



Springboard
English

SPRINGBOARD EDUCATION - LỚP HỌC NHÀ XUÂN

CÓ ĐÁP ÁN & GIẢI THÍCH CHI TIẾT

BỘ ĐỀ THI HSG TỈNH, THÀNH LỚP 8, LỚP 9 NĂM 2024 (TẬP 1)

TÀI LIỆU SỬ DỤNG CÔNG KHAI



GIỚI THIỆU VỀ SPRINGBOARD

Springboard là **trung tâm định hướng ôn thi Chuyên Anh & HSG các cấp** (Huyện/Tỉnh/Thành/Quốc Gia/Olympic 30-4/DHBB). Springboard hướng đến nhóm học sinh từ lớp 7 - lớp 12 có niềm đam mê với bộ môn tiếng Anh và mong muốn chinh chiến những đấu trường HSG:

- Tại Springboard, các lớp học đều được dẫn dắt bởi mentors cựu học sinh chuyên Anh tại các trường THPT chuyên top đầu toàn quốc; đạt giải cao trong các kì thi Học Sinh Giỏi Quốc Gia/Tỉnh-Thành; IELTS ≥ 8.0 .
- Đào tạo bài bản từng kĩ năng trong Anh Chuyên với phương pháp mới lạ, liên tục được đổi mới từ giáo trình dạy ngôn ngữ ở các đại học quốc tế trên khắp thế giới.
- Lớp học truyền cảm hứng, hướng tới tạo ra thay đổi của mentees từ bên trong, từ các bài học Phát Triển Bản Thân và Định Hướng Phát Triển Giáo Dục Dài Hạn

Các **lớp học đang diễn ra** tại Springboard bao gồm:

- NEC Foundation (Ôn thi vào đội tuyển HSGQG, Olympic 30/4, HSG DHBB)
- NEC Intensive (Ôn thi chọn HSGQG)
- HSG Anh 8; HSG Anh 9; Chuyên Anh lên 10
- HSG Anh huyện/thành/tỉnh bậc THPT

Xem thêm thông tin về Springboard tại

- Website chính thức & Tải xuống tài liệu: **springboard.vn**
- **Brochure** chính thức 2025

Quý phụ huynh/quý thầy cô/các em học sinh có thể truy cập các kênh sau để cập nhật tài liệu mới nhất từ Nhà Xuân:

- **Facebook page Springboard English**: Trang Facebook chính thức của Springboard (Nhà Xuân).
- **Website học liệu của Springboard**: Trang web tổng hợp tất tần tật các tài liệu được biên soạn chi tiết bởi Springboard (Nhà Xuân).
- **Facebook group Springboard Connects**: Nhóm trao đổi - tư vấn học tập và tài liệu học tập với 30.000+ thành viên.

GIỚI THIỆU BỘ SÁCH TỔNG HỢP ĐỀ THI HSG ANH CẤP TỈNH/THÀNH PHỐ (2024–2025) CÓ GIẢI THÍCH CHI TIẾT

Bộ sách **luyện thi HSG Anh cấp tỉnh/thành phố (năm học 2024–2025)** gồm nhiều tập, được tuyển chọn từ các đề thi chính thức kỳ thi Học Sinh Giỏi tiếng Anh cấp tỉnh/thành phố trên toàn quốc, đi kèm đáp án và giải thích chi tiết từng câu do đội ngũ chuyên môn của Nhà Xuân biên soạn.

Bộ sách được biên soạn bởi đội ngũ chuyên môn của Springboard – bao gồm các mentors cựu học sinh chuyên Anh, từng đạt giải cao tại các kỳ thi HSG Quốc Gia, HSG Tỉnh/Thành và sở hữu chứng chỉ IELTS từ 8.0 trở lên. **Đối tượng có thể sử dụng** bao gồm:

- Học sinh lớp 6–9 đang ôn thi HSG Anh cấp trường, huyện, tỉnh, thành phố bậc THCS.
- Học sinh lớp 10–12 đang ôn thi HSG Anh cấp trường, huyện, tỉnh, thành phố bậc THPT.

Điểm nổi bật của bộ sách

- Đề thi HSG Anh chính thức từ các tỉnh/thành phố trên cả nước, được chọn lọc theo từng khối lớp từ HSG Anh Lớp 9 đến HSG Anh Lớp 12
- Đáp án đầy đủ, giải thích chi tiết từng câu hỏi, phục vụ mục đích tự học cao
- Học sinh có thể tự học hiệu quả, hiểu sâu bản chất kiến thức thay vì chỉ luyện theo mẹo.
- Một số đề thi có kỹ năng nghe sẽ được đính kèm file audio, đăng tải tại kênh YouTube chính thức của Springboard – Lớp học Nhà Xuân.

Tất cả tài liệu biên soạn và phát hành bởi đội ngũ Springboard đều **MIỄN PHÍ**. Mọi người vui lòng **KHÔNG sử dụng cho mục đích thương mại, buôn bán** vì lợi nhuận để nhà Xuân tiếp tục phát hành tài liệu bổ ích hơn trong tương lai.

Danh sách các đề thi có trong Tập 1 của bộ **Sách luyện thi HSG Anh cấp tỉnh/thành phố (năm học 2024–2025)** bao gồm:

- Đề thi HSG tiếng Anh TP. Hải Phòng lớp 9 năm 2024–2025
- Đề thi HSG tiếng Anh Tỉnh Thanh Hoá 9 năm 2024–2025
- Đề thi HSG tiếng Anh Tỉnh Nghệ An lớp 9 năm 2024–2025
- Đề thi HSG tiếng Anh Tỉnh Quảng Ninh lớp 9 năm 2024–2025

(Đề thi gồm 80 câu; 10 trang)

ĐỀ THI MÔN: TIẾNG ANH

Thời gian làm bài: 90 phút (không kể thời gian giao đề).

Ngày thi: 15/01/2025

Họ và tên học sinh:..... Số báo danh:

Mã đề 801

Listen to people talking in five different situations. Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions. You will listen to each dialogue twice.

Question 1. You will hear two friends talking about a new clothes shop.

What does the girl say about it?

- A. The logo on the bags is not popular.
- B. The staff there are helpful.
- C. Prices are reduced at the moment.
- D. It only has the latest fashions.

Question 2. You will hear two friends talking about a pop band's website.

They think the website would be better if _____.

- A. the price of tickets was cheap
- B. it was easier to buy concert tickets
- C. its information was up to date
- D. the band members answered messages

Question 3. You will hear a woman telling a friend about an art competition she's won.

How does she feel about it?

- A. She is upset that the prize isn't valuable.
- B. She seems to be excited that she has a week off.
- C. She feels satisfied that the judges liked her picture.
- D. She is disappointed that she can't use the prize.

Question 4. You will hear two friends talking about the girl's flatmate.

The girl thinks that her flatmate _____.

- A. talks too much
- B. plays music too loud
- C. is too clean and neat
- D. is too untidy

Question 5. You will hear two friends talking about a football match.

They agree that their team lost because _____.

- A. they were missing some key players
- B. the players didn't do the right training
- C. the players weren't confident enough
- D. the players were not strong

You will hear part of a radio interview with a woman called Anna Radford, who is talking about her career. Choose the best answer A, B, C or D. You will listen twice.

Question 6. How did Anna feel about work as a child?

- A. She wanted a career similar to her parents'.
- B. She knew nothing about jobs.
- C. She knew she wanted to enjoy her work.
- D. She was determined to have a glamorous job.

Question 7. What did Anna hope to do after leaving university?

- A. become a journalist
- B. write romantic books
- C. design fashion
- D. study a science subject

Question 8. What does Anna say about her job in publishing?

- A. She was appointed manager as soon as she started.
- B. She enjoyed many aspects of the job.
- C. She was displeased with the pay.
- D. She found it hard to work with young people.

Question 9. What convinced Anna to become a doctor?

- A. She felt sorry for people in developing countries.
- B. She loved taking care of children.
- C. She had been considering it for a long time.
- D. She realised how much good doctors can do.

Question 10. What does Anna say about going back to college?

- A. She struggled with all the difficult exams.
- B. Her family helped her cope with the change.
- C. She had many sweet memories there.
- D. The other students treated her differently because of her age.

Mark the letter A, B, C or D on your answer sheet to indicate the correct response in each of the following exchanges.

Question 11. *The boss and his secretary are talking about the customer service.*

- **Boss:** "Have you been able to reach that customer?"

- **Secretary:** "_____"

- A. He's much too high to reach.
- B. Yes, I have known him for 6 years.
- C. Oh, there's no approval.
- D. Oh, no. The line's busy.

Question 12. *Peter and Mark are talking about the rise of online games.*

- **Peter:** "Playing online games on a regular basis can boost one's creativity."

- **Mark:** "_____. A lot of young people are addicted to them and then ignore their school work."

- A. I beg to differ
- B. Say before you think
- C. I'm in agreement with your idea
- D. You can say that again

Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that is BEST written from the words or phrases given.

Question 13. reason / apply/ job/ person/ use/ computer/ advantage/ one/ not.

- A. It stands to reason that when applying for a job, a person who can use a computer has an advantage over one who cannot.
- B. It goes beyond reason that to apply for a job, a person has to use a computer to have an advantage over one who cannot.
- C. For some reason or others, when applying for a job, a person can use a computer to have an advantage over one who does not.
- D. It opens to reason that to apply for a job, a person who can use a computer has an advantage over one who does not.

Question 14. He/ bite/ chew/ when/ take/ new/ project.

- A. He bites off more than he chews when he took up the new project.
- B. He bit off more than he could chew when he took on the new project.
- C. He bites more than he can chew when he takes up the new project.
- D. He bit more than he could chew when he took on the new project.

Question 15. Such/ band/ talent/ take/ country/ storm.

- A. Such the band's talent was that they took the country to storm.
- B. Such was the band's talent that it took the country to storm.
- C. Such was the band's talent that it took the country by storm.
- D. Such the band's talent was it that they took the country by storm.

Question 16. David/ not/ feel/ eat out/ work/ garage/ all day.

- A. David didn't feel for eating out after working at the garage all day.
- B. David didn't feel like to eat out before working in the garage all day.
- C. David didn't feel free about eating out before working at the garage all day.
- D. David didn't feel up to eating out after working in the garage all day.

Question 17. It/ crucial/ Tim/ father/ support/ determination/ become/ doctor/ poor health.

- A. It's crucial that Tim's father support his determination to become a doctor despite his poor health.
- B. It's crucial that Tim's father supported his determination to becoming a doctor regardless of his poor health.
- C. It's crucial for Tim's father to support his determination to becoming a doctor in spite of his poor health.
- D. It's crucial that Tim's father supports his determination to become a doctor on account of his poor health.

Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks.

The expression on your face can actually (18)_____ alter your feelings and perceptions, and it has been proved that deliberately smiling or frowning can create corresponding emotional responses. The idea was first (19)_____ by a French physiologist, Israel Waynbaum, in 1906. He believed that different facial (20)_____ affected the flow of blood to the brain, and this could create positive or negative feelings. A happy smile or irrepressible laughter increased the blood flow and contributed to joyful feelings. But sad,

angry expressions decreased the flow of oxygen-carrying blood, and created a vicious (21)_____ of gloom and depression by effectively (22)_____ the brain of essential fuel.

Psychologist Robert Zajonc rediscovered this early research, and (23)_____ that the temperature of the brain could affect the production and synthesis of neurotransmitters which definitely influence our moods and energy levels. He argues that an impaired blood flow could not only deprive the brain of oxygen, but create further chemical imbalance by inhibiting vital hormonal messages (24)_____. Zajonc goes on to propose that our brains remember that smiling is associated with being happy, and that by deliberately smiling through your tears, you can persuade your brain to release (25)_____ neurotransmitters – replacing a depressed condition with a happier one. People suffering from psychosomatic illness depression and anxiety states could benefit from simply exercising their zygomatic (26)_____ which pull the corners of the mouth (27)_____ to form a smile, several times an hour.

Question 18. A. dramatically B. exasperatingly C. desperately D. knowingly

Question 19. A. put off B. put by C. put down D. put forward

Question 20. A. appearances B. expressions C. denotations D. looks

Question 21. A. vortex B. circle C. spiral D. curve

Question 22. A. cutting B. removing C. starving D. eliminating

Question 23. A. demands B. requires C. suggests D. advises

Question 24. A. thereby B. instead C. as much D. as well

Question 25. A. daunting B. uplifting C. zealous D. outrageous

Question 26. A. bones B. nerves C. muscles D. veins

Question 27. A. here and there B. up and down C. up and back D. now and then

Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that is CLOSEST in meaning to the original one.

Question 28. He didn't have a clue what it would be like to live in the country.

- A. Little could he visualize his life away from the hinterland.
- B. Country life seemed to be in the dark for most people but him.
- C. Living in the urban areas was completely out of his mind.
- D. He couldn't envisage what life would be like out of town.

Question 29. Many experts are convinced that the decision was influenced by external factors.

- A. External factors are believed to have influenced the decision, according to many experts.
- B. Many experts believe that external factors were said to influence the decision.
- C. The decision was believed by many experts to have been influenced by external factors.
- D. The decision is said to be influenced by external factors, according to many experts.

Question 30. I didn't book tickets for the film in advance because I thought it was unnecessary, but I was wrong.

