

SỞ GIÁO DỤC VÀ ĐÀO TẠO HÀ NỘI **KỶ THI CHỌN ĐỘI TUYỂN HỌC SINH GIỎI THÀNH PHỐ**
DỰ THI HỌC SINH GIỎI QUỐC GIA CẤP THPT
NĂM HỌC 2024-2025

ĐỀ CHÍNH THỨC

(Đề thi có 16 trang)

Môn thi: **TIẾNG ANH**

Ngày thi: *11 tháng 10 năm 2024*

Thời gian làm bài: *180 phút*

Điểm		Chữ ký và họ tên cán bộ chấm thi 1	Chữ ký và họ tên cán bộ chấm thi 2	SỐ PHÁCH (do Ban phách ghi)
Bảng số	Bảng chữ			

Lưu ý: Thí sinh làm bài trực tiếp vào các trang của đề thi này, không được sử dụng từ điển và bất kỳ loại tài liệu nào. Cán bộ coi thi không giải thích gì thêm.

I. LISTENING (5.0 points)

- Bài nghe gồm 4 phần; mỗi phần được nghe 2 lần, mở đầu và kết thúc mỗi phần nghe có tín hiệu.
- Mở đầu và kết thúc bài nghe có nhạc hiệu. Thí sinh có 02 phút để hoàn chỉnh bài nghe trước khi có nhạc hiệu kết thúc bài nghe.
- Mọi hướng dẫn cho thí sinh đã có trong bài nghe.

Part 1: For questions 1-5, listen to an excerpt of weather forecast from the Met Office and decide whether these statements are TRUE (T), FALSE (F) or NOT GIVEN (NG) according to what you hear. Write your answers in the corresponding numbered boxes provided.

1. Although many areas experienced brighter weather today, temperatures will drop considerably across the UK as high pressure dominates the weather pattern.
2. Overnight, a cloudy zone bringing intermittent rain will affect southern Scotland and northern England, while other areas will experience clearer skies with scattered showers.
3. By dawn, the southern regions of the UK will see a frost, while the northern areas will be relatively mild.
4. The forecast for highland areas tomorrow is pervasive rain and thunderstorms stretching from Scotland to Northern Ireland.
5. On Thursday, heavy rainfall in southern Scotland, northern England, and parts of Wales may lead to imminent school closures in those areas.

Your answers:

1.	2.	3.	4.	5.
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Part 2: For questions 6-10, listen to a piece of news about a landslide in Greenland.

Write NO MORE THAN FOUR WORDS taken from the recording for each answer in the spaces provided.

6. What phenomenon have experts recently unveiled its cause?

7. What natural feature incessantly influenced the formation of terrain in Greenland?

8. What verb was used by the reporter to indicate the global repercussion of the landslide and its resulting tsunami?

9. What was absent at the site of the incident, which helped minimize the scope of casualties?

10. What happened to the glacier beneath the mountain over time, triggering the colossal crumbling of rocks?

Part 3: You will hear a discussion in which two people, Anne Doherty and Brian Johnson, talk about gender equality in the workplace.

For questions 11-15, choose the answer (A, B, C or D) which fits best according to what you hear. Write your answers in the corresponding numbered boxes provided.

11. *What does Anne say about the gender pay gap in the UK?*

- A. It depends primarily on age.
- B. Figures suggest the Equal Pay Act has failed completely.
- C. Attempts to close it have ground to a halt.
- D. Women will never achieve equality.

12. *What does Brian think of the independent report he mentions?*

- A. It overestimates women's abilities.
- B. It undermines male authority.
- C. It is based on false assumptions.
- D. It is misdirected.

13. *According to Anne, why are women prevented from participating in the decision-making process?*

- A. Many companies just pay lip service to the need for more women in boardrooms.
- B. Women do not pursue their goals vigorously enough.
- C. The majority of companies refuse to take women seriously.
- D. Men think women pay more attention to their appearance than to their work.

14. *Brian believes that a move towards gender equality is only possible when _____.*

- A. economic problems have been solved satisfactorily
- B. women occupy positions in the corridors of power
- C. there is solid proof of women's capabilities
- D. a new approach to pay grades is adopted

15. *Anne says that in countries with increased gender equality, _____.*

- A. women no longer have to care for children
- B. there is an improvement in the general health of the population
- C. gender roles have effectively been removed
- D. the economy is likely to benefit substantially

Your answers:

11.	12.	13.	14.	15.
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Part 4: For questions 16-25, listen to a speech about irrational decisions.

Write NO MORE THAN FOUR WORDS taken from the recording for each blank to complete the following summary. Write your answers in the corresponding numbered boxes provided.

When people are presented with rewards in two rounds of a gameshow and asked to make choices, they are more tempted to opt for (16) _____ in the first round and flip the coin in the second round. This is because of the intuitive tendency to stay safe despite the fact that the actual chances of both rounds stay relatively unchanged.

The explanation for this is our inherent proposition to make decisions after considering the risk against potential reward as postulated by the (17) _____. People tend to avoid losses rather than to pursue gains due to a (18) _____, namely "loss aversion", which lures us to solve problems based on our prior knowledge instead of rational calculation. Approaches that are primarily experience and intuition-based are (19) _____ that let us make decisions without careful analysis. Choosing a more complex but less likely sequence of rolls in the dice is an example of the so-called (20) _____.

Besides probability, figures or statistics also present a dire problem to (21) _____. Obviously, when coping with the appraisals relating to Gandhi's age, the students' guesses were influenced by the first question, which demonstrates the (22) _____, a tactic widely applicable in the field of (23) _____.

In the past, with limited time to (24) _____, quick decisions based on prior knowledge or intuition were essential as surviving tips. However, with modern decision-making, particularly in such areas as (25) _____ as well as numbers, we should stay alert and take ample time to contemplate other possibilities besides our intuition.

Your answers:

16.	21.
17.	22.
18.	23.
19.	24.
20.	25.

II. LEXICO-GRAMMAR (2.0 points)

Part 1: For questions 26-35, choose the correct answer A, B, C, or D to each of the following questions. Write your answers in the corresponding numbered boxes provided.

