself. I'm good at game design and she thinks I should do that for a living.

Interviewer: A lot to think about! Tamsin, what's your view on school leavers going straight to university?

Tamsin: Well, I think people have to consider every aspect of it carefully because I'm concerned that some people go to university for the wrong reasons. I don't mean that they go just because their parents and teachers say they should, more that some courses have become really cool, like social sciences, and they just want to jump on the bandwagon. However, it is true that students can sometimes make good contacts by socialising at university, which may lead to finding a job more easily later.

Interviewer: Interesting point. Do you think some people are put off going to university by the expense?

Tamsin: Well, quite a few students work while they're studying and in that way they help support themselves financially. And if they're well organised, it shouldn't mean they neglect their studies. And actually, I've heard that lots of employers like the fact that students have some familiarity with what it's really like to have a job.

Farid: And from the student's perspective, it can give you a good idea about what you do and don't like about a job. But I wonder if there's a danger when you work and study at the same time that you just get exhausted and end up ill and not able to do either well.

Tamsin: I think that's rare. Anyway, I'm pretty sure I'm going to go straight to university.

Farid: Yes, I think that's the right choice for you. After all, you've always got top grades in maths and sciences.

Tamsin: I think it'll teach me to think outside the box. Even reading details about the modules offered at some universities makes me think I'll learn to look at things from a much wider perspective. And I'm really focused on becoming an engineer – so what am I waiting for? My dad's an engineer and I've talked to some of his colleagues, and they can give me work experience during the holidays.

Farid: I wish I was as sure as you are about what I want to do. You know I went to a university Open Day a couple of weeks ago? It was great – I got to meet some students already studying Spanish, which is what I might be interested in doing, and they showed me round the Languages Faculty. What I hadn't expected was that a large number of the lecturers were available, so that you could ask them about the courses. That was really useful. There were also tours of the science labs, which are supposed to be really cutting edge, but that wasn't what interested me.

Interviewer: Right. So, Tamsin, have you written your university letter of application yet? It's very important to get that just right, isn't it?

Tamsin: Yes, I have and I asked Farid to take a look at it to see what he thinks.

Farid: It's really impressive. It covers pretty much everything that it should. The way it's written shows she's a really good communicator, and her love of engineering really comes across well. If she built up the part where she talks about what a dedicated student she is and how open to feedback she is, then I think it's ready to send. Tamsin's so lucky in that she knows exactly where she wants to be in ten years' time! I'm still not sure what to do.

Interviewer: Well, I'm afraid we have to leave it there for today. Thank you both for taking part in today's discussion and good luck with your futures.