- A. I must have booked tickets for the film in advance.
- B. I should have booked tickets for the film in advance.
- C. I needn't have booked tickets for the film in advance.
- D. I couldn't have booked tickets for the film in advance.

Question 31. “What a brilliant idea you hit upon at the meeting!” said the boss to Henry.

- A. The boss gave an exclamation of delight at Henry’s coming up with a brilliant idea at the meeting.
- B. The boss breathed a sigh of relief with the brilliant idea Henry made at the meeting.
- C. The boss remarked how brilliant Henry had been at the meeting for finding out the idea.
- D. The boss exclaimed that Henry came up with a brilliant idea at the meeting.

Question 32. The details of the project were supposed to be kept secret, but John accidentally shared them with everyone during a casual conversation.

- A. John tried to keep the details of the project under wraps but failed to do so during a heated discussion.
- B. John hit the nail on the head by pointing out the most essential details of the project.
- C. John spilled the beans during a casual conversation, revealing the details of the project.
- D. John let the cat out of the bag when bringing up the details of the project.

Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that best combines each pair of sentences in the following questions.

Question 33. A huge forest fire broke out in Los Angeles a few days ago. It has received widespread media coverage.

- A. What has kept the huge forest fire in the headlines for a few days was that it happened in Los Angeles.
- B. That the forest in Los Angeles is on fire has covered the headlines for the last few days.
- C. That the huge forest fire in Los Angeles has received widespread media coverage happened a few days ago.
- D. What has hit the headlines for the last few days is the huge forest fire in Los Angeles.

Question 34. A criminal tried to attack Jane on her way home. A helpful passer-by stopped him in the act.

- A. If Jane hadn’t got in the criminal’s way home, a helpful passer-by would have been attacked.
- B. If a helpful passer-by hadn’t stopped by, Jane would have been attacked by a criminal on her way home.
- C. A passer-by intervened just when a criminal was trying to attack Jane in the act of going home.
- D. Had it not been for the intervention of a helpful passer-by, Jane would have been attacked by a criminal on her way home.

Question 35. Don’t let Susan’s carefree attitude deceive you. She is an extremely conscientious worker.

- A. Don’t let yourself be taken in by Susan’s carefree attitude due to her conscience.
- B. Don’t let yourself be taken for a ride by Susan’s carefree attitude because her diligence is beyond doubt.
- C. Don’t let yourself be taken aback by Susan’s carefree attitude as she is an extremely conscientious worker.
- D. Don’t let the fact that Susan is an extremely conscientious worker deceive you as she is a careless person.

Question 36. Thompson was suspected of stealing credit cards. The police have investigated him for days.

- A. Suspected of stealing credit cards, Thompson has been investigated for days.

- B. Thompson has been investigated for days, suspected to have stolen credit cards.
- C. Having suspected of stealing credit cards, Thompson has been investigated for days.
- D. Suspecting of having stolen credit cards, Thompson has been investigated for days.

Question 37. Yuri Gagarin made a successful space flight in 1961. Humans' uncertainties about the universe were reduced only then.

- A. Only after Yuri Gagarin had made a successful space flight in 1961 were humans' uncertainties about the universe reduced.
- B. Barely had Yuri Gagarin made a successful space flight in 1961 than humans' uncertainties about the universe were reduced.
- C. No sooner had Yuri Gagarin successfully flown into space in 1961 when humans' uncertainties about the universe were reduced.
- D. Not until humans' uncertainties about the universe were reduced did Yuri Gagarin make a successful space flight in 1961.

Mark the letter A, B, C or D on your answer sheet to indicate the word or phrase OPPOSITE in meaning to the underlined word or phrase in each sentence.

Question 38. A successful outcome is not beyond the realms of possibility once you get everything in hand.

- A. untouchable
- B. certain
- C. possible
- D. impossible

Question 39. The producer reckoned over 50,000 people attended the concert but that was a slight exaggeration.

- A. overestimation
- B. undertaking
- C. overemphasis
- D. understatement

Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.

According to sociologists, there are several different ways in which a person may become recognized as the leader of a social group in the United States. In the family, traditional cultural patterns confer leadership on one or both of the parents. In other cases, such as friendship groups, one or more persons may gradually emerge as leaders, although there is no formal process of selection. In larger groups, leaders are usually chosen formally through election or recruitment.

Although leaders are often thought to be people with unusual personal ability, decades of research have failed to produce consistent evidence that there is any category of "natural leaders". It seems that there is no set of personal qualities that all leaders have in common; rather, virtually any person may be recognized as a leader if the person has qualities that meet the needs of that particular group.

Furthermore, although it is commonly supposed that social groups have a single leader, research suggests that there are typically two different leadership roles that are held by different individuals. Instrumental leadership is leadership that emphasizes the completion of tasks by a social group. Group members look to instrumental leaders to get things done. Expressive leadership, on the other hand, is leadership that emphasizes the collective well-being of a social group's members. Expressive leaders are less concerned with the overall goals of the group than with providing emotional support to group members and attempting to minimize tension and conflict among them. Group members expect expressive leaders to maintain stable relationships within the group and provide support to individual members.

Instrumental leaders are likely to have a rather secondary relationship to other group members. They give orders and may discipline group members who inhibit attainment of the group's goals. Expressive leaders cultivate a more personal or primary relationship to others in the group. They offer sympathy when someone

experiences difficulties or is subjected to discipline, are quick to lighten a serious moment with humor, and try to **resolve** issues that threaten to divide the group. As the differences in these two roles suggest, expressive leaders generally receive more personal affection from group members; instrumental leaders, if they are successful in promoting group goals, may enjoy a more distant respect.

Question 40. The word “well-being” in paragraph 3 is closest in meaning to _____.

- A. finance and luck
- B. success and wealth
- C. comfort and prosperity
- D. health and happiness

Question 41. What does the passage mainly discuss?

- A. How individuals train to become leaders
- B. How leadership differs in small and large groups
- C. The role of leaders in social groups
- D. The problems faced by leaders

Question 42. The passage indicates that instrumental leaders generally focus on _____.

- A. achieving a goal
- B. identifying new leaders
- C. ensuring harmonious relationships
- D. sharing responsibility with group members

Question 43. The word “them” in paragraph 3 refers to _____.

- A. expressive leaders
- B. group members
- C. goals of the group
- D. tension and conflict

Question 44. Which of the following statements about leadership can be inferred from paragraph 2?

- A. Most people desire to be leaders but can produce little evidence of their qualifications.
- B. A person who is an effective leader of a particular group may not be an effective leader in another group.
- C. A person can best learn how to be an effective leader by studying research on leadership.
- D. Few people succeed in sharing a leadership role with another person.

Question 45. The word “resolve” in paragraph 4 can be replaced by _____.

- A. find a solution to
- B. concentrate on
- C. think about
- D. show ignorance of

Question 46. By mentioning “natural leaders” in paragraph 2, the author is making a point that _____.

- A. “natural leaders” are easily accepted by the members of a social group
- B. “natural leaders” share a similar set of characteristics
- C. few people qualify as “natural leaders”
- D. there is no proof that “natural leaders” exist

Question 47. The passage mentions all of the following ways by which people can become leaders EXCEPT _____.

- A. specific leadership training
- B. traditional cultural patterns
- C. formal election process
- D. recruitment

Question 48. A “secondary relationship” between a leader and the members of a group could best be described as _____.

- A. informal B. unreliable C. distant D. supplementary

Question 49. Paragraphs 3 and 4 organize the discussion of leadership primarily in terms of _____.

- A. narration of events
B. cause and effect analysis
C. comparison and contrast
D. examples that illustrate a problem

Mark the letter A, B, C, or D on your answer sheet to indicate the word whose stress pattern is different from that of the others in each group.

Question 50. A. chancellor B. inveigle C. fiasco D. lieutenant

Question 51. A. abbess B. fatigue C. converge D. bedaub

Question 52. A. inarticulate B. crematorium C. impermeable D. acrimonious

Question 53. A. overact B. overcoat C. overcharge D. overhear

Question 54. A. untrustworthy B. significant C. indigenous D. entrepreneur

Mark the letter A, B, C, or D on your answer sheet to indicate the part that needs correcting in each of the following sentences.

Question 55. After their long-standing dispute had solved, the two families decided to bury the hatchet.

- A. had solved B. hatchet C. long-standing D. bury

Question 56. All of the students in this course will be assessed according to his attendance, performance and hard work.

- A. All of the students B. performance
C. according to D. his

Question 57. If you want to meet the deadline, you'll need to keep your face to the grindstone and stay focused.

- A. meet B. stay C. grindstone D. face

Mark the letter A, B, C or D on your answer sheet to indicate the word whose bold and underlined part is pronounced differently from that of the others in each group.

Question 58. A. heptagon B. jacaranda C. anesthetic D. canal

Question 59. A. determinedly B. wickedly C. allegedly D. wretchedly

Question 60. A. council B. poultry C. foundry D. slouch

Question 61. A. mileage B. camouflage C. beverage D. voyage

Question 62. A. parameter B. pneumonia C. receipt D. psychology

Mark the letter A, B, C, or D on your answer sheet to indicate the word or phrase CLOSEST in meaning to the underlined word or phrase in each sentence.

Question 63. Albert Einstein is lauded as one of the greatest theoretical physicists of all time.

- A. described B. dictated C. acclaimed D. ordained

Question 64. Let us stop the degradation of the planet's natural environment and create a future in which

humans **live in harmony with** nature.

A. fall in love with

B. cooperate with

C. agree with

D. coexist peacefully with

Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.

Question 65. She had just enough time to _____ the report before the conference.

A. carry out

B. sail through

C. fall for

D. dip into

Question 66. Jack's friend advised him to think carefully about committing himself _____ taking out a mortgage.

A. to

B. from

C. for

D. on

Question 67. I'd love to have lived in the old days, when people _____ to the market by horse and carriage.

A. were always travelling

B. would travel

C. had been travelling

D. would be travelling

Question 68. We intend to _____ the old system as soon as we have developed a better one.

A. get round to

B. come down on

C. do away with

D. run up against

Question 69. The International Committee of the Red Cross has sent _____ aid to many countries all over the world since its establishment in 1863 in Geneva, Switzerland.

A. inhumanely

B. humanity

C. humanization

D. humanitarian

Question 70. My new neighbour appears rather unfriendly, but actually he's a rough _____.

A. stone

B. pearl

C. rock

D. diamond

Question 71. Suddenly seeing Sue _____ the room, Hans pushed his way _____ the crowd to get to her.

A. across/across

B. over/through

C. across/through

D. over/along

Question 72. Don't worry about getting lost as I know this town like _____.

A. the knee of my leg

B. the toes on my foot

C. the back of my hand

D. the ring on my finger

Question 73. I cast my eyes _____ and saw the geese flying in a V line.

A. heavenlike

B. heavenwards

C. heavenly

D. heaven-sent

Question 74. Did you see the _____ envelope?

A. nice small manila square brown

B. nice small square brown manila

C. nice manila small square brown

D. nice small square manila brown

Question 75. Being his parents' _____ boy, Tom is always given anything he wants.

A. red-handed

B. wide-eyed

C. blue-eyed

D. high-handed

Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.

In most discussions of cultural diversity, attention has focused on visible, explicit aspects of culture, such as language, dress, food, religion, music and social **rituals**. Although they are important, these visible expressions of culture, which are taught deliberately and learned consciously, are only the tip of the iceberg of culture. Much of culture is taught and learned implicitly, or outside awareness. Thus, neither cultural insiders or cultural outsiders are aware that certain "invisible" aspects of their culture exist.

Invisible elements of culture are important to us. For example, how long we can be late before being

impolite, what topics we should avoid in a conversation, how we show interest or attention through listening behaviour, what we consider beautiful or ugly – these are all aspects of culture that we learn and use without being aware of it. When we meet other people whose invisible cultural assumptions differ from those we have learned implicitly, we usually do not recognize their behaviour as cultural in origin.

Differences in invisible culture can cause problems in cross-cultural relations. Conflicts may arise when we are unable to recognize others' behavioural differences as cultural rather than personal. We tend to misinterpret other people's behaviour, blame them, or judge their intentions or competence without realizing that we are experiencing cultural rather than individual differences.

Formal organizations and institutions, such as schools, hospitals, workplaces, governments, and legal systems are collection sites for invisible cultural differences. If the differences were more visible, we might have less misunderstanding. For example, if we met a man in a courthouse who was wearing exotic clothes, speaking a language other than ours, and carrying food that looked strange, we would not assume that we understood his thoughts and feelings or that he understood ours. Yet when such a man is dressed similarly to us, speaks our language, and does not differ from us in other obvious ways, we may fail to recognize the invisible cultural differences between us. As a result, mutual misunderstanding may arise.

Question 76. Which of the following would most likely result in misunderstanding?

- A. Exotic clothes worn by foreigners
- B. Strange behaviour from someone speaking a foreign language
- C. Strange behaviour from someone speaking our language
- D. Unusual food cooked by foreign visitors

Question 77. It can be inferred from paragraph 3 that conflicts occur when _____.

- A. people misinterpret cultural differences as personal ones
- B. one culture is more visible than another culture
- C. people compete with those from other cultures
- D. some people recognize more cultural differences than others

Question 78. Which of the following is NOT mentioned as an example of invisible culture?

- A. What topics to avoid in a conversation
- B. What food to eat in a courthouse
- C. How people express interest in what others are saying
- D. How long we can be late before being considered impolite

Question 79. What is the main purpose of the passage?