26. You don't know Sir Harold well enough to inquire about his personal life. Remember: you should know a man _____ years before you stir his fire.
 A. five B. six C. seven D. eight
27. Young people often go through a phase of _____ under parental control, which requires considerable sympathy from adults.
 A. chafing B. riling C. enraging D. galling
28. He struck me as a _____ worker, so I was shocked when he came back the next day to finish the job.
 A. devil-may-care B. fly-by-night C. turn-of-phrase D. down-to-earth
29. During the long train ride, we engaged in a _____ conversation, jumping from topic to topic without much direction or purpose.
 A. dilettante B. desultory C. didactic D. deracinate
30. She summed up Henry's achievements in a few _____ phrases.
 A. felicitous B. utilitarian C. loquacious D. ominous
31. The kids have been driving me _____ today with their mischief.
 A. into a rage B. close to the wind C. off the clutch D. around the bend
32. John is a true _____ for launching campaigns supporting women's rights.
 A. sister under the skin B. brother from another mother
 C. sister from another mister D. brother of the quill
33. Each of us put \$20 into the _____ to cover the cost of food.
 A. piggy B. puppy C. bunny D. kitty
34. My teacher is usually very tolerant, but after the fifth time in the week Tony came late, she lost her patience and _____.
 A. bawled him out B. mopped him up C. hashed him out D. boiled him down
35. After a lot of _____, she finally agreed to help me with the housework.
 A. dooming and glooming B. wheeling and dealing
 C. huffing and puffing D. thrilling and spilling

Your answers:

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

Part 2: For questions 36-40, write the correct form of each bracketed word in each sentence in the numbered spaces provided in the column on the right.

36. These rural, _____ communities face a lack of local governance and some of the most acute environmental and climate impacts in the state.
(CORPORATION)
37. The book is considered one of the most popular among university _____, yet it failed to appeal to other contemporaneous authors.
(LITERATURE)
38. We apologize _____ for any offence we have caused.
(RESERVE)
39. Paradoxically, interest in the _____ increased even as scientific methodology increasingly promised rational explanation of the physical world.
(NORM)
40. A _____ representation of this life cycle is shown in the figure below.
(DIAGRAM)

Your answers:

36. _____
37. _____
38. _____
39. _____
40. _____

Part 3: The passage below contains 5 mistakes. For questions 41-45, UNDERLINE the mistakes and WRITE YOUR CORRECTIONS in the numbered spaces provided in the column on the right. An example has been done for you.

It has, for years, been an accepted pieces of psychological wisdom that it is an unhealthy thing to keep feelings within, and much of the aim of therapy is to allow these emotions an outlet that does not exist, for one reason or another, in the patient's everyday life. This is undeniably true when it comes to highly frustrated or depressed individuals, when inability to express sadness, anger, fear or even happiness is causing enormous pressures to build up within themselves.

Regrettably, though, this idea has turned its way into the common psyche, so that it is generally recognized as counter-productive to hold anything inside at all. This has been the case in particular with reference to anger. A person should find some way of letting anger go, the common perception says. Counsellors and pseudo-counsellors likely have been advising our finding some way of expressing our anger; the most common being hitting a pillow or cushion. In some companies, there is even a special room with blow-up versions of managers that discontented workers can batter to feel better.

What has come to light in a recent study, consequently, is that this anger therapy is having a rather unhappy consequence. People who do not attempt to control themselves when enraged are becoming less and less able to do so.

Your answers:

E.g. pieces → piece

41. _____
42. _____
43. _____
44. _____
45. _____

III. READING (5.0 points)

Part 1: For questions 46-55, read the passage and fill in each of the following numbered blanks with ONE suitable word. Write your answers in the corresponding numbered boxes provided.

Large modern cities are too big to control. They (46) _____ their own living conditions on the people who (47) _____ them. City-dwellers are obliged by their environment to (48) _____ a wholly unnatural way of life. They lose (49) _____ with the land and rhythm of nature. It is possible to live such an air-conditioned existence in a large city (50) _____ you are barely conscious of the seasons. A (51) _____ flowers in a public park (if you have the time to visit it) may remind you that it is spring or summer. Some leaves clinging to the pavement may remind you that it is autumn. (52) _____ that, what is going on in nature seems totally irrelevant. All the simple, good things of life like sunshine and fresh air are (53) _____ a premium. Tall buildings blot (54) _____ the sun. Traffic fumes pollute atmosphere. (55) _____ the distinction between day and night is lost. The flow of traffic goes on unceasingly and the noise never stops.

Your answers:

46.	47.	48.	49.	50.
51.	52.	53.	54.	55.

Part 2: Read the following passage and do the tasks that follow.

That so many copies of Peter Wohlleben's book *The Hidden Life of Trees* have been sold is no surprise. Life in the urban jungle can be overwhelming, and many of us long to escape by seeking more natural environments. We hope an encounter with nature might make us feel more 'alive'. Would we use this same term to describe nature itself, though? Forests and the trees that form them are commonly perceived as objects lacking awareness, like rocks or stones. But here, Wohlleben would beg to differ. From his observations, he has concluded that they are conscious in a way we do not fully understand.

In recent decades, a number of writers have investigated our planet's flora. *The Cabaret of Plants* by Richard Mabey and *What a Plant Knows* by Daniel Chamovitz, for example, have done much to reformulate our views about the green world. Central to many of these books is a serious message about sustainability, and *The Hidden Life of Trees* is no exception. What sets it apart is its approach to description: at the start Wohlleben announces that 'When you know that trees... have memories and that tree parents live together with their children, then you can no longer just chop them down.' Not everyone will be comfortable with this kind of anthropomorphism.

Nevertheless, Wohlleben's experience of working in a beech forest in the Eifel mountains of Germany may put him in a better position than many to write a book about trees. In the introduction, he explains that he started out as a state-employed forester, taking care of trees purely for industrial reasons. The straighter they were, the more high-quality logs could be sawn. But after a while he began to appreciate trees for more than just their commercial worth. He gives some of the credit for this realization to the tourists that would come to the forest, who were more enchanted by bent, crooked trees, which did not conform to the straight ideal.

An anecdote that stands out is Wohlleben's encounter with 'the gnarled remains of an enormous tree stump' in the Eifel forest. More than anything else, it was this encounter that prompted him to look further into the hidden behavior of trees. To his surprise, after scraping at the outside layer of bark covering the stump, he discovered a green layer underneath. This was chlorophyll, the pigment normally produced by living trees. Wohlleben realized that the only way the stump could still be alive was if the surrounding beeches were providing it with a sugar solution through their own roots.

Wohlleben is not the first person to claim that trees are cooperative. In the 1990s, Dr Suzanne Simard realized that fir and birch trees were supplying each other with carbon. Simard's findings made complete sense to Wohlleben, who believes that this kind of nutrient exchange between neighbors is typical of a healthy forest. Wohlleben also had the opportunity to deepen his understanding of tree biology when researchers from Aachen University set up investigative programs in his beech forest. Discussions with them reinforced his beliefs about the way trees thrived, and Wohlleben eventually found himself strongly opposed to some traditional forestry practices. He finally succeeded in persuading local villagers that the forest should be allowed to return to a natural state: this involved banning the use of machinery for logging, and giving up on pesticides for a start. Since then, Wohlleben has been noting how his beech forest has developed, and his observations formed the foundation for the book. Humor and a straightforward narrative make it instantly appealing to readers without a science background - elements that have successfully been translated into over a dozen languages. Those that do have scientific training, however, will be more demanding. Critics of Wohlleben point out that proper academic studies need to be done to prove all his claims are factually accurate. This seems a fair point. What the book will certainly do is transform nature lovers' experiences of a forest walk. Once you know what is happening below ground, you can't help but marvel at the complex life of trees. Will it transform the way we produce timber for the manufacturing industry? As large corporations tend to focus on immediate profits, they are hardly likely to adopt the longer-term practices that Wohlleben recommends.

One of these is allowing trees to grow nearer to each other. This is the opposite of what happens in many state-owned forests, where foresters deliberately space out trees so they can get more sunlight and grow faster. But Wohlleben claims this spacing prevents vital root interaction, and so lowers resistance to drought. Older, established trees, he explains, draw up moisture through their deep roots and provide this to juvenile trees growing below them. Without this assistance, they could die. The relationship between fungi and trees is also given attention. For instance, when pines require more nitrogen, the fungi growing at their base release a poison into the soil. This poison kills many minute organisms, which release nitrogen as they die, and this is absorbed by the trees' roots. In return, the fungi receive photosynthesized sugar from the pines. Then Wohlleben explores the way trees employ scent, giving the example of acacia trees in sub-Saharan Africa. When giraffes begin feeding on an acacia's

leaves, the tree emits ethylene gas as a warning to neighboring acacias. These then pump tannins into their leaves - substances toxic to giraffes. More controversial is Wohlleben's suggestion that trees feel pain. Although scientific research has now established that if branches are broken off or the trunk is hit with an axe, a tree will emit electrical signals from the site of the wound, the application of the concept of 'pain' might be an instance where readers are unconvinced.

For questions 56-59, choose the correct letter, A, B, C or D. Write the correct letter in the corresponding numbered boxes provided.

56. *What is the reviewer emphasizing in the phrase 'Wohlleben would beg to differ'?*

- A. the fact that trees might not live as passively as we think
- B. the idea that a forest trip might increase people's vitality
- C. the way that a forest is the key feature of many landscapes
- D. the belief that trees exist only for the benefit of humans

57. *According to the reviewer, a unique feature of *The Hidden Life of Trees* is _____.*

- A. its suggestion that ordinary people can act to protect forests
- B. its viewpoint that only certain kinds of tree are worth preserving
- C. its tendency to refer to trees as if they had human qualities
- D. its simplistic rather than academic approach to writing

58. *What are we told about Peter Wohlleben's time as a state-employed forester?*

- A. He hoped he could make a good living from cutting down trees.
- B. He changed his mind about the way in which trees were valuable.
- C. He rejected the ideas that visitors to the beech forest put forward.
- D. He introduced new techniques for improving the growth of trees.

59. *The reviewer mentions the tree stump anecdote in order to _____.*

- A. question traditional thinking about the way trees grow
- B. explain the motivation behind Wohlleben's area of research
- C. highlight Wohlleben's lack of formal scientific training
- D. suggest how personal stories have brought a dull topic to life

Your answers:

56.	57.	58.	59.
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For questions 60-64, 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.

60. Wohlleben was skeptical about the results of Dr Suzanne Simard's research.

61. Wohlleben's theories about trees were confirmed after talking to Aachen University scientists.

62. It was a good decision to get rid of machinery and pesticides from the beech forest.

63. The translators of *The Hidden Life of Trees* should be given more recognition for their contribution.

64. Some of Wohlleben's ideas about trees must be investigated further before they can be accepted as true.

Your answers:

60.	61.	62.	63.	64.
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For questions 65-68, complete each sentence with the correct ending, A-G, below. Write your answers in the corresponding numbered boxes provided.

65. The distance between trees in state-owned forests

66. The fungi growing at the base of trees

67. The scent sometimes given off by trees

68. The electrical signals sent out by trees

- | |
|--|
| <ul style="list-style-type: none"> A. may prevent harm occurring to the same tree species. B. can be the result of different forms of damage. C. might help the spread of trees in a new location. D. could be a sign that trees have reached maturity. E. may affect how vulnerable young trees are during dry periods. F. can play a part in providing essential nutrients. G. might encourage disease in trees growing nearby. |
|--|

Your answers:

65.	66.	67.	68.
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Part 3: In the passage below, seven paragraphs have been removed. For questions 69-75, 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.

Increasing IQ scores suggests that future generations will make us seem like dimwits

Almost thirty years ago James R. Flynn, a researcher at the University of Otago in New Zealand, discovered a phenomenon that social scientists still struggle to explain: IQ scores have been increasing steadily since the beginning of the 20th century. Nearly thirty years of follow-up studies have confirmed the statistical reality of the global upturn, now known as the Flynn effect. And scores are still climbing.

69

The Flynn effect means that children will, on average, score just under ten points higher on IQ tests than their parents did. By the end of this century, our descendants will have nearly a thirty-point advantage over us if the Flynn effect continues. But can it continue, or is there some natural limit to the Flynn effect and to human intelligence?

70

Most of the IQ gains come from just two subtests devoted to abstract reasoning. One deals with 'similarities' and poses questions such as 'How are an apple and an orange alike?' The other subtest consists of a series of geometric patterns that are related in some abstract way, and the test taker must identify the relation among the patterns.

71

'If you don't classify abstractions, if you're not used to using logic, you can't really master the modern world,' says Flynn. 'Alexander Luria, a Soviet psychologist, interviewed peasants in rural Russia in the 1920s. He would say to them 'Where there is always snow, bears are always white. There is always snow at the North Pole. What color are the bears there?' They would say they had never seen anything but brown bears. They didn't think of a hypothetical question as meaningful.'

72

A naive interpretation of the Flynn effect quickly leads to some strange conclusions. Extrapolating the effect back in time, for example, would suggest that the average person in Great Britain in 1900 would have had an IQ of about 70 by 1990 standards. 'That would mean that the average Brit was mentally challenged and wouldn't have been able to understand the rules of cricket,' says David Hambrick, a cognitive psychologist at Michigan State University. 'And, of course, that's absurd.'