- A. To explain the importance of invisible aspects of culture
- B. To describe cultural diversity
- C. To give examples of cross-cultural conflict
- D. To point out that much of culture is learned consciously

Question 80. The word “rituals” in paragraph 1 is closest in meaning to _____.

- A. assumptions
- B. aspects
- C. cultures
- D. formalities

----- HẾT -----

(Thí sinh không sử dụng tài liệu, cán bộ coi thi không cần giải thích gì thêm)

Cán bộ coi thi số 1.....Cán bộ coi thi số 2.....

ĐỀ 01: HSG TIẾNG ANH TP. HẢI PHÒNG 2024–2025

Đội ngũ anh chị mentors và trợ giảng từ trung tâm Springboard (Nhà Xuân) cam kết luôn nỗ lực tạo ra những bài giảng - học liệu mới nhất, bổ ích nhất dành cho kì thi chuyên Anh - HSG tiếng Anh cấp địa phương, khu vực đến cấp quốc gia.

Quý phụ huynh/quý thầy cô/các em học sinh có thể truy cập các kênh sau để cập nhật tài liệu mới nhất từ Nhà Xuân:

- **Facebook page Springboard English**: Trang Facebook chính thức của Nhà Xuân.
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Liên hệ:

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- **Tham khảo và đăng ký tư vấn** các lớp học ôn thi Chuyên Anh - Thi HSG Tiếng Anh cấp THPT - Thi Olympic 30/4 và Duyên Hải Bắc Bộ - Thi HSG cấp Quốc Gia tại: [Form đăng ký](#)

Mã đề 801**SECTION A. LISTENING (Không có file nghe)**

Listen to people talking in five different situations. Mark the letter A, B, C and D on your answer sheet to indicate the correct answer to each of the following questions. You will listen to the dialogue twice.

Question 1: You will hear two friends talking about a clothes shop.

What does the girl say about it?

B. The staff there are helpful.

Question 2: You will hear two friends talking about a pop band's .

They think the website would be better if _____.

B. it was easier to buy tickets.

Question 3: You will hear a woman telling a friend about an art competition she's won.

How does she feel about it?

D. She is disappointed that she can't use the prize.

Question 4: You will hear two friends talking about about the girl's flatmates.

The girl thinks that her flatmate _____.

D. is too tidy.

Question 5: You will hear two friends talking about a football match

They agree that their team lost because_____.

C. They players weren't confident enough.

You will hear part of a radio interview with a woman called Anna Radford, who is talking about her career. Choose the best answer A, B, C or D. You will listen twice.

Question 6: How did Anna feel about work as a child?

C. She knew she wanted to enjoy her work.

Question 7: What did Anna hope to do after leaving university?

A. become a journalist

Question 8: What does Anna say about her job in publishing?

B. She enjoyed many aspects of the job.

Question 9: What convinced Anna to become a doctor?

D. She realised how much good doctors can do.

Question 10: What does Anna say about going back to college?

B. Her family helped her cope with the change.

SECTION B. LANGUAGE USE

Mark the letter A, B, C or D on your answer sheet to indicate the correct response in each of the following exchanges.

Question 11. D. The line is busy.

Explanation: *to reach someone (verb phrase):* to contact or communicate with someone, either by phone, email or other means. The response to *unsuccessfully reaching someone* is by saying “*the line is busy*”.

Question 12. A. I beg to differ

Explanation: *to beg to differ (verb phrase):* an expression one uses to politely disagree with another’s opinion/ viewpoint. You can infer disagreement via Mark’s reply: “A lot of people are addicted to them... work”, which is opposite from Peter’s statement.

Mark the letter A, B, C or D on your answer sheet to indicate the best sentence that is BEST written from the words or phrases given.

Question 13. A. It stands to reason that when applying for a job, a person who can use a computer has an advantage over one who cannot.

Explanation:

It stands to reason (that) (idiom): usually used at the beginning of a clause to say that something seems likely to be true.

D is **not correct** because there isn’t a coordination between “can use” and “does not”.

Question 14. B. He bit off more than he could chew when he took on the new project.

Explanation:

to bite off more than one can chew (idiom): to do something that is too difficult for one to do.

to take sth on (phrasal verb): to accept a particular job or responsibility.

There should also be coordination of tenses, “bit”, “could chew” and “took on”.

Question 15. C. Such was the band’s talent that it took the country by storm.

Explanation:

Such that structure + inversion: **Such** + to be + noun phrase + **that** + (clause)

to take someone/ somewhere by storm (idiom): to be suddenly extremely successful in a place or popular with someone.

Question 16. D. David didn’t feel up to eating out after working in the garage all day.

Explanation:

to feel up to doing sth (phrasal verb): to have the energy to do something.

Question 17. A. It's crucial that Tim's father **support** his determination to become a doctor despite his poor health.

Explanation:

It's crucial/ important that + V-bare

While *despite* and *in spite of* can be used interchangeably, D is incorrect because there is "supports" instead of the V-bare form "support".

CLOZE TEST: Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks.

Question 18: A. dramatically alter (collocation)

B. exasperatingly: in a way that is annoying, especially because you can do nothing to solve a problem

C. desperately: extremely or very much/ in a way that is desperately

D. knowingly: in a way that shows you know about something.

Question 19: D. put forward (phrasal verb): to state an idea or opinion, or to suggest a plan or person, for other people to consider.

A. to put sth off: to decide or arrange to delay an event or activity until a later time or date

B. put by: extremely or very much/ in a way that is desperately

C. put down: in a way that shows you know about something.

Question 20: B. facial expressions (collocation): to state an idea or opinion, or to suggest a plan or person, for other people to consider.

C. denotations: the main meaning of a word, not including the feelings or ideas that people may connect with the word. >< **connotation:** a feeling or idea that is suggested by a particular word although it need not be a part of the word's meaning, or something suggested by an object or situation.

Question 21: B. vicious circle (collocation): a continuing unpleasant situation, created when one problem causes another problem that then makes the first problem worse.

A. vortex: a mass of air or water that spins around very fast and pulls objects into its empty centre

B. spiral: a shape made up of curves, each one above or wider than the one before

C. curve: a line that bends continuously and has no straight parts

Question 22: C. starving sb/sth of sth (phrasal verb): to not provide enough of something that is needed, or to prevent someone or something from getting enough of what is needed.

D. eliminating (v): loại trừ

Question 23: C. suggests (v): to mention an idea for other people to consider

Explanation: The psychologist rediscovered this research (more akin to an idea), which can only be followed by “suggests”, as “demands”, “advises” and “requires” would all be followed by an imperative.

Question 24: D. as well (expression)

Explanation: the structure “not only... but” is used to connect two complementary clauses, which can then only be followed by “as well”.

Question 25: B. uplifting (adj): making someone feel better

Explanation: it is the only word making sense with the topic (brain signals).

A. daunting (adj): making you feel slightly frightened or worried about your ability to achieve something

C. zealous (adj): enthusiastic and eager

D. outrageous (adj): shocking and morally unacceptable

Question 26: C. muscles (n): one of many tissues in the body that can tighten and relax to produce movement

Explanation: the zygomatic muscle raises the upper lip to bare the upper teeth, you do not have to understand “zygomatic” to deduce the choice of “muscle”. Rather, you can choose “muscle” via “[...] pull the corners of the mouth [...] to form a smile.” Only muscles can be pulled.

Question 27: C. up and back

Explanation: while it is easy to mistake with the “up and down” motion, the “up and back” motion is more coherent with the movement of the zygomatic muscle, since it can only pull upwards and laterally (outward), not downward.

Mark the letter A, B, C or D on your answer sheet to indicate the sentence that is CLOSEST in meaning to the original one.

Question 28: He didn't have a clue what it would be like to live in the country.

D. He couldn't envisage what life would be like **out of town**

Explanation:

envisage (v): to imagine or expect something in the future, especially something good = **have a clue**

to live in the country (v phrase) = **(living) out of town**

Question 29: Many experts are convinced that the decision was influenced by external factors.

D. External factors are believed to have influenced the decision, **according to many experts.**

Explanation:

to have influenced = was influenced

according to many experts = Many experts are convinced

Question 30: I didn't book tickets for the film in advance because I thought it was unnecessary, but I was wrong.

B. I should have booked the tickets for the film in advance.

Explanation:

A. must have: suy đoán có căn cứ

C. needn't have: didn't book the tickets and it turned out that not booking tickets wasn't necessary anyway >< đề

D. couldn't have: không thể nào book tickets in advance (usually due to something out of one's control)

Question 31: "What a brilliant idea you hit upon at the meeting!" said the boss to Henry.

A. The boss gave an exclamation of delight at Henry's coming up with the brilliant idea at the meeting.

Explanation:

B. "breathed a sigh of relief": it was never implied that the boss felt relief about anything.

C. "[...] remarked how brilliant Henry had been [...]" the boss meant the idea was brilliant, not Henry for having come up with it.

D. sai do không đủ thông tin

Question 32: The details of the project were supposed to be kept secret, but John accidentally shared them with everyone during a casual conversation.

C. John spilled the beans during a casual conversation, revealing the details of the project.

Explanation:

A. "a heated discussion": it was only a casual conversation

B. "hit the nail on the head": to describe exactly what is causing a situation or problem ≠ the question

D. "let the cat out of the bag": to allow a secret to be known, usually without intending to, while similar to the question, it doesn't have the sufficient information C does.

Mark the letter A, B, C or D on your answer sheet to indicate the sentence that best combines each pair of sentences in the following questions.

Question 33: A huge forest fire broke out in Los Angeles a few days ago. It has received widespread media coverage.

D. What has hit the headlines for the last few days in the huge forest fire in Los Angeles.

Explanation:

A. “*was that it happened in Los Angeles*”: the emphasis is placed on Los Angeles, which is not in line with the question

B. wrong information

C. wrong information

Question 34: A criminal tried to attack Jane on her way home. A helpful passer-by stopped him in the act.

D. Had it not been for the intervention of a helpful passer-by, Jane would have been attacked by a criminal on her way home.

Explanation:

A. wrong information

B. “stopped by” (phrasal verb): to visit someone for a short time, usually on the way to another place ≠ the question

C. “in the act of going home”: doesn’t make sense in compliance with the question

Question 35: Don’t let Susan’s carefree attitude deceive you. She is an extremely conscientious worker.

B. Don’t let yourself be taken for a ride by Susan’s carefree attitude because her diligence is beyond doubt.

Explanation:

A. doesn’t make sense

C. to be taken aback by: to be very shocked or surprised ≠ the question

D. meaning is opposite to the question

Question 36: Thompson was suspected of stealing credit cards. The police have investigated him for days

A. Suspected of stealing credit cards, Thompson has been investigated for days.

Explanation:

B. sequence of question is illogical.

C. Having suspected of: not compliant with the question.

D. Grammatical mistake: “Suspecting of”

Question 37: Yuri Gagarin made a successful space flight in 1961. Humans’ uncertainties about the universe were reduced only then.

A. Only after Yuri Gagarin had made a successful space flight in 1961 were humans’ uncertainties about the universe reduced.

Explanation:

- B. “Barely had..” is followed by “when” instead of “than”
 C. “No sooner...” is followed by “than” instead of “when”
 D. đảo lộn thứ tự cause-effect

Mark the letter A, B, C or D on your answer sheet to indicate the word or phrase **OPPOSITE** in meaning to the underlined word or phrase in each sentence.

Question 38: beyond the realm of possibility

- C. possible

Explanation:

beyond the realm of possibility = impossible >< possible

Question 39: exaggeration

- D. understatement

Explanation:

exaggeration : the fact of making something seem larger, more important, better, or worse than it really is >< understatement: a statement that describes something in a way that makes it seem less important, serious, bad, etc. than it really is, or the act of making such statements.

READING: Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the correct answer to each of the following questions.

Question 40: The word “well-being” in passage 3 is closest in meaning to ____.

- D. health and happiness

Explanation:

well-being (n): the state of feeling healthy and happy (Cambridge Online Dictionary)

Question 41: What does the passage mainly discuss?

- C. The role of leaders in social groups.

Explanation:

A and D do not have any information supporting them, while B is only mentioned in the latter half of the first paragraph -> C is the correct answer.

Question 42: The passage indicates that instrumental leaders generally focus on ____.

- A. achieving a goal

Explanation:

3rd paragraph, line 3, 4: “Instrumental leadership is leadership that emphasizes the completion of tasks by a social group.”

4th paragraph, line 2: “[...] may discipline group members who inhibit attainment of the group’s goals.”

Question 43: The word “them” in paragraph 3 refers to _____.

B. group members

Explanation:

“Expressive leaders are less concerned with the goals of the group than with providing emotional support to group members and attempting to minimize tension and conflict among them” the pronoun “them” refers to the latter half of the sentence and the group members.

Question 44: Which of the following statements about leadership can be inferred from paragraph 2?

B. A person who is an effective leader of a particular group may not be an effective leader in another group.

Explanation:

Implication: “[...] rather, virtually any person may be recognized as a leader if the person has qualities that meet the needs of that particular group.” -> they may not not be an effective leader in another group with different needs.

Question 45: The word “resolve” in paragraph 4 can be replaced by _____.

A. find a solution to

Explanation:

resolve (v): to solve or end a problem or difficulty.

Question 46: By mentioning “natural leaders” in paragraph 2, the author is making a point that _____.