73

So, what will the future bring? Will IQ scores keep going up? One thing we can be sure of is that the world around us will continue to change, largely because of our own actions.

74

Therefore, our minds and culture are locked in a continuous feedback loop. We are creating a world where information takes forms and moves with speeds unimaginable just a few decades ago. Every gain in technology demands minds capable of accommodating the change, and the changed mind reshapes the world even more. The Flynn effect is unlikely to end this century, presaging a world in the future where you and I would be considered woefully pre-modern and literal.

75

Perhaps we should not be so surprised by the existence of something like the Flynn effect. Its absence would be startling; we would no longer be responding to the world we are creating. If we are lucky, we will keep on building a world that will make us smarter and smarter - one where our descendants will contemplate our simplicity.

Missing paragraphs:

- A. The villagers were not stupid. Their world just required different skills. 'I think the most fascinating aspect of this isn't that we do much better on IQ tests,' Flynn says. 'It's the new light it sheds on what I call the history of the mind in the 20th century.'

- B. Of course, our minds are changing in ways other than those which can be measured by IQ tests. 'People are getting faster,' Hambrick says. 'Previously, it had been thought that 200 milliseconds is about the fastest that people can respond. But if you ask people who have done this sort of research, they'll tell you that they're having to discard more trials. We text, we play video games and we do many more things that require astonishingly fast responses.'
- C. Almost as soon as researchers recognized the Flynn effect, they saw that the ascending IQ scores were the result almost entirely of improved performances on specific parts of the most widely used intelligence tests. It would seem logical that improvement would most likely occur in crystallized intelligence - the kind of knowledge picked up in school. This is not happening, though. The scores in the sections that measure skills in arithmetic and vocabulary have remained largely constant over time.
- D. A paradox of the Flynn effect is that these tools were designed to be completely nonverbal and culture-free measurements of what psychologists call fluid intelligence - an innate capacity to solve unfamiliar problems. Yet the Flynn effect clearly shows something in the environment is having a marked influence on the supposedly culture-free components of intelligence in populations worldwide. Detailed studies of generational differences in performance on intelligence tests have led researchers to suspect that this enhanced ability to think abstractly may be linked to a new flexibility in the way we perceive objects in the world.
- E. Flynn likes to use technological analogy to describe the long-term interaction between mind and culture. 'The speeds of automobiles in 1900 were absurdly slow because the roads were so lousy,' he says. But roads and cars have co-evolved. When roads improved, cars did too, and improved roads prompted engineers to design even faster cars.
- F. 'To my amazement, in the 21st century the increase is continuing,' says Flynn, whose most recent book on the subject - 'Are We Getting Smarter?' - was published in 2012. 'The latest data show the gains in America holding at the old rate of three-tenths of a point a year.'
- G. Consequently, we may not be more intelligent than our forebears, but there is no doubt our minds have changed. Flynn believes the change began with the industrial revolution, which engendered mass education, smaller families, and a society in which technological and managerial jobs replaced agricultural ones. Education, in turn, became the driving force for still more innovation and social change, setting up a technology-based culture that does not seem likely to end any time soon.
- H. However, education alone cannot fully account for what is being observed. Some researchers had assumed that most of the IQ increases seen during the 20th century might have been driven by gains at the left end of the intelligence Bell curve among those with the lowest scores, an outcome that would likely be a consequence of better educational opportunities. However, a close examination of 20 years of data revealed that the scores of the top five per cent of students were going up in perfect lockstep with the Flynn effect.

Your answers:

69.	70.	71.	72.	73.	74.	75.
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Part 4: For questions 76-85, read a passage and choose the answer A, B, C, or D which fits best according to the text. Write your answers in the corresponding numbered boxes provided.

The relationship between age and income is only casually appreciated by recent theories on the purported redistribution of income. It is known, of course, that the average person's income begins to decline after he is fifty-five years of age, and that it declines sharply after sixty-five. In 1957, 58 percent of the spending units headed by persons sixty-five years and older earned less than \$2,000. The relationship between old age and low income has often been considered a reflection of sociological rather than economic factors - and therefore not to be included in any study of the economy. Actually, the character of the relationship is too integrated to be dissected. However, its significance is mounting with the increase in the number of older persons. The lowest-income groups include a heavy concentration of older persons - in 1957, one-third of all spending units in the \$0-\$2,000 class were headed by persons sixty-five years and older; in 1948, it was 28 percent.

But in economic planning and social policy, it must be remembered that, with the same income, the sixty-five-or-more spending unit will not spend less or need less than the younger spending unit, even

though the pressure to save is greater than on the young. The **functional ethos** of our economy dictates that the comparatively unproductive old-age population should consume in accordance with their output rather than **their** requirements. Most social scientists have accepted these values; they have assumed that the minimum economic needs of the aged should be lower than those of the younger family. But it is precisely at retirement that personal requirements and the new demands of leisure call for an even larger income if this period is to be something more enjoyable than a wait for death.

The relationship between age and income is seen most clearly in the unionized blue-collar worker. Except for layoffs, which his seniority minimizes, and wage increments for higher productivity, awarded in many industries, his income range is determined by his occupation. But within that income range, the deciding factor is the man's age. After forty-five, the average worker who loses his job has more difficulty in finding a new one. Despite his seniority, the older worker is likely to be downgraded to a lower-paying job when he can no longer maintain the pace set by younger men. This is especially true of unskilled and semi-skilled workers.

The early and lower income period of a person's working life, during which he acquires his basic vocational skills, is most pronounced for the skilled, managerial, or professional worker. Then, between the ages of twenty-five and fifty, the average worker receives his peak earnings. Meanwhile, his family expenses rise; there are children to support and basic household durables to obtain. Although his family's income may rise substantially until he is somewhere between thirty-five and forty-five, per capita consumption may drop at the same time. For the growing, working-class family, limited in income by the very nature of the breadwinner's occupation, the economic consequences of this parallel rise in age, income, and obligations are especially pressing. Many in the low-income classes are just as vulnerable to poverty during middle age, when they have a substantially larger income, as in old age. As family obligations finally do begin declining, so does income. Consequently, most members of these classes never have an adequate income.

Thus we see that, for a time, increasing age means increasing income, and therefore a probable boost in income-tenth position. Although there are no extensive data in the matter, it can be confidently asserted that the higher income-tenths have a much greater representation of spending units headed by persons aged thirty-five to fifty-five than do the lower income-tenths. This is demonstrably the case among the richest 5 percent of the consumer units. The real question is: To what extent does distribution of income-tenths within a certain age group deviate from distribution of income-tenths generally? Although information is not as complete as might be desired, there is more than enough to make contingent generalizations. Detailed data exist on income distribution by tenths and by age for 1935-36 and 1948, and on income-size distribution by age for the postwar years. They disclose sharp income inequalities within every age group (although more moderate in the eighteen-to-twenty-five category) - inequalities that closely parallel the overall national income pattern. The implication is clear: A spending unit's income-tenth position within his age category varies much less, if at all, and is determined primarily by his occupation.

In other words, in America, the legendary land of economic opportunity where any man can work his way to the top, there is only slight income mobility outside the natural age cycle of rising, then falling income. Since most of the sixty-five-and-over age group falls into the low-income brackets and constitutes the largest segment of the \$0-\$2,000 income class, it is of obvious importance in analyzing future poverty in the United States to examine the growth trends of this group. The sixty-five-and-over population composed 4.0 percent of the total population in 1900, 5.3 percent in 1930, 8.4 percent in 1955, and reached 10.8 percent in 2010. Between 1900 and 2010, the total national population increased 276 percent, but those from ages forty-five through sixty-four increased 416 percent, and those sixty-five and over increased 672 percent. Between 1990 and 2010, the population aged eighteen to twenty-five also grew far more rapidly than the middle-aged population. With the more rapid expansion of these two low-income groups, the young and the old, in the years immediately ahead, an increase in the extent of poverty is probable.

76. According to the passage, most social scientists erroneously assume that _____.

- A. personal expenses increase with the age of the spending unit
- B. the needs of the younger spending unit are greater than those of the aged
- C. leisure living requires increased income
- D. the old age population should consume in accordance with their requirements

77. *What can be inferred about the 35-55 age category?*
- A. Income-tenth positions vary greatly.
 - B. Income-tenth positions vary very little.
 - C. There is great mobility between income-tenth positions.
 - D. Occupations have little bearing on the income-tenth position.
78. *In the passage the term “functional ethos” means _____.*
- A. national group
 - B. ethnic influence
 - C. prevailing ideology
 - D. biased opinion
79. *The word “their” refers to _____.*
- A. the young
 - B. ethos
 - C. the old-age population
 - D. scientists
80. *The article states that the old age population _____.*
- A. has increased due to longer life expectancy
 - B. exceeds all but the 18-25 age group in growth rate
 - C. is well represented among the higher-income tenths
 - D. is increasing as a percentage of the low-income tenths
81. *According to the author, economic opportunity in America is greatly limited by the following factors EXCEPT _____.*
- A. natural age cycle
 - B. occupation
 - C. class
 - D. income inequality within each group
82. *According to the passage, the older, unionized blue-collar workers are _____.*
- A. assured constant salary until retirement
 - B. given preference over new workers because of seniority
 - C. likely to receive downgraded salary
 - D. more susceptible to lay-off after 40
83. *The article states that the average worker finds that _____.*
- A. as family obligations begin escalating, income begins to decline
 - B. his wage gains coincide with the decline of family needs
 - C. he earns least while he is acquiring vocational skills
 - D. he reaches peak earning power between the ages of 40-65
84. *The article states that within higher income-tenths _____.*
- A. 5% of the spending units are in the 35-55 age group
 - B. the income-tenth increases occur only in the 35-55 age group
 - C. the 35-55 age group have a greater representation than they do with the lower-income tenths
 - D. income variables show a higher correlation than those determined by occupation
85. *It can be inferred that one could most accurately predict a person’s income from _____.*
- A. his seniority position
 - B. his natural age cycle
 - C. his occupation
 - D. his occupation and age

Your answers:

76.	77.	78.	79.	80.
81.	82.	83.	84.	85.

Part 5: The passage below consists of five paragraphs marked A, B, C, D and E. For questions 86-95, read the passage and do the task that follows. Write your answers in the corresponding numbered boxes provided.

A. MYTH: The idea of being ‘contemporary’ is new

First, the screamingly obvious: all art (if it is any good) has at some point been ‘contemporary’, had a moment where it was fresh and new and yes, occasionally, shocking. From the early impressionists to Picasso’s Cubism, the history of more modern art is littered with innovations and provocations.

It may seem crass, opportunistic, or just plain ugly, but at its best, it's what the artist is doing to move the medium forward. To be clear, the idea that art is just the production and reproduction of images died a long, long time ago. Besides, we have Instagram for that.

One of the classic confusions these days is when you go into a gallery and are confronted by a dizzying smorgasbord of photographs, paintings, sculptures, installations, and video. The progress of technology has meant that artists are able to work in different media; the natural curiosity of the artist means they often want to. As for whether they are any good, who knows? That is entirely subjective.

B. MYTH: You're meant to be impressed by everything

One of the worst things someone can say at an art gallery is, '*My child could do that!*' That's not because it's insulting to the artist. It's because you've missed a trick. Get your child to do it, then! It would be at the very least pay for their future astronomical student fees. If you will persist in viewing the art world as a joke, just be sure that it isn't at your expense.

It's okay to dislike some contemporary art. You're not meant to like everything, or indeed 'get' it. Because that is the big fear: 'Do I get it?' This is, however, looking through the wrong end of the telescope. Sometimes, with art, there isn't much to get - it's just whether it touches you at a more instinctive, gut level. Other times, there is so much to get, so many potential readings, that you couldn't possibly get all of them anyway. Chances are, the artist hasn't either.

Failure is a prerequisite, and must be forgiven. Not every work that is created and shown is a Raphael. Not every idea that seemed dazzling in the studio comes across as particularly deft in a museum. Remember: no artist sets out to be minor. Yet the sieving process of history will deem that most of them are.

C. MYTH: All the beautiful pictures have gone

Contemporary art is all piles of bricks and clouds of wasps and practical jokes, and no one likes a nice pretty picture any more, right? Wrong. The monsters of contemporary art have always given us stunning images, from the mysterious blurry paintings of Gerhard Richter to the multiple Marilyns of Andy Warhol. They may be playing with beauty, making it strange or unsettling, but it's beauty of a sort all the same.

What's more, right now, figurative painting is back in fashion, summoning huge sums at auction houses and getting critical recognition too. The Whitechapel Gallery's current show, *Radical Figures*, is celebrating ten contemporary artists who - shock, horror! - are using paint to portray human beings.

D. MYTH: Artists want to thumb their noses at Western tradition

Okay, so you think that Western art is declining and decadent because the West is decadent and in decline. Fine. But note that contemporary art has very much opened itself up to other continents; these days, no self-respecting museum isn't scrambling to host work from Africa, Asia or South America. You could call it tokenism, you could call it vampirism, but you could also call it common sense.