D. there is no proof that “natural leaders” exist.

Explanation:

2nd paragraph, line 1 and 2: “[...] decades of research have failed to produce consistent evidence that there is any category of “natural leaders”.”

Question 47: The passage mentions all of the following ways by which people can become leaders EXCEPT _____.

A. specific leadership training

Explanation:

1st paragraph, line 2: “In the family, traditional cultural patterns confer leadership on one or both of the parents.”

1st paragraph, line 5: “[...], leaders are usually chosen formally through election or recruitment”.

Question 48: A “secondary relationship” between a leader and the members of a group could best be described as _____.

C. distant

Explanation:

4th paragraph, line 1 and 2: “Instrumental leaders are attainment of the group’s goals.” -> You can infer through this and the following description of expressive leaders, a secondary relationship is rather distant.

Question 49: Paragraphs 3 and 4 organize the discussion of leadership primarily in terms of _____.

C. comparison and contrast

Explanation:

You can infer comparison and contrast via conjunctions such as “on the other hand” [paragraph 3, line 4] and the composition [instrumental leadership -> expressive leadership].

STRESS PATTERN: Mark the letter A, B, C or D on your answer sheet to indicate the word whose stress pattern is different from that of the others in each group.

Question 50: A. ‘chancellor

Explanation: The stress pattern is on the 1st syllable, while the others have the primary stress on the 2nd syllable.

Question 51: A. ‘abbess

Explanation: The stress pattern is on the 1st syllable, while the others have the primary stress on the 2nd syllable.

Question 52: C. im’permeable

Explanation: The stress pattern is on the 2nd syllable, while the others have the primary stress on the 3rd syllable.

Question 53: B. ‘overcoat

Explanation: The stress pattern is on the 1st syllable, while the others have the primary stress on the 3rd syllable.

Question 54: D. entrepre’neur

Explanation: The stress pattern is on the 4th syllable, while the others have the primary stress on the 2nd syllable.

Mark the letter A, B, C or D on your answer sheet to indicate the part that needs correcting in each of the following sentences.

Question 55: A. had solved -> had resolved

Question 56: D. his -> their (“All of the students”)

Question 57: D. face -> nose (to keep one’s nose to the grindstone)

PRONUNCIATION: Mark the letter A, B, C or D on your answer sheet to indicate the word whose underlined part is pronounced differently from that of the others in each group.

Question 58: A. heptagon

Explanation: The underlined **a** in **heptagon** is pronounced as /ə/, while in other words, the **a** is pronounced as /æ/.

Question 59: A. determinedly

Explanation: The underlined **ed** in **determinedly** is pronounced as /d/, while in other words, the **ed** is pronounced as /ɪd/.

Question 60: B. poultry

Explanation: The underlined **ou** in **poultry** is pronounced as /əʊ/, while in other words, the **ou** is pronounced as /aʊ/.

Question 61: B. camouflage

Explanation: The underlined **ge** in **camouflage** is pronounced as /ʒ/, while in other words, the **ou** is pronounced as /dʒ/.

Question 62: A. parameter

Explanation: The underlined **p** in **parameter** is pronounced as /p/, while in other words, the **p** is silent.

Mark the letter A, B, C or D on your answer sheet to indicate the word or phrase CLOSEST in meaning to the underlined word or phrase in each sentence.

Question 63: lauded = C. acclaimed

Explanation:

laud (v): to praise.

Question 64: live in harmony with = D. coexist peacefully with

Explanation:

live in harmony with (expression): the situation in which people live or work happily together without any big problems.

Mark the letter A, B, C or D on your answer sheet to indicate the correct answer to each of the following questions.

Question 65: D. dip into

Explanation:

dip into (phrasal v): to read small parts of a book or magazine.

sail through (phrasal v): to succeed very easily in something, especially a test.

Question 66: A. commit oneself to sth (collocation)

Question 67: B. would travel

Explanation:

the old days have already happened and ended, the use of the modal “would” is suitable here, as the other answers point to a continuity of *the old days*.

Question 68: C. do away with sth (phrasal verb): to get rid of something or stop using something.

Question 69: D. humanitarian aid (collocation)

Explanation:

humanitarian : involved in or connected with improving people’s lives and reducing suffering.

Question 70: D. a rough diamond (idiom): a person who is kinder and more pleasant than they seem to be from their appearance and manner

Question 71: C. across/ through

Explanation:

across the room/ push one’s way through

Question 72: C. the back of my hand (idiom)

Explanation:

to know something like the back of one’s hand: be entirely familiar with a place or route.

Question 73: B. heavenwards (adv): towards heaven

Question 74: B. nice small square brown manila

Explanation:

The adjective order: Numerals - **Opinion** - **Size** - Age - **Shape** - **Colour** - Origin - **Material** - Purpose.

Question 75: C. blue-eyed boy (adj)

Explanation:

blue-eyed boy: a boy or man who is liked very much and is treated well by someone, especially someone in authority

READING: Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the correct answer to each of the following questions.

Question 76: Which of the following would most likely result in misunderstanding?

C. Strange behaviour from someone speaking our language.

Explanation:

4th paragraph, bottom lines: “When such a man is dressed similarly, **speaks our language**, and does not differ from us in other obvious ways, [...] invisible cultural differences between us. As a result, **mutual misunderstanding may arise**.”

Question 77: It can be inferred from paragraph 3 that conflict occur when _____.

A. people misinterpret cultural differences as personal ones.

Explanation:

3rd paragraph, lines 1 and 2: “**Conflicts may arise** when we are **unable to recognize others’ behavioural differences as cultural rather than personal**.”

Question 78: Which of the following is NOT mentioned as an example of invisible culture?

B. What food to eat in a courthouse

Explanation:

2nd paragraph, lines 1, 2 and 3: “For example, **how long can we be late before being impolite, what topics we should avoid in a conversation, how we show interest or attention through listening** behaviour, what we consider beautiful or ugly - [...]” -> C is NOT mentioned.

Question 79: What is the main purpose of the passage?

A. To explain the importance of invisible aspects of culture.

Explanation:

“Invisible culture” is mentioned throughout the passage, including definition, examples and hypotheticals of conflicts about invisible culture.

Question 80: The words “rituals” in paragraph 1 is closest in meaning to_____.

A. formalities

Explanation:

related to social relations [1st paragraph, line 2]

--- THANK YOU ---

Đội ngũ anh chị mentors và trợ giảng từ trung tâm Springboard (Nhà Xuân) cam kết luôn nỗ lực để tạo ra những bài giảng - học liệu mới nhất, bổ ích, chất lượng nhất dành cho kì thi chuyên Anh - HSG tiếng Anh cấp tỉnh/thành phố đến cấp Quốc Gia.

Quý phụ huynh/quý thầy cô/các em học sinh có thể truy cập các kênh sau để cập nhật tài liệu mới nhất từ Nhà Xuân:

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- **Gửi đề thi** mới nhất và yêu cầu chữa đề chi tiết cho Nhà Xuân về địa chỉ: contact@springboard.vn.
- **Tham khảo và đăng ký tư vấn** các lớp học ôn thi Chuyên Anh - Thi HSG Tiếng Anh cấp THPT - Thi Olympic 30/4 và Duyên Hải Bắc Bộ - Thi HSG cấp Quốc Gia tại: [Form đăng ký](#)

Springboard
English

ĐỀ CHÍNH THỨC

MÔN THI: TIẾNG ANH - THCS
Thời gian làm bài: 150 phút, không kể thời gian phát đề.
(Đề thi có 08 trang, gồm 05 phần).

SECTION A. LISTENING (20.0 points)

HƯỚNG DẪN PHẦN THI NGHE HIỂU

- Bài nghe gồm 4 phần, mỗi phần được nghe 2 lần, mỗi lần cách nhau khoảng 15 giây. Mở đầu và kết thúc bài nghe có tín hiệu nhạc.
- Mọi hướng dẫn bằng tiếng Anh đã có trong bài nghe. Giáo viên coi thi chỉ bật một lần.

Part 1. You will hear an interview which takes place on a show between the interviewer, Michaela Robinson, a leading psychologist, Duncan Stone, and a former patient, Ian Smith. Write T (for True) or F (for False). (5.0 points)

Statements	True	False
1. Mr. Stone thinks that psychiatrists don't need any medical training.		
2. Psychiatrists need to know how to make patients open up.		
3. Ian Smith didn't know what had caused his nervousness.		
4. Boys at school were friendly to Ian.		
5. Mr. Stone found it difficult to get Ian's life story.		

Part 2. Complete the table below, using **NO MORE THAN TWO WORDS OR A NUMBER** for each answer. (5.0 points)

Apartments	Facilities	Other information	Cost
Rose Garden Apartments	Studio flat	Entertainment programme: (6) _____	£219
Blue Bay Apartments	Large (7) _____	- just 300 metres from beach	£275
	swimming pool	- near shop	
(8) _____ Apartments	Terrace	Watersports	£490
The Grand	- Greek paintings	- overlooking forests	
	(9) _____	- near a supermarket and a disco	(10) £ _____

Part 3. You will hear part of a radio programme in which two athletes, Julia Im and Darren Finn, are discussing their success at a recent athletics event. Listen and choose the option which best fits according to what you hear. Mark the letter **A, B, C, or D** on your answer sheet from 11 to 15. (5.0 points)

11. Which of the following is **NOT** mentioned as the obstacles to Julia's success?
- A. Insufficient infrastructure
B. Lack of self-discipline

- C. Inappropriate coaching system
- D. Lack of the experience

12. Julia believes the main reason for the newfound success in tennis is due to _____.

- A. an increase in the number of coaching staff
- B. the impact of foreign coach
- C. the level of financial investment in the sport
- D. the recently improved range of facilities

13. Julia and Darren agree that

- A. the sporting infrastructure needs to be improved
- B. there is a lack of experienced foreign coaches
- C. there will be a huge funding increase for both their sports now
- D. the coaching policy was a key ingredient in their success.

14. Why does Darren think that most of his colleagues are not fortunate enough?

- A. They don't train to become professionals.
- B. They don't have a chance to work with full-time professionals.
- C. They don't receive full-time training.
- D. They don't attain sponsorship for their training.

15. Darren suggests that his motivation to succeed was

- A. to remove some of the obstacles to future success.
- B. so as not to have to work part-time.
- C. in order to get corporate sponsorship.
- D. to receive a generous grant.

Part 4. You will hear two food science students called Adam and Rosie starting to plan a presentation on diet and obesity. Answer the questions with **NO MORE THAN FOUR WORDS**. (5.0 points)

16. What can Adam talk about on their presentation on diet and obesity?

.....

17. What did he keep to make sure of what each person had had?

.....

18. How were the results of Rosie's experiment?

.....

19. Where in a menu are the items less likely to be chosen?

.....

20. What kind of food tastes better?

.....

SECTION B. PHONETICS. (5.0 points)

Question 1. Circle the letter A, B, C or D to indicate the word whose underlined part is pronounced differently from that of the others in the group. (3.0 points)

- | | | | |
|------------------|--------------|---------------|--------------|
| 21. A. ecosystem | B. knowledge | C. technology | D. commodity |
| 22. A. tomb | B. combatant | C. comb | D. subtlety |
| 23. A. ceased | B. eased | C. raised | D. teased |

Question 2. Find the word with the stress pattern different from that of the other three words in each question. (2.0 points)

- | | | | |
|-------------------|---------------|-------------|----------------|
| 24. A. establish | B. commercial | C. erosion | D. barricade |
| 25. A. continuous | B. particular | C. sanitary | D. contaminate |

SECTION C. VOCABULARY AND GRAMMAR. (25.0 points)

Question 1. Choose the best option to complete each sentence below. (10.0 points)

26. On the stairs _____ a small dark-haired girl.

- | | | | |
|----------------|---------------|------------|---------------|
| A. was sitting | B. was to sit | C. sitting | D. having sat |
|----------------|---------------|------------|---------------|

27. My brother visited ten beauty spots, _____ left a lasting impression on him.

- | | | | |
|---------------|---------------------|--------------------|------------------|
| A. which none | B. and none of them | C. not one of them | D. none of which |
|---------------|---------------------|--------------------|------------------|

28. *Jane*: "Don't forget to drop me a line when you settle down."

Jack: "Trust me. _____"

- | | |
|-------------------------------------|--|
| A. I will. I'll keep you in touch. | B. I drop out a line when I settle down. |
| C. I don't. I'll keep you in touch. | D. I won't. I'll keep you posted. |

29. He spoke of the crowded planes, delayed flights, and congested airports that characterize commercial _____.

- | | | | |
|-------------|-------------|-------------|----------------|
| A. aviation | B. airplane | C. aircraft | D. aeronautics |
|-------------|-------------|-------------|----------------|

30. What's the matter with you? Did you get out of bed on the wrong _____?

- | | | | |
|--------|---------|---------|---------|
| A. end | B. side | C. foot | D. edge |
|--------|---------|---------|---------|

31. _____ she finishes the financial report, it will be sent to the board of directors.

- | | | | |
|------------|----------------------|-----------------|----------------|
| A. At once | B. Immediately after | C. On the point | D. Soon enough |
|------------|----------------------|-----------------|----------------|

32. People thought that the use of robots would _____ boring low-paid factory jobs.

- | | | | |
|-----------------|-----------------|---------------|----------------|
| A. do away with | B. break out in | C. fit up for | D. put down to |
|-----------------|-----------------|---------------|----------------|

33. _____ any other politician would have given way to this sort of pressure years ago.