Fervid interest in the likes of the Nigerian Njideka Akunyili Crosby, or the Argentine-Swiss Vivian Suter (both contributors to London's Art on the Underground scheme) remind us that the art world isn't necessarily a closed circle; it is much, much larger than you think.

E. MYTH: Artworks are just playthings for the ultra-rich

Art has always been a yardstick of power. It was like this when the Medici were covering Florence with their self-aggrandizing commissions, and it's like this now when a billionaire funds a brand new wing at Tate Modern and gets their name plastered on it. To grumble about the relations between art and money is really to try to close the stable door once the horse has bolted.

Everyone kvetches about how much modern art costs, but this is more to do with our grim fascination with money rather than any specific interest in the works. If a billionaire chooses to spend millions on a pile of bricks and rubber, at least they are supporting an artist and a gallery, indeed a whole ecosystem in which other, smaller artists can thrive. The general public, meanwhile, isn't asked to spend millions to enjoy the same stuff, thankfully.

In which section are the following mentioned?

- 86. a suggestion that the majority of artists will fail to make a lasting impression
- 87. the inherent impossibility of determining the definitive quality of artworks
- 88. an admission that it is too late to end a controversial connection
- 89. a reassurance that emotional responses are more valid than interpretation
- 90. a hint that the quality of art can be judged by its originality
- 91. an outdated assumption that art is essentially about still pictures
- 92. a rebuttal of a claim about a decline in the aesthetic value of art
- 93. the indirect benefits of an apparently ridiculous decision
- 94. an arrogant assertion that is likely to reflect badly on the critic
- 95. a rejection of criticisms of displaying work by a more diverse range of creators

Your answers:

86.	87.	88.	89.	90.
91.	92.	93.	94.	95.

IV. WRITING (6.0 points)

Part 1: Read the following articles. In a paragraph of between 100 and 120 words, summarize, in your own words as far as possible, the key points from both texts.

Article 1. Social comparisons

How do we decide if we are rich, smart, or short? One way is through social comparisons. Others around us help to define the standard by which we define ourselves as rich or poor, smart or dumb, tall or short: We compare ourselves with them and consider how we differ. Social comparison explains why students tend to have a higher academic self-concept if they attend a high school with mostly average students, and how that self-concept can be threatened after graduation when a student who excelled in an average high school goes on to an academically selective university. The “big fish” is no longer in a small pond.

Much of life revolves around social comparisons. We feel handsome when others seem homely, smart when others seem dull, caring when others seem callous. When we witness a peer’s performance, we cannot resist implicitly comparing ourselves. We may, therefore, privately take some pleasure in a peer’s failure, especially when it happens to someone we envy and when we don’t feel vulnerable to such misfortune ourselves.

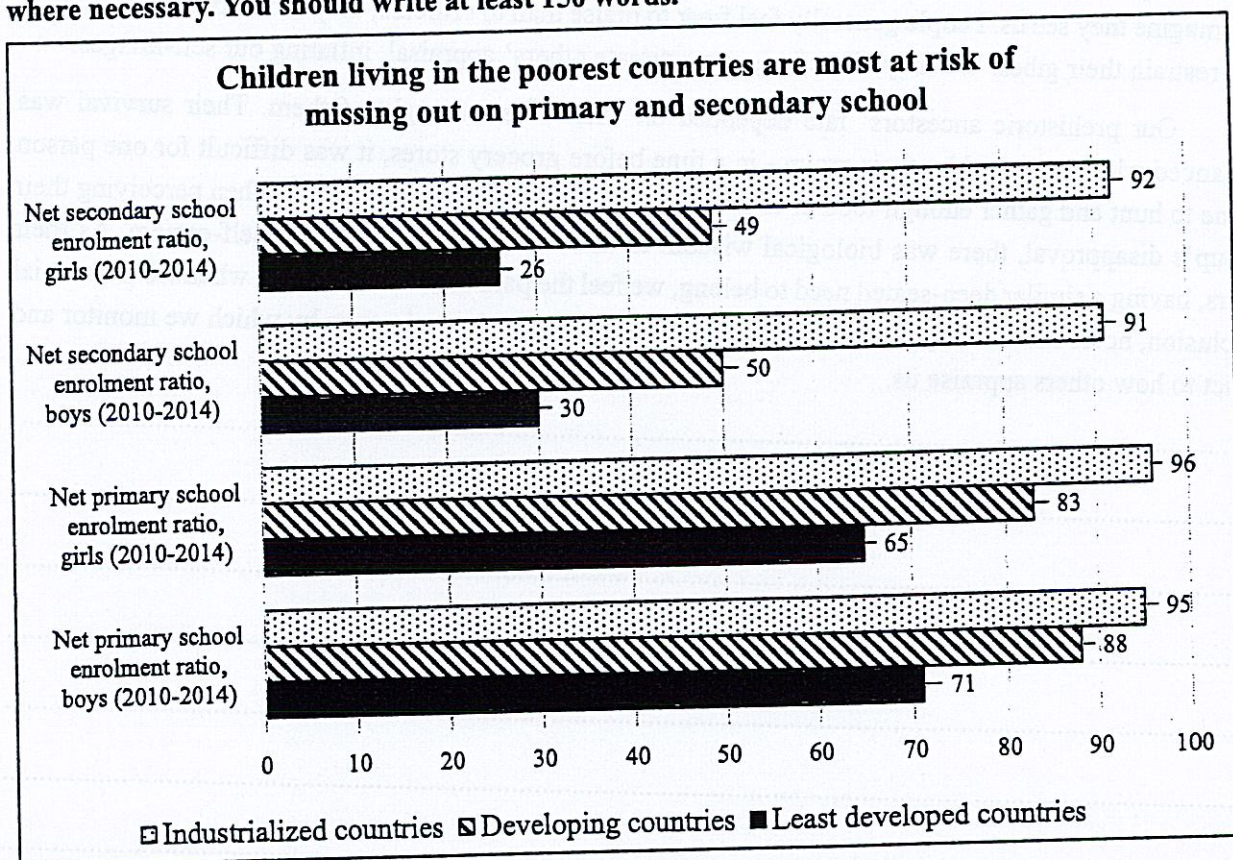
Social comparisons can also diminish our satisfaction. When we experience an increase in affluence, status, or achievement, we “compare upward” - we raise the standards by which we evaluate our attainments. When climbing the ladder of success, we tend to look up, not down; we compare ourselves with others doing even better. When facing competition, we often protect our shaky self-concept by perceiving the competitor as advantaged. For example, college swimmers believed that their competitors had better coaching and more practice time.

Article 2. Other people’s judgments

When people think well of us, it helps us think well of ourselves. Children whom others label as gifted, hardworking, or helpful tend to incorporate such ideas into their self-concepts and behavior. If minority students feel threatened by negative stereotypes of their academic ability, or if women feel threatened by low expectations for their math and science performance, they may “disidentify” with those realms. Rather than fight such prejudgments, they may identify their interests elsewhere.

Part 2: The graph below shows the rate of attendance for primary and secondary schools for boys and girls across the world.

Summarize the information by selecting and reporting the main features and make comparisons where necessary. You should write at least 150 words.



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Môn thi: TIẾNG ANH

Phần thi Viết

Ngày thi: 11 tháng 10 năm 2024

Thời gian làm bài: 180 phút

HƯỚNG DẪN CHẤM ĐỀ CHÍNH THỨC

(gồm 3 trang)

Toàn bài có 95 câu + 3 bài viết - Tổng điểm toàn bài: 18 điểm

(Trong khi chấm bài nếu học sinh có phương án khác có thể chấp nhận,
cán bộ chấm thi thống nhất cho điểm.)

I. LISTENING (5.0 points)

Part 1: Questions 1-5 (1.0 point)

1. F	2. T	3. F	4. F	5. NG
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Part 2: Questions 6-10 (1.0 point)

6. (the) seismic signal	7. vast glaciers	8. reverberate(d)	9. vessels	10. (It) melted and thinned
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Part 3: Questions 11-15 (1.0 point)

11. C	12. D	13. A	14. B	15. C
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Part 4: Questions 16-25 (2.0 points)

16. (the) (\$500) guaranteed bonus	21. heuristics
17. rational economic theory	22. anchoring effect
18. cognitive bias	23. marketing and negotiations
19. mental shortcuts	24. logically analyze
20. conjunction fallacy	25. probability, or multiple details

II. LEXICO-GRAMMAR (2.0 points)

Part 1: Questions 26-35 (1.0 point)

26. C	27. A	28. B	29. B	30. A
31. D	32. A	33. D	34. A	35. C

Part 2: Questions 36-40 (0.5 points)

36. unincorporated	37. literati	38. unreservedly	39. paranormal	40. diagrammatic
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Part 3: Questions 41-45 (0.5 points)

41. when (line 5) → whose	42. themselves → them	43. turned → made	44. likely → alike	45. consequently → however
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III. READING (5.0 points)

Part 1: Questions 46-55 (1.0 point)

46. impose	47. inhabit	48. adopt	49. touch	50. that
51. few	52. Beyond/Besides	53. at	54. out	55. Even

Part 2: (1.3 points)

Questions 56-59 (0.4 points)

56. A	57. C	58. B	59. B
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Questions 60-64 (0.5 points)

60. F	61. T	62. NG	63. NG	64. T
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Questions 65-68 (0.4 points)

65. E	66. F	67. A	68. B
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Part 3: Questions 69-75 (0.7 points)

69. F	70. C	71. D	72. A	73. G	74. E	75. B
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Part 4: Questions 76-85 (1.0 point)

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

Part 5: Questions 86-95 (1.0 point)

86. B	87. A	88. E	89. B	90. A
91. A	92. C	93. E	94. B	95. D

IV. WRITING (6.0 points)

Part 1: Summary (1.5 points)

<i>Assessment criteria</i>	<i>Marking</i>
1. Task fulfillment: - Meeting the word limit requirements.	(0.2 pts) 0.2 pts
2. Summary: - Have a paraphrased introductory sentence presenting the common theme and differences between two texts. o Text 1: <i>0.1 pts for each content point:</i> • Social comparison in forming self-concept (<i>0.1 pts</i>) • Upward comparison causing dissatisfaction (<i>0.1 pts</i>) • Impact on self-concept in competitive environments (<i>0.1 pts</i>) o Text 2: <i>0.1 pts for each content point:</i> • Perception of others shaping self-esteem (<i>0.1 pts</i>) • Influence of societal expectations on self-concept (<i>0.1 pts</i>) • Historical need for group approval affecting self-worth (<i>0.1 pts</i>)	(0.9 pts) 0.3 pts 0.3 pts 0.3 pts
3. Vocabulary and sentence structure: - Being able to use a wide range of vocabulary, appropriate word formation and cohesive devices naturally and appropriately. - Being able to use a variety of grammatical sentence structures accurately. PLAGIARISM: <u>Not being able to paraphrase</u> in the summary.	(0.4 pts) 0.2 pts 0.2 pts Minus 0.2

Part 2: Graph (1.5 points)

<i>Assessment criteria</i>	<i>Marking</i>
1. Task fulfillment: - Being able to report and illustrate the main points with an introduction, body - Meeting the word limit requirements. - PLAGIARISM: Not being able to paraphrase the introduction.	(0.5 pts) 0.3 pts 0.2 pts Minus 0.1
2. Coherence and cohesion: - Being able to organise the writing logically in paragraphs. - Being able to clearly describe the main features with the <i>important changes</i> presented in the graphic information. - Being able to link, compare and contrast the ideas within and between sentences appropriately.	(0.6 pts) 0.2 pts 0.2 pts 0.2 pts
3. Vocabulary and sentence structure: - Being able to use a wide range of vocabulary, appropriate word formation naturally, appropriately and accurately. - Being able to use a variety of grammatical sentence structures.	(0.4 pts) 0.2 pts 0.2 pts

Part 3: Essay (3.0 points)

<i>Assessment criteria</i>	<i>Marking</i>
1. Task fulfillment: - Being able to present an argumentative essay with an introduction, body (topic sentence & supporting sentences) and conclusion. - Meeting the word limit requirements.	(0.5 pts) 0.3 pts 0.2 pts
2. Arguments, ideas and evidence: - Being able to present a clear position with a logical, well-supported argument; organise and link his/her relevant ideas and opinions; develop these into a well-supported argument/ opinion. - Being able to support his/her argument with specific reasons, examples, his/her own ideas and experience to support the answer. - Being able to focus on the topic and not include anything irrelevant. - Being able to write fluently enough to make his/her message clear to the reader.	(2.0 pts) 0.5 pts 0.5 pts 0.5 pts 0.5 pts
3. Vocabulary and sentence structure: - Being able to use a wide range of vocabulary naturally, appropriately and accurately. - Being able to use a variety of grammatical sentence structures.	(0.5 pts) 0.3 pts 0.2 pts