- | | | | |
|-----------|----------------|-------------|------------|
| A. Really | B. Practically | C. Actually | D. Utterly |
|-----------|----------------|-------------|------------|

34. Don't worry about her, she was rather ill this morning, but now she's full of _____.

- | | | | |
|------------|------------|----------|----------|
| A. sprouts | B. berries | C. beans | D. chips |
|------------|------------|----------|----------|

35. No matter how angry he was, he would never _____ to violence.

- | | | | |
|----------|------------|-----------|-------------|
| A. exert | B. resolve | C. resort | D. recourse |
|----------|------------|-----------|-------------|

Question 2. Supply the correct form of the verbs in brackets. (5.0 points)

36. I am really proud now that The Hàm Rồng Bridge (survive) _____ heavy bombings of the war and remains a symbol of resilience.

37. Last weekend, there (be) _____ nothing to watch on TV, we played chess together.

38. I (worry) _____ too much about the outcome, as everything turned out fine.

39. His doctor is trying to get him (admit) _____ to a special hospital where he'll probably be looked after.

40. I wish your mother (live) _____ long enough to see your accomplishments.

Question 3. Supply the correct form of the words in bold. (5.0 points)

41. Sleeping during day and working when night comes sounds seemingly _____. (SCIENCE).

42. My friends started going out late to nightclubs so I decided to _____ myself from the group. (SOCIAL)

43. The poor girl raised her eyes _____, imploring God to help her out.

(HEAVEN)

44. The city is known for its diverse range of _____, offering everything from gourmet restaurants to casual street food stalls.

(EAT)

45. There are a lot of _____ coffee shops along Hanoi's Train Street which attract a great number of foreign tourists.

(MAKE)

Question 4. There are FIVE mistakes in the text (from 46 to 50). Identify each mistake, write it down and give your correction. (5.0 points)

Line 1: Thanh Hóa, situated in the northern central region, is blessed with a diverse
Line 2: landscape, ranging between majestic mountains and pristine beaches to lush
Line 3: forests and fertile plains. Historically, Thanh Hóa is synonymous with
Line 4: historical legacies, having nurtured both eminent figures and heroic dynasties
Line 5: such as the legend King Lê Lợi and the Hồ Dynasty. These milestones have
Line 6: solidified its reputation as a bastion of patriotism and resilience. In recent
Line 7: decades, the province has undergone a transformative economic evolution,
Line 8: transiting from traditional industries to a burgeoning hub of modernization.
Line 9: Iconic landmarks such as Sầm Sơn Beach and Pù Luông Nature Reserve
Line 10: highlight the province's natural beauty and cultural depth. As Thanh Hóa
looks
Line 11: to the future, it remains steadfastly committed to preserve its heritage while
Line 12: embracing innovative opportunities. This delicate equilibrium of tradition and
Line 13: progress holds immense promise for their sustained prosperity.

SECTION D. READING COMPREHENSION (30.0 points)

Question 1. Read the following passage then fill in each gap with ONE suitable word. Write the answers on your answer sheet. (10.0 points)

Parent-teen relationships are among the most important in a youth's life. Whether a parent is providing love, criticism, (51) ____ old-fashioned rulemaking, the structure and stability of healthy parental relationships with (52) ____ can make a huge impact on their stressful adolescent lives. A healthy parent-teen relationship may mean the difference between swift justice and months of harassment. Mothers, fathers, and family communication in (53) ____ are all important in unique ways. The (54) ____ relationship is one of the most important relationships a child can have. Research has shown that a mother (55) ____ great influence over their child's decisions about sex, drugs, alcohol, body image, ... Fathers also have (56) ____ special place in the lives of healthy teens. Fathers are the backbone of American family life, and it's often on them that the foundations for their children's future lives they are laid. Involved fathers are present in a child's life to give everything from advice to independence. For examples, teens with fathers (57) ____ are active in their lives are more independent as adults, have higher self-esteem, are less likely to be depressed or (58) ____ suicide, and are often happier. For daughters, a "daddy's little girl" term is a large part of what makes (59) ____ the happy teenage girls. Dads build self-confidence in young women and give them a special feeling of achievement that can only come (60) ____ given by an authoritative male figure.

Question 2. For each gap, choose the correct answer A, B, C or D which best fits the context. (10.0 points)

Why is AI important?

AI is important for its potential to change how we live, work and play. It has been (61) ____ used in business to automate tasks traditionally done by humans, including customer service, lead generation, fraud detection and quality control.

In a number of areas, AI can (62) ____ tasks more efficiently and accurately than humans. It is especially useful for repetitive, detail-oriented tasks such as analyzing large numbers of legal documents to (63) ____ relevant fields are properly filled in. AI's ability to process massive data sets gives enterprises insights into their (64) ____ they might not otherwise have noticed. The rapidly expanding array of generative AI tools is also becoming important in fields ranging from education to marketing to product design.

Advances in AI techniques have not only helped (65) ____ an explosion in efficiency, but also opened the door to entirely new business opportunities for some larger enterprises. (66) ____ to the current wave of AI, for example, it would have been hard to imagine using computer software to connect riders to taxis on demand, (67) ____ Uber has become a Fortune 500 company by doing just that.

AI has become (68) ____ to many of today's largest and most successful companies, including Alphabet, Apple, Microsoft and Meta, which use AI to improve their operations and outpace competitors. (69) ____ Alphabet subsidiary Google, for example, AI is central to its eponymous search engine, and self-driving car company Waymo began as an Alphabet division. The Google Brain research lab also (70) ____ the transformer architecture that underpins recent NLP breakthroughs such as OpenAI's ChatGPT.

<https://www.techtarget.com>

- | | | | |
|-------------------|---------------|----------------|---------------|
| 61. A. widely | B. popularly | C. effectively | D. commonly |
| 62. A. form | B. perform | C. have | D. make |
| 63. A. help | B. make | C. ensure | D. give |
| 64. A. operations | B. management | C. exertions | D. works |
| 65. A. empower | B. fuel | C. encourage | D. force |
| 66. A. Addition | B. Next | C. Add | D. Prior |
| 67. A. yet | B. so | C. but | D. and |
| 68. A. home | B. related | C. associated | D. central |
| 69. A. At | B. In | C. On | D. From |
| 70. A. used | B. made | C. invented | D. researched |

Question 3. Read the passage and choose the best answers to questions below. (10.0 points)

It is estimated that by 2050 more than two thirds of the world's population will live in cities, up from about 54 percent today. While the many benefits of organized and efficient cities are well understood, we need to recognize that this rapid, often unplanned urbanization brings risks of **profound** social instability, risks to critical infrastructure, potential water crises and the potential for devastating spread of disease. These risks can only be further exacerbated as this unprecedented transition from rural to urban areas continues.

How effectively these risks can be **addressed** will increasingly be determined by how well cities are governed. The increased concentration of people, physical assets, infrastructure and economic activities mean that the risks materializing at the city level will have far greater potential to disrupt society than ever before.

Urbanization is by no means bad by itself. It brings important benefits for economic, cultural and societal development. Well-managed cities are both efficient and effective, enabling economies of scale and network effects while reducing the impact on climate of transportation. As such, an urban model can make economic activity more environmentally-friendly. Further, the proximity and diversity of people can **spark** innovation and create employment as exchanging ideas breeds new ideas.

But these utopian concepts are threatened by some of the factors driving rapid urbanization. For example, one of the main factors is rural-urban migration, driven by the prospect of greater employment

opportunities and the hope of a better life in cities. But rapidly increasing population density can create severe problems, especially if planning efforts are not sufficient to cope with the influx of new inhabitants. The result may, in extreme cases, be widespread poverty. Estimates suggest that 40% of the world's urban expansion is taking place in slums, exacerbating socio-economic **disparities** and creating unsanitary conditions **that** facilitate the spread of disease.

The Global Risks 2015 Report looks at four areas that face particularly daunting challenges in the face of rapid and unplanned urbanization: infrastructure, health, climate change, and social instability. In each of these areas, we find new risks that can best be managed or, in some cases, transferred through the mechanism of insurance.

(Adapted from <https://www.zurich.com>)

71. Which best serves as the title for the passage?
- A. What Has Driven Rapid Urbanization?
 - B. The Risks of Rapid Urbanization in Developing Countries
 - C. The Global Risks 2015 Report on Developing Countries
 - D. Infrastructure and Economic Activities in Cities
72. The word "**profound**" in paragraph 1 is closest in meaning to
- A. right
 - B. meaningful
 - C. severe
 - D. deep
73. According to the passage, urban expansion facilitates the spread of disease because
- A. poverty cannot be eliminated thoroughly
 - B. most of the world's urban expansion is taking place in slums
 - C. too many people hope for a better life in cities
 - D. employment opportunities in cities are greater than those in rural areas
74. The word "**addressed**" in paragraph 2 is closest in meaning to
- A. aimed at
 - B. agreed on
 - C. dealt with
 - D. added to
75. The word "**spark**" in paragraph 3 is closest in meaning to
- A. encourage
 - B. start
 - C. need
 - D. design
76. Which of the following can be inferred from paragraph 3?
- A. Urbanization minimizes risks for economic, cultural and societal development.
 - B. Urbanization makes water supply system both efficient and effective.
 - C. Weather and climate in the city will not be improved.
 - D. People may come up with new ideas for innovation.
77. The word "**disparities**" in paragraph 4 is closest in meaning to _____.
- A. inequalities
 - B. developments
 - C. outcomes
 - D. advantages
78. The word "**that**" in paragraph 4 refers to _____.
- A. socio-economic disparities
 - B. disease
 - C. urban expansion
 - D. unsanitary conditions
79. What can be inferred from the passage?
- A. Poverty may be a foregone conclusion of unplanned urbanization.
 - B. Diseases are caused by people migrating to cities.
 - C. Urbanization can solve the problem of environmental pollution in cities.
 - D. The increasing number of people in cities can create more employment.
80. Which of the following is **TRUE**, according to the passage?
- A. About 54% of the world's population will live in cities by 2050.
 - B. Urbanization brings important benefits for development as well.
 - C. Rapidly increasing population density can help solve poverty.
 - D. Risks cannot be addressed effectively no matter how well cities are governed.

SECTION E. WRITING (20.0 points)

Question 1. Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence printed before it. (5.0 points)

81. The storm was so fierce that all flights were canceled.

→ Such _____.

82. When the Chairman was asked about the strategies for developing the company, he declined to comment.

→ On no _____.

83. We took more luggage than we needed.

→ We should not _____.

84. We will stop off in France on our way to Germany.

→ We will break _____.

85. David does not hesitate to criticise his superiors' decisions.

→ David makes _____.

Question 2. Rewrite each sentence so that it contains the word in capitals, and so that the meaning stays the same. (5.0 points)

86. If I were you, I would have punished him.

(SHOES)

→ Were _____.

87. Linda said she was against the proposal.

(EXPRESSED)

→ Linda _____.

88. Customs officials are stopping more travellers than usual this week.

(STOPPED)

→ An increased _____.

89. She was very relieved when she realised that her bag hadn't been stolen.

(BREATHED)

→ She _____.

90. He got very annoyed when you criticised him.

(BULL)

→ That _____.

Question 3. (10.0 points)

Do you agree or disagree with the statement: "Students should choose their future career according to their parents' desire?"

Write a paragraph (about 130 – 160 words) to express your point of view.

HẾT

Thí sinh không được sử dụng tài liệu. Giám thị coi thi không giải thích gì thêm.

Họ và tên thí sinh: _____ **Số báo danh:** _____
Chữ ký của Giám thị 1: _____ **Chữ ký của Giám thị 2:** _____

ĐỀ 02: HSG TIẾNG ANH TỈNH THANH HOÁ 2024–2025

Đội ngũ anh chị mentors và trợ giảng từ trung tâm Springboard (Nhà Xuân) cam kết luôn nỗ lực tạo ra những bài giảng - học liệu mới nhất, bổ ích nhất dành cho kì thi chuyên Anh - HSG tiếng Anh cấp địa phương, khu vực đến cấp quốc gia.

Quý phụ huynh/quý thầy cô/các em học sinh có thể truy cập các kênh sau để cập nhật tài liệu mới nhất từ Nhà Xuân:

- **Facebook page Springboard English**: Trang Facebook chính thức của Nhà Xuân.
- **Website học liệu của Springboard**: Trang web tổng hợp tất tần tật các tài liệu được biên soạn chi tiết bởi Springboard (Nhà Xuân).
- **Facebook group Springboard Connects**: Nhóm trao đổi - tư vấn học tập và tài liệu học tập với 30.000+ thành viên.

Liên hệ:

- **Gửi đề thi** mới nhất và yêu cầu chữa đề chi tiết cho Nhà Xuân về địa chỉ: contact@springboard.vn.
- **Tham khảo và đăng ký tư vấn** các lớp học ôn thi Chuyên Anh - Thi HSG Tiếng Anh cấp THPT - Thi Olympic 30/4 và Duyên Hải Bắc Bộ - Thi HSG cấp Quốc Gia tại: [Form đăng ký](#)

SECTION A. LISTENING

Part 1. You will hear an interview which takes place on a show between the interviewer, Michaela Robinson, a leading psychologist, Duncan Stone, and a former patient, Ian Smith. Write T (for True) or F (for False).