----- Hết -----

SỞ GIÁO DỤC VÀ ĐÀO TẠO
HÀ NỘI

Túi số:

Mã phách:

KỶ THI CHỌN ĐỘI TUYỂN HỌC SINH GIỎI THÀNH PHỐ
DỰ THI HỌC SINH GIỎI QUỐC GIA CẤP THPT
NĂM HỌC 2024-2025

PHIẾU CHẤM SỐ 1 - Môn thi: TIẾNG ANH

Ngày thi: 11 tháng 10 năm 2024

Câu	Tóm tắt nội dung	Thang điểm	Điểm chấm
I. LISTENING		5.0	
P1.	1. F	0.2	
	2. T	0.2	
	3. F	0.2	
	4. F	0.2	
	5. NG	0.2	
P2.	6. (the) seismic signal	0.2	
	7. vast glaciers	0.2	
	8. reverberate(d)	0.2	
	9. vessels	0.2	
	10. (It) melted and thinned	0.2	
P3.	11. C	0.2	
	12. D	0.2	
	13. A	0.2	
	14. B	0.2	
	15. C	0.2	
P4.	16. (the) (\$500) guaranteed bonus	0.2	
	17. rational economic theory	0.2	
	18. cognitive bias	0.2	
	19. mental shortcuts	0.2	
	20. conjunction fallacy	0.2	
	21. heuristics	0.2	
	22. anchoring effect	0.2	
	23. marketing and negotiations	0.2	
	24. logically analyze	0.2	
	25. probability, or multiple details	0.2	
II. LEXICO-GRAMMAR		2.0	
P1.	26. C	0.1	
	27. A	0.1	
	28. B	0.1	
	29. B	0.1	
	30. A	0.1	
	31. D	0.1	
	32. A	0.1	
	33. D	0.1	
	34. A	0.1	
	35. C	0.1	
P2.	36. unincorporated	0.1	
	37. literati	0.1	
	38. unreservedly	0.1	
	39. paranormal	0.1	
	40. diagrammatic	0.1	
P3.	41. when (line 5) → whose	0.1	
	42. themselves → them	0.1	
	43. turned → made	0.1	
	44. likely → alike	0.1	
	45. consequently → however	0.1	

Câu	Tóm tắt nội dung	Thang điểm	Điểm chấm	
III. READING		5.0		
P1.	46. impose	0.1		
	47. inhabit	0.1		
	48. adopt	0.1		
	49. touch	0.1		
	50. that	0.1		
	51. few	0.1		
	52. Beyond/Besides	0.1		
	53. at	0.1		
	54. out	0.1		
	55. Even	0.1		
	P2.	56. A	0.1	
		57. C	0.1	
		58. B	0.1	
		59. B	0.1	
		60. F	0.1	
61. T		0.1		
62. NG		0.1		
63. NG		0.1		
64. T		0.1		
65. E		0.1		
P3.	66. F	0.1		
	67. A	0.1		
	68. B	0.1		
	69. F	0.1		
	70. C	0.1		
	71. D	0.1		
	72. A	0.1		
	73. G	0.1		
	74. E	0.1		
	75. B	0.1		
P4.	76. B	0.1		
	77. A	0.1		
	78. C	0.1		
	79. C	0.1		
	80. D	0.1		
	81. D	0.1		
	82. C	0.1		
	83. C	0.1		
	84. C	0.1		
	85. C	0.1		

	Câu	Tóm tắt nội dung	Thang điểm	Điểm chấm
P5.	86.	B	0.1	
	87.	A	0.1	
	88.	E	0.1	
	89.	B	0.1	
	90.	A	0.1	
	91.	A	0.1	
	92.	C	0.1	
	93.	E	0.1	
	94.	B	0.1	
	95.	D	0.1	
IV. WRITING			6.0	
P1.	P1	Summary	1.5	
	1.	Task fulfillment: Meeting the word limit requirements	0.2	
	2.	Summary: Have a paraphrased introductory sentence	0.3	
		Text 1: <i>0.1 pts for each content</i> • Social comparison in forming self-concept • Upward comparison causing dissatisfaction • Impact on self-concept in competitive environments	0.3	
		Text 2: <i>0.1 pts for each content</i> • Perception of others shaping self-esteem • Influence of societal expectations on self-concept • Historical need for group approval affecting self-worth	0.3	
	3.	Vocabulary and sentence structure: - Being able to use a wide range of vocabulary, appropriate word formation and cohesive devices naturally and appropriately. - Being able to use a variety of grammatical sentence structures accurately.	0.2	
		PLAGIARISM: Not being able to paraphrase in the summary.	Minus 0.2	

Phiếu có: chỗ sửa.

(Bằng chữ:)

Điểm số bài thi:

- Bằng số:



- Bằng chữ:

	Câu	Tóm tắt nội dung	Thang điểm	Điểm chấm	
P2.	P2	Chart	1.5		
	1.	Task fulfillment: - Being able to report and illustrate the main points with an introduction, body - Meeting the word limit requirements.	0.3		
		- Meeting the word limit requirements.	0.2		
		- PLAGIARISM: Not being able to paraphrase the introduction.	Minus 0.1		
	2.	Coherence and cohesion - Being able to organise the writing logically in paragraphs	0.2		
		- Being able to clearly describe the main features with the important changes presented in the graphic information.	0.2		
	3.	- Being able to link, compare and contrast the ideas within and between sentences appropriately.	0.2		
		Vocabulary and sentence structure: - Being able to use a wide range of vocabulary, appropriate word formation naturally, appropriately and accurately. - Being able to use a variety of grammatical sentence structures.	0.2		
	P3			3.0	
	P3.	1.	Task fulfillment: - Being able to present an argumentative essay with an introduction, body (topic sentence & supporting sentences) and conclusion	0.3	
- Meeting the word limit requirements.			0.2		
2.		Arguments, ideas and evidence: - Being able to present a clear position with a logical, well-supported argument; organise and link his/her relevant ideas and opinions; develop these into a well-supported argument/opinion	0.5		
		Being able to support his/her argument with specific reasons, examples, his/her own ideas and experience to support the answer.	0.5		
		- Being able to focus on the topic and not include anything irrelevant	0.5		
		- Being able to write fluently enough to make his/her message clear to the reader	0.5		
3.		Vocabulary and sentence structure: - Being able to use a wide range of vocabulary naturally, appropriately and accurately. - Being able to use a variety of grammatical sentence structures.	0.5		

Hà Nội, ngày tháng 10 năm 2024

Cán bộ chấm thi số 1

(Ký, ghi rõ họ tên)