1. F

Interviewer đề cập đến việc nhiều người nghĩ psychiatrists chỉ đơn giản là nghe bệnh nhân kể hết những vướng mắc - điều mà người bình thường không cần training cũng làm được. Tuy nhiên Mr. Stone đã nói: *"What they seem to forget is that the skill of a psychiatrist lies in motivating a patient to talk about the very things that may be causing stress."*

=> Công việc này vẫn cần kỹ năng nhất định và ông cũng không thể hiện sự đồng tình nào với quan điểm của nhiều người mà người phỏng vấn đưa ra.

2. T

Dẫn chứng: *"What they seem to forget is that **the skill of a psychiatrist lies in motivating a patient to talk about** the very things that may be causing stress."*

3. T

Dẫn chứng: *"Smith: Well, it's certainly true that I was reluctant to talk about my problems even if I was sure exactly what they were. **All I knew were the symptoms, not the real cause.**"*

4. F

Dẫn chứng: *"Smith: ... I was nervous around other people and it was interfering with my work, let alone my social life. It wasn't that other people were hostile, **I just thought they might become so.**"*

5. F

Dẫn chứng: *"**Getting a patient's life story is not usually the difficult part, and this was the case with Ian,** but discovering what affects people emotionally is another matter."*

Part 2. Complete the table below, using NO MORE THAN TWO WORDS OR A NUMBER for each answer.

6. Greek dancing

Dẫn chứng: *"Well, we've got a lovely studio flat available at that time. I'm sure you'd enjoy the entertainment programme there too, with **Greek dancing** in the restaurant."*

7. salt-water/salt water

Dẫn chứng:

“MAN: Blue Bay? Yes, in fact that’s very popular and it has some special features.

WOMAN: Really?

*MAN: The main attraction is the large swimming pool with **salt water**.”*

8. Sunshade

Dẫn chứng:

“WOMAN: Right, I’ve got that. Now there are just two more apartments to ask you about. Um, I can’t read my own writing! Something to do with sun... Sunshine, is it?

*MAN: I think you meant the **Sunshade** Apartments. They’re on a mountainside.”*

9. balcony (outside)

Dẫn chứng:

“WOMAN: I don’t think that would be within our budget, unfortunately. And the last one sounds a bit expensive too - the Grand!

*MAN: Actually it’s quite reasonable. It’s an older style house with Greek paintings in every room, and a **balcony** outside.”*

10. 319

Dẫn chứng:

“WOMAN: And the price?

*MAN: £**319** at that time (5), but if you leave it till November it goes down by 40%.*

WOMAN: Too late, I’m afraid.”

Part 3. You will hear part of a radio programme in which two athletes, Julia Im and Darren Finn, are discussing their success at a recent athletics event. Listen and choose the option which best fits according to what you hear. Mark the letter A, B, C, or D on your answer sheet from 11 to 15.

11. B

Interviewer có hỏi Julia là tại sao mất nhiều thời gian để cô đạt được như bây giờ thì Julia có trả lời: “..., I would have said the **infrastructure was lacking**. However, that has come on in leaps and bounds in recent years. Likewise **our once inadequate coaching system** is now on a par with the best and sets the standard internationally I feel. ... , I think what we were **lacking was the experience and expertise**.”

12. B

Dẫn chứng: *“JULIA: The policy of **inviting coaches from elsewhere in the world to lead our program has paid dividends in a big way**. It has added a level of professionalism to the program that has given our athletes the edge.”*

Pay dividends (idiom): If something you do pays dividends, it causes good results at a time in the future (mang lại kết quả tốt theo thời gian).

13. C

Dẫn chứng:

*"JULIA: Granted, there has been a **huge increase in financial investment** alongside the investment in human resources, but as we have seen from examples in other sports, that alone is not sufficient by any means.*

....

*DARREN: On the back of my success, we are due to see a **hugely significant increase in funding** going forward."*

14. D

Dẫn chứng: *"Well, aside from the coaching, which I have already highlighted as pivotal, **I personally was fortunate to attain private sponsorship for my training.** This allowed me to focus full time on achieving my goals. **The majority of my colleagues have not been so lucky.**"*

=> Darren cảm thấy may mắn khi nhận được tài trợ cho việc training của mình trong khi phần lớn đồng nghiệp không may mắn như thế (không nhận được).

15. A

Dẫn chứng: *"The dire situation, lack of interest and funding, certainly motivated me to do as well as I could. Knowing full well that **success would ensure better support for myself and my colleagues in future.**"*

=> Những tình thế khó khăn thúc đẩy Darren làm việc tốt nhất có thể vì nếu thành công sẽ đảm bảo nhận được ủng hộ, hỗ trợ tốt hơn => giảm được khó khăn trong tương lai.

Part 4. You will hear two food science students called Adam and Rosie starting to plan a presentation on diet and obesity. Answer the questions with NO MORE THAN FOUR WORDS.

16. The experiment he did/His experiment

Dẫn chứng:

*"ADAM: OK Rosie, shall we try to get some ideas together for our **presentation on diet and obesity?***

ROSIE: Sure.

*ADAM: **I can talk about the experiment I did** to see if people can tell the difference between real sugar and artificial sweeteners."*

17. A proper record

Dẫn chứng: *"... It was hard to keep track of it all, especially as I had so many people doing it – I had to make sure **I kept a proper record** of what each person had had."*

18. A bit problematic

Dẫn chứng:

*“ROSIE: Then there’s that **experiment** I did measuring the fat content of nuts, to see if the nutritional information given on the packet was accurate.*

ADAM: The one where you ground up the nuts and mixed them with a chemical to absorb the fat?

*ROSIE: Yes. **My results were a bit problematic ...**”*

19. In the middle

Dẫn chứng: *“ADAM: ... I read that the **items at the start of a menu and the items at the end of a menu are much more likely to be chosen than the items in the middle.**”*

20. Food high in calories/High-calorie food

Dẫn chứng: *“ROSIE: ... Well, when manufacturers put calorie counts of a food on the label, they’re sometimes really confusing and I suspect they do it on purpose. Because **food that’s high in calories tastes better**, and so they’ll sell more.”*

SECTION B. PHONETICS

Question 1. Circle the letter A, B, C, or D to indicate the word whose underlined part is pronounced differently from that of the others in the group.

21. A

The underlined **o** in **ecosystem** is pronounced as /əʊ/, while in other words, the **o** is pronounced as /ɒ/.

22. B

The underlined **b** in **combatant** is pronounced, while in other words, the **b** is silent.

23. A

The underlined **ed** in **ceased** is pronounced as /t/, while in other words, the **ed** is pronounced as /d/.

Question 2. Find the word with the stress pattern different from that of the other three words in each question.

24. D

The main stress in **barricade** is on the first or third syllable: (/ˈbær.ɪ.keɪd/ /bær.ɪˈkeɪd/). In contrast, the stress in the other words is on the second syllable.

25. C

The main stress in **sanitary** is on the first syllable: (/ˈsæn.ɪ.tər.i/). In contrast, the stress in the other words is on the second syllable.

SECTION C. VOCABULARY AND GRAMMAR

Question 1. Choose the best option to complete each sentence below.

26. A. was sitting

Cấu trúc đảo ngữ với trạng từ chỉ nơi chốn: *Trạng từ chỉ nơi chốn + Động từ + Chủ ngữ/Cụm danh từ*. (Động từ vẫn chia bình thường tương ứng với chủ ngữ và được đưa lên trước chủ ngữ.)

Eg. Round the corner came the horses.

27. D. none of which

Which để thay thế cho *ten beauty spots* và cấu trúc *none of which* chỉ không có cái nào trong những *beauty spots* đấy.

28. D. I won't. I'll keep you posted.

I won't ở đây là *I won't forget ...*, câu A *I will* là sai. Câu B, C cần sử dụng tương lai đơn để thể hiện lời hứa.

Keep sb posted: to continue giving someone the most recent information about a situation that involves them (cập nhật tình hình).

29. A. aviation

Commercial aviation: the use of planes for carrying goods or people, rather than for military purposes (hàng không thương mại). Ở câu này nói đến những đặc điểm của ngành này.

Airplane (n): máy bay.

Aircraft (n): máy bay, tàu bay, phi cơ.

Aeronautics (n): the science of designing, building, and operating aircraft.

30. B. side

Get out of bed (on) the wrong side = get up on the wrong side of the bed (idiom): to be in a bad mood and to be easily annoyed all day.

31. B. Immediately after

Câu này đơn giản là dùng trạng từ nhấn mạnh cho mệnh đề After => Ngay sau khi.

At once (idiom): immediately. Eg. You have to call him at once.

On the point thường được dùng trong idiom *be on the point of (doing) something*: to be going to do something very soon.

Soon enough chỉ là 1 cụm từ thông thường không dùng bắt đầu 1 mệnh đề để tạo thành 1 câu có nghĩa nhất định.

32. A. do away with

Do away with something (phrasal verb): to get rid of something or stop using something.

Break out in a rash, spots, a sweat etc.: to suddenly have something such as red marks or sweat appear on your skin.

Không có *fit up for* và *put down to*.

33. B. Practically

Practically (adv): almost or very nearly.

34. C. beans

Be full of beans (idiom): to have a lot of energy and enthusiasm.

Sprout (n): a part of a plant that is just beginning to grow (mầm).

35. C. resort

Resort to something (phrasal verb): to do something that you do not want to do because you cannot find any other way of achieving something (tìm đến cái gì vì không còn lựa chọn).

Exert (v): to use something such as authority, power, influence, etc. in order to make something happen (dùng sức mạnh, sức ảnh hưởng, quyền lực,... làm gì).

Recourse (n): using something or someone as a way of getting help, especially in a difficult or dangerous situation (sự nhờ đến, sự trông cậy vào).

Question 2. Supply the correct form of the verbs in brackets.

36. has survived

Dùng thì HTHT ở đây nhấn mạnh vào kết quả ở hiện tại là trải qua những bom đạn thì cây cầu vẫn là 1 biểu tượng bền bỉ.

37. being

There being ở đây là mệnh đề tuyệt đối. Khi 2 mệnh đề độc lập đi với nhau mà không có từ nối thì mệnh đề đầu sẽ chuyển thành mệnh đề tuyệt đối. Cấu trúc: *Chủ ngữ/ Danh từ + V_ing* (Câu chủ động) hoặc *Chủ ngữ/ Danh từ + PII* (Câu bị động).

38. needn't have worried

Need not have + PII: chỉ 1 hành động không cần thiết thực hiện trong quá khứ nhưng đã làm rồi.

39. admitted

Be admitted to: được nhận vào/ cho vào.

=> Ở câu này dùng *Get sb done* có nghĩa là làm cho ai đấy được làm sao.

40. could have lived

Cấu trúc *wish đi với could have + PII*: ước 1 điều không xảy ra trong quá khứ.

Question 3. Supply the correct form of the words in bold.

41. ANTI-SCIENTIFIC

Anti-scientific (a): opposed to or not accepting scientific ideas and methods (phản khoa học).

42. DISSOCIATE

Dissociate (v): to consider as separate and not related.

Dissociate yourself from something (phrasal verb): to make it publicly known that you are not in any way connected to, or responsible for someone or something, often to avoid blame or embarrassment (tách bản thân ra khỏi).

43. HEAVENWARD(S)

Heavenward (adv): upward.

44. EATERIES

Eatery (n): restaurant.

45. MAKESHIFT

Makeshift (a): temporary and of low quality, but used because of a sudden need.

Question 4. There are FIVE mistakes in the text (from 46 to 50). Identify each mistake, write it down and give your correction.

46. Line 2: **between** → **from**

Câu có cụm *Range from ... to ...* để thể hiện những địa hình đa dạng.

47. Line 5: **legend** → **legendary**

Legendary (a): very famous and admired or spoken about.

Đứng trước danh từ *King Lê Lợi and the Hồ Dynasty* cần dùng tính từ để chỉ đây là những nhân vật huyền thoại.

48. Line 7: **decade** → **decades**

Recent + Danh từ số nhiều (years/ months/ decades/ days/...): Những ... gần đây.

49. Line 11: **preserve** → **preserving**

Be committed to + V-ing: having promised to be involved in a plan of action.

50. Line 13: **their** → **its**

Its thay thế cho Thanh Hóa.

SECTION D. READING COMPREHENSION

Question 1. Read the following passage then fill in each gap with ONE suitable word. Write the answers on your answer sheet.

51. **or**

Whether ... or (phrase): (used to introduce two or more possibilities) it is not important if (Dù cái này hay cái kia).

52. teenagers/children/teens

Ở đây cần điền từ chỉ mối quan hệ cha mẹ với con cái.

53. general

In general: nói chung.

54. mother-teen

Câu sau có đề cập đến việc người mẹ có ảnh hưởng đến các quyết định của con nên chỗ này cần điền từ chỉ mối quan hệ mẹ với con.

55. has/exerts

Have/ Exert an influence on: có ảnh hưởng đến ai/ cái gì.

56. a

Đằng sau có từ *place* ở dạng số ít cần có mạo từ ở trước.

57. who

Từ *who* thay thế cho từ *fathers*. Đây là mệnh đề quan hệ xác định.

58. commit

Commit suicide (phrase): tự tử.

59. up

Make up (phrasal verb): to form a particular thing, amount, or number as a whole (Câu này ý chỉ tầm ảnh hưởng của cha đối với con gái là 1 phần tạo nên những cô bé vui vẻ, hạnh phúc.)

60. when

Ở đây *when* được sử dụng để giới thiệu một mệnh đề chỉ thời gian, biểu thị một thời điểm cụ thể khi một hành động hoặc sự kiện xảy ra.

Question 2. For each gap, choose the correct answer A, B, C or D which best fits the context.

61. C. effectively

Ở đây từ *widely* cũng hay đi với từ *used*, tuy nhiên đoạn 1 đang nhấn mạnh tầm quan trọng của AI với tiềm năng ở nhiều mặt và cả bài này nói về mặt tích cực là chủ yếu nên dùng *effectively* sẽ đúng nhất, thể hiện được sẽ đi nói vào lợi ích, sự hiệu quả của AI là chính.

62. B. perform

Perform task: thực hiện nhiệm vụ. *Perform* bên cạnh nghĩa trình diễn còn được dùng chỉ máy móc/ công cụ hoạt động như thế nào hoặc con người thể hiện như thế nào.

63. C. ensure

Ensure (that) + mệnh đề: đảm bảo, chắc chắn rằng.

64. A. operations

Operation (n): a business organization.

Exertion (n): the use of something such as authority, power, influence, etc. in order to make something happen (sự sử dụng quyền lực, tầm ảnh hưởng,... để làm gì).

Ở đây muốn nói AI giúp enterprises hiểu sâu về sự vận hành tổ chức của họ.

65. B. fuel

Fuel (v): Something that fuels a feeling or a type of behaviour increases it or makes it stronger.

Empower (v): to give someone official authority or the freedom to do something.

66. D. Prior

Prior to something: before a particular time or event.

67. A. yet

Yet: (and) despite that; used to add something that seems surprising because of what you have just said.

Ở đây ý muốn nhấn mạnh: Ngày trước khó có thể tưởng tượng được là phần mềm máy tính kết nối taxi với khách hàng, ấy vậy mà Uber lại thành công nhờ làm như thế.

68. D. central

Be central (to): main or important.

69. A. At

Subsidiary (n): a company that is owned by a larger company.

Ở đây đang nói ở *Alphabet subsidiary Google* => ở 1 công ty, ta dùng trạng từ *at*.

70. C. invented

Question 3. Read the passage and choose the best answers to questions below.

71. B. The Risks of Rapid Urbanization in Developing Countries

Ngay đoạn đầu khi đề cập đến việc dân số sống ở thành thị sẽ chiếm phần lớn trong tương lai, người ta đã nói rằng sự đô thị hóa nhanh chóng như vậy dẫn đến nhiều rủi ro (... *we need to recognize that this rapid, often unplanned urbanization brings risks of ...*). Xuyên suốt bài dù có công nhận tầm quan trọng của đô thị hóa, song chủ yếu nhấn mạnh vào rủi ro của đô thị hóa nhanh chóng không có kế hoạch (Đoạn 2, 4, 5).

72. D. deep

Profound (a): felt or experienced very strongly or in an extreme way.

Ở câu này ý muốn nói Đô thị hóa không có kế hoạch sẽ gây nguy cơ mất ổn định xã hội trầm trọng. Từ *severe* hay dùng miêu tả sự khắc nghiệt của thiên tai, thời tiết hay sự trầm trọng của tình trạng sức khỏe.

73. B. most of the world's urban expansion is taking place in slums

“Estimates suggest that 40% of the world’s urban expansion is **taking place in slums**, **exacerbating** socio-economic disparities and **creating** unsanitary conditions that **facilitate the spread of disease**.”

Sau vế câu đầu có dùng dấu phẩy và động từ Ving theo sau dấu phẩy chỉ cái mà 40% of the world’s urban expansion is taking place in slums gây ra, trong đó có tạo nên tình trạng mất vệ sinh làm lây lan dịch bệnh.

74. C. dealt with

Address (v): to give attention to or deal with a matter or problem.

75. A. encourage

Spark (v): to cause the start of something.

Ở đây tránh chọn nhầm start vì spark là thúc đẩy cái gì đấy bắt đầu chứ không phải trực tiếp bắt đầu cái gì đấy.

76. D. People may come up with new ideas for innovation.

Dẫn chứng: *Further, the proximity and diversity of people can **spark innovation** and create employment as **exchanging ideas breeds new ideas**.*

77. A. inequalities

Disparity (n): a lack of equality or similarity, especially in a way that is not fair.

78. D. unsanitary conditions

Sau that dùng động từ số nhiều nên loại B và C. Trong câu có xuất hiện từ *socio-economic disparities* (sự chênh lệch kinh tế-xã hội) nhưng không liên quan đến việc lây lan dịch bệnh bằng *unsanitary conditions*.

79. A. Poverty may be a foregone conclusion of unplanned urbanization.

Foregone conclusion: a result that is obvious to everyone even before it happens (cái kết thấy được trước).

Dẫn chứng: *But rapidly increasing population density can create severe problems, especially if **planning efforts are not sufficient** to cope with the influx of new inhabitants. The **result may, in extreme cases, be widespread poverty**.*

80. B. Urbanization brings important benefits for development as well.

Dẫn chứng: *Urbanization is by no means bad by itself. It brings important benefits for economic, cultural and societal development.*

SECTION E. WRITING

Question 1. Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence printed before it.

81. Such **was the fierceness of the storm** that all flights were canceled.

Cấu trúc đảo ngữ với Such: Quá ... đến nỗi mà...

Such + be + (+ A/AN) + Tính từ + Danh từ + That + S + V + O

Such (+ A/AN) + Tính từ + Danh từ + be (chia thì) + S + That + S + V + O

82. On **being asked about the strategies for developing the company, the Chairman refused to make a comment/declined to comment.**

On + Ving = When/ while + mệnh đề: Khi mà... (2 vế trong câu có mệnh đề này phải cùng chủ ngữ).

83. We should not **have taken so much luggage.**

Should (not) have + PII: đáng ra nên/ không nên làm gì trong quá khứ (nhưng thực ra đã làm rồi).

84. We will break **the/our journey in France on our way to Germany.**

Stop off (phrasal verb): to visit or stay at a place for a short time when you are going somewhere else (dừng chân).

85. David makes **no bones about criticising his superiors' decisions.**

Make no bones about sth (idiom): not to try to hide your feelings.

Question 2. Rewrite each sentence so that it contains the word in capitals, and so that the meaning stays the same.

86. Were I in your **shoes**, I would have punished him.

Be in someone's shoes (idiom): to be in the situation, usually a bad or difficult situation, that another person is in (đặt mình vào tình huống của ai).

Đảo ngữ:

Were + S + O = If S were O

Were S to V(nguyên thể) = If S + V(quá khứ)

87. Linda **expressed** her disapproval of/her opposition to the proposal.

Be against sth: not approve of sth.

Express sb's disapproval of sth: thể hiện sự không đồng tình.

88. An increased number of travellers are being **stopped** by customs officials this week.

Ở đây viết lại câu dưới dạng bị động.

89. She **breathed** a sigh of relief when she realised that her bag hadn't been stolen.

Relieved (a): happy that something unpleasant has not happened or has ended (cảm thấy nhẹ nhõm).

90. That you criticised him was like a red rag to a **bull.**

That + mệnh đề có thể được dùng như 1 chủ ngữ.

Be like a red rag to a bull (idiom): to be certain to produce an angry or violent reaction.

Question 3. Do you agree or disagree with the statement:

“Students should choose their future career according to their parents’ desire?”

Write a paragraph (about 130–160 words) to express your point of view.

Suggested :

Disagree:

- **Hinder personal growth:**
 - Students are prevented from exploring their limits and potentials in different fields.
 - They may lack independence and courage to step out of their comfort zone.
- **Lack passion and motivation:**
 - Lack of interest in their jobs makes individuals struggle to stay motivated and energetic at work.
 - Research shows that those who do not enjoy their jobs tend to be unwilling to overcome challenges or try their best.
- **Affect child-parent relationships:**
 - Misalignment between parents’ expectations and children’s desires can cause a gap.
 - Children experiencing failure may blame their parents for career choice.

--- THANK YOU ---

Đội ngũ anh chị mentors và trợ giảng từ trung tâm Springboard (Nhà Xuân) cam kết luôn nỗ lực để tạo ra những bài giảng - học liệu mới nhất, bổ ích, chất lượng nhất dành cho kì thi chuyên Anh - HSG tiếng Anh cấp tỉnh/thành phố đến cấp Quốc Gia.

Quý phụ huynh/quý thầy cô/các em học sinh có thể truy cập các kênh sau để cập nhật tài liệu mới nhất từ Nhà Xuân:

- **Facebook page Springboard English**: Trang Facebook chính thức của Nhà Xuân.
- **Website học liệu của Springboard**: Trang web tổng hợp tất tần tật các tài liệu được biên soạn chi tiết bởi Springboard (Nhà Xuân).
- **Facebook group Springboard Connects**: Nhóm trao đổi - tư vấn học tập và tài liệu học tập với 30.000+ thành viên.

Liên hệ:

- **Gửi đề thi** mới nhất và yêu cầu chữa đề chi tiết cho Nhà Xuân về địa chỉ: contact@springboard.vn.
- **Tham khảo và đăng ký tư vấn** các lớp học ôn thi Chuyên Anh - Thi HSG Tiếng Anh cấp THPT - Thi Olympic 30/4 và Duyên Hải Bắc Bộ - Thi HSG cấp Quốc Gia tại: [Form đăng ký](#)



ĐỀ CHÍNH THỨC

Môn thi: TIẾNG ANH - BẢNG A
Thời gian: 150 phút (không kể thời gian giao đề)

(Đề gồm 14 trang)

ĐIỂM	HỌ TÊN, CHỮ KÍ GIÁM KHẢO	SỐ PHÁCH
Bảng số:..... Bảng chữ:.....	Giám khảo 1: Giám khảo 2:	

SECTION A. LISTENING (50 points)

Part 1. (30 pts) You will hear a talk. For questions 1-15, listen and complete the text below by writing NO MORE THAN THREE WORDS AND/OR A NUMBER in the spaces provided. Write your answers in the corresponding numbered boxes provided.

How friendship affects your brain

If it seems like friendships formed in adolescence are particularly special, that’s because they are. Early childhood, adolescent, and adult friendships all (1)_____ a little differently in part because the brain works in different ways at those stages of life. Adolescence is a (2)_____ in which there are changes in the way you value, understand, and connect to friends. Scientists describe adolescence as (3)_____ as teenagers begin to spend as much or more time with their friends than with their parents. This drive to hang with (4)_____ may be due to changes in the brain’s reward center, known as the ventral striatum. Its (5)_____ makes hanging out with others enjoyable and motivates you to spend more time with them. Neuroimaging studies may explain why adolescents seem to place a higher value on social (6)_____ than children or adults. This deeper connection is possible thanks to (7)_____ in what scientists call theory of mind. While it may seem intuitive, this ability hinges on the careful coordination of various brain regions, sometimes referred to as the social brain. Babies begin to develop theory of mind (8)_____ or so. Regions within the social brain show (9)_____ during adolescence compared with childhood. As a result, teens can better understand their friends’ (10)_____, allowing for deeper connections to flourish. In the closest friendships, it can almost feel as if you’re (11)_____ connected two bodies and minds, perfectly in sync. Your ability to connect with others somewhat depends on the coordination of actions, emotions, (12)_____, and thoughts. This is what psychologists call (13)_____ synchrony. You first show signs of the ability to sync with others as infants synchronizing movements and (14)_____ with your parents. As you get older and spend more time outside the home, you increasingly show this synchrony with your peers. For example, imagine walking down the street with a friend. Often without consciously thinking, you (15)_____ at the same pace and follow the same path.

Your answers:

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

10.	11.	12.
13.	14.	15.

Part 2 (10 points):

Questions 16-19. Choose the correct letter A, B or C.

Holly's Work Placement Tutorial

16. Holly has chosen the Orion Stadium placement because _____.

- A. it involves children
- B. it is outdoors
- C. it sounds like fun

17. Which aspect of safety does Dr Green emphasise most?

- A. Ensuring children stay in the stadium
- B. Checking the equipment children will use
- C. Removing obstacles in changing rooms

18. What does Dr Green say about the spectators?

- A. They can be hard to manage.
- B. They make useful volunteers.
- C. They shouldn't take photographs.

19. What has affected the schedule in the past?

- A. Bad weather
- B. An injury
- C. Extra time

Questions 20-25

What do Holly and her tutor agree is an important aspect of each of the following events management skills?

Choose **SIX** answers from the box and write the correct letter, **A-H**, next to Questions 20-25.

Important aspects

- | | |
|------------------------------|------------------------------|
| A. being flexible | E. relying on experts |
| B. focusing on details | F. trusting your own views |
| C. having a smart appearance | G. doing one thing at a time |
| D. hiding your emotions | H. thinking of the future |

Events management skills

- | | | | |
|---------------------|-------|----------------|-------|
| 20. Communication | _____ | 23. Creativity | _____ |
| 21. Organisation | _____ | 24. Leadership | _____ |
| 22. Time management | _____ | 25. Networking | _____ |

Your answers:

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

Part 3. (10 pts) For questions 26-30, listen to a talk on people's emotional links with food and decide whether the following statements are True (T) or False (F). Write your answers in the corresponding numbered boxes.

- 26. When eating with someone who is consuming a substantial amount of food, we tend to choose a smaller portion.
- 27. Sharing food among groups would have been crucial in reducing the risk of starvation.
- 28. While evolutionary mechanisms still shape our eating habits, they can lead to overeating in social contexts.
- 29. There is no indication that people commonly attach meanings to particular foods.
- 30. We might eat more of a food linked to positive emotions and memories, and as this connection deepens, our tendency to indulge in it grows.

Your answers:

26.	27.	28.	29.	30.
-----	-----	-----	-----	-----

SECTION B. LEXICO – GRAMMAR (20 points)

Part 1. (12 pts) Choose the best answer to complete each of the following sentences. Write A, B, C or D in the corresponding numbered boxes provided.

1. Geometry is the branch of mathematics _____ the properties and relation of lines, angles, shapes, surfaces and solids.

A. is concerned with

B. the deal about

C. dealing with

D. to be concerned about

2. The local authority had to evacuate thousands of people after the _____ force of the storm warning was given.

A. destroy

B. destructively

C. destructive

D. destruction

3. The dress is a little big for you. You'd better go to tailor's and _____ at the waist.

A. make it less wide

B. have it made wider

C. make it wider

D. have it made less wide

4. The weather conditions _____ throughout the day and now the ground officials are confident that the championship game _____ ahead.

A. have been improving / will go

B. will be improving / will go

C. have improved / was going

D. are improving / has gone

5. The children were heavily dressed _____ catching a cold.

A. due to

B. despite

C. because of

D. for fear of

6. - "What's your opinion of the new supervisor?"

- "_____ spoken to her yet, I can't say."

A. Not to have

B. Having not to

C. Not having

D. My having not

7. The recommendation that all people affected by the storm _____ immediately was approved.

A. evacuating

B. be evacuated

C. evacuated

D. being evacuated

8. I hope you realize that you will be _____ responsible for your actions should you get caught.

A. brought

B. taken

C. carried

D. held

9. Deadlines are getting closer and everyone is rushed off their _____ at the moment!

A. feet

B. eyes

C. hands

D. teeth

10. Choose the correct answer A, B, C, or D to indicate the word(s) CLOSEST in meaning to the underlined word(s) in the following question.

Losing was bad enough. Watching their rival receiving the trophy just rubbed salt into the wound.

A. make a difficult situation worse

B. add salt into a tasteless soup

C. make a dilemma much better

D. remove a scar from the injury

11. Choose the correct answer A, B, C, or D to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in the following question.

Peter's parents do not give him permission to ride a motorbike, but he still uses his father's on the sly sometimes.

A. secretly

B. freely

C. willingly

D. publicly

Choose the correct answer A, B, C, or D to indicate the sentence that best completes the following exchange.

12. **Jane:** "I heard you have a part in the school play tonight."

Tom: " _____ "

A. Yes, and I'm on pins and needles.

B. Yes, and I'm in deep water.

C. Yes, and I'm black and blue.

D. Yes, and I'm at my wits' end.

Your answers:

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

9.	10.	11.	12.
----	-----	-----	-----

Part 2. (8 pts) Read the passage below, which contains 8 mistakes. Identify the mistakes and write the corrections in the corresponding numbered boxes provided.

<i>Line</i>	
1	XpertMind is the cutting-edge AI app designed to revolutionize the way you learn and work.
2	Using advanced AI technology, XpertMind provides a personalized approach to improve your
3	study habits, enhancing productivity, and optimizing your performance across various field.
4	Whether you're preparing for academic exams, mastering a new skill, and refining your
5	professional expertise, XpertMind adapts for your needs with unmatched precision.
6	The app's standout features include tailored learning plans, expert-level response in multiple
7	subjects, and powerful tools to improve your writing, critical thinking, and presenting skills.
8	XpertMind's advanced algorithms give in-depth feedback, encourage you to explore new
9	perspectives and challenge your assumptions. With this, you'll develop essential problem-solving
10	and analytical skills, helping you excel in any task you take on.
11	Designing for learners at all levels, from beginners (A1) to experts (C2), XpertMind offers
12	customized content what grows with you. The app adjusts based on your progress, ensuring you
13	receive relevant support at each stage. It's perfect for refining your English proficiency, boosting
14	academic performance, or optimizing your professional efficiency.

Your answers:

	Line	Mistake	Correction		Line	Mistake	Correction
1.				5.			
2.				6.			
3.				7.			
4.				8.			

SECTION C. READING (70 points)

Part 1. (10 pts) Read the announcement and choose the best answer. Write your answers A, B, C or D in the corresponding numbered boxes provided.

ANNOUNCEMENT: ACADEMIC ENRICHMENT WEEK

The Academic Enrichment Week, commencing next Monday, promises an intensive program aimed at fostering intellectual development and critical thinking. This event has been meticulously (1)_____ to provide students with opportunities to explore advanced concepts, challenge conventional ideas, and collaborate with peers and experts alike.

A key feature of the program is a series of workshops and lectures delivered by (2)_____ professionals across disciplines such as artificial intelligence, environmental science, and global economics. These sessions aim to encourage deep (3)_____ and facilitate meaningful discussions, allowing participants to engage with complex issues on a profound level.

One of the highlights of the week is the Innovators' Forum, where students are encouraged to present innovative (4)_____ to global challenges. Successful proposals must (5)_____ creativity with practicality, with winning teams earning financial grants to further develop their projects and showcase their solutions at national events.

Attendance at morning sessions is mandatory, (6)_____ they align closely with the academic curriculum. Afternoon sessions, though optional, are curated to promote interdisciplinary collaboration and foster the (7)_____ of perspectives, encouraging students to think (8)_____ the box.

Students are expected to maintain (9)_____ professionalism throughout the event, as this week also emphasizes skills vital for future endeavors and career advancement. We encourage all students to take full (10)_____ of this unique opportunity.

- | | | | |
|-------------------|-----------------|-----------------|----------------|
| 1. A. constructed | B. designed | C. simplified | D. revised |
| 2. A. aspiring | B. renowned | C. emerging | D. reluctant |
| 3. A. reflection | B. interaction | C. assignation | D. exploration |
| 4. A. approaches | B. solutions | C. perspectives | D. discussions |
| 5. A. blend | B. replace | C. contrast | D. refine |
| 6. A. but | B. unless | C. although | D. as |
| 7. A. intensity | B. expression | C. diversity | D. evaluation |
| 8. A. inside | B. outside | C. upon | D. into |
| 9. A. impeccable | B. questionable | C. hesitant | D. indifferent |
| 10. A. advantage | B. advancement | C. assignment | D. situation |

Your answers:

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

Part 2. (10 pts) Read the announcement below and fill in each gap with ONE suitable word. Write the answers in the corresponding numbered boxes provided.

ANNUAL PICKLEBALL TOURNAMENT

We are delighted to announce the Annual Pickleball Tournament, which will take place next Saturday at the Riverside Sports Complex. This eagerly anticipated event aims to (1)_____ players of all levels, from beginners to seasoned athletes, in a celebration of both skill and camaraderie.

The tournament will be (2)_____ into singles and doubles categories, further classified by age and skill levels. Participants are required to register by midnight this Wednesday, ensuring that all forms and fees are submitted (3)_____ to the deadline. Late registrations, (4)_____, will not be accepted to maintain the integrity of the schedule.

Matches will take place on professional-grade courts, ensuring fairness and optimal playing conditions. Official match timings will be (5)_____ online two days before the tournament. In addition, spectators are encouraged to attend and enjoy (6)_____ variety of activities, including food stalls, live commentary, and exclusive merchandise for those wishing to (7)_____ their support for the sport.

Participants are reminded to follow the rules and maintain exemplary sportsmanship. Behavior that disrupts the event or disrespects others will not (8)_____ tolerated. Instead, players are encouraged to demonstrate mutual respect and promote (9)_____ values that align with the spirit of the game.

Whether you're aiming to compete or simply (10)_____ the atmosphere, this tournament offers something for everyone. Join us in celebrating the fastest-growing sport in the country!

Your answers:

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

Part 3. (20 pts) Read the following passage and choose the correct answer to each of the questions. Write your answers A, B, C or D in the corresponding numbered boxes provided.

A MODERN TRAP

Jason sat slouched at his desk, the glow of his phone illuminating his face in the dimly lit room. The silence was interrupted only by the occasional ping of a notification, drawing his attention away from the textbook that lay open before him. He glanced at the clock. Midnight. Another evening wasted. The pile of undone assignments seemed to mock him, a physical reminder of how far he had fallen.

Just a year ago, Jason had been the pride of his school. Teachers praised his sharp mind and unwavering focus, and his classmates envied his ability to juggle extracurriculars and academics with ease. But

something had shifted. His once-precise study habits had been replaced by endless hours scrolling through social media. What began as a five-minute break had spiraled into hours of mindless consumption.

Jason told himself it wasn't a big deal. Everyone used their phones, didn't they? Besides, he could catch up on his work later. But "later" never seemed to come. His grades plummeted, and the disapproving looks from his teachers were joined by the worried glances of his parents. "Why can't you focus anymore, Jason?" his mother had asked one evening. He didn't have an answer.

He wasn't entirely oblivious to the problem. There was a moment, a brief flicker of realization, when Jason stared at the empty Word document on his laptop, **cursor blinking in silent judgment**, and he felt the weight of his own helplessness. But as quickly as the guilt surfaced, it was drowned out by the allure of escape—the endless scroll of videos, posts, and likes that awaited him. **The real world felt heavy; the digital one, effortless.**

The breaking point came during a parent-teacher meeting. His physics teacher, Mr. Howard, laid it out plainly. "Jason is bright, but he's wasting his potential. If this continues, he risks failing the semester." His parents were devastated, and Jason, for the first time, felt something crack inside him. Shame. Embarrassment. Fear.

It wasn't easy to admit the problem. Social media had become more than a habit; it was a refuge. But Jason knew he had to act. He started small. First, he deleted a few apps. Then, he downloaded one designed to limit his screen time. At first, it felt impossible - he was jittery, restless, unsure of what to do with his hands when his phone wasn't there to fill the void. But slowly, he began to reclaim his time.

He rediscovered his love for reading, devouring novels he had once ignored in favor of memes and videos. He spent afternoons at the library, where the quiet forced him to confront his work without the safety net of his phone. It was far from perfect - there were relapses, nights when he couldn't resist the pull of his notifications - but progress came in small victories.

One evening, as he finished the last problem on his math worksheet, Jason felt a flicker of pride he hadn't experienced in months. His grades began to recover, and so did his confidence. When Mr. Howard returned a graded test with an A circled at the top, Jason could barely contain his grin. "Welcome back," Mr. Howard said with a knowing nod.

Jason's journey was far from over, but he had learned something valuable: balance. Social media wasn't the enemy - it was how he chose to use it that mattered. By setting boundaries and prioritizing what truly mattered, Jason was able to find his way back to the student - and the person - he wanted to be.

1. What does the phrase "**the glow of his phone illuminating his face**" in paragraph 1 metaphorically suggest about Jason's relationship with technology?
 - A. It signifies a harmless dependence on technology for daily activities.
 - B. It portrays technology as a dominant and consuming force in his life.
 - C. It emphasizes his preference for technology over real-world interactions.
 - D. It indicates his deliberate choice to prioritize technology at night.
2. The description of Jason's past achievements serves to _____.
 - A. emphasize the stark contrast between his former and current state
 - B. provide a justification for why teachers were disappointed in him
 - C. highlight the role of external validation in his academic success
 - D. demonstrate the unsustainable nature of his earlier habits
3. What does the passage imply about Jason's initial defense of his social media usage?
 - A. He believed social media could strengthen friendships.
 - B. He thought his use of social media was healthy.
 - C. He saw social media as an escape from reality.
 - D. He rationalized his behavior as normal among peers.

4. The phrase "**cursor blinking in silent judgment**" in paragraph 4 most likely reflects Jason's _____.
 - A. recognition of his lack of productivity
 - B. irritation at the distractions caused by technology
 - C. understanding of how far behind he was falling
 - D. feeling of being judged by his surroundings
5. What contrast is the author drawing in the sentence "**The real world felt heavy; the digital one, effortless.**" of paragraph 4?
 - A. The contrast between working hard and taking breaks.
 - B. The difference between pursuing goals and procrastinating.
 - C. The emotional escape social media provides compared to real-world stress.
 - D. The convenience of digital life over real-world obligations.
6. Which aspect of Jason's emotional state is most evident during the parent-teacher meeting?
 - A. His frustration with his parents' inability to understand him.
 - B. His anger at being publicly criticized by his teacher.
 - C. His recognition of the gravity of his situation.
 - D. His regret for not addressing the issue earlier.
7. The passage describes Jason's initial attempts to change his habits as _____.
 - A. calculated but hindered by external distractions
 - B. reluctant and motivated by pressure from others
 - C. inconsistent but gradually more effective
 - D. intense but ultimately unsustainable
8. What can be inferred about the role of Mr. Howard in Jason's journey?
 - A. He provided a structured plan for Jason's recovery.
 - B. He acted as a catalyst for Jason's self-reflection.
 - C. He directly intervened to help Jason manage his time.
 - D. He symbolized the broader expectations of society.
9. By the end of the passage, Jason's attitude toward social media can best be described as _____.
 - A. cautious, understanding the importance of boundaries
 - B. unwilling to rely on it again for comfort
 - C. indifferent, having lost interest in its role in his life
 - D. focused on entirely avoiding social media
10. The overarching message of the passage suggests that _____.
 - A. regaining control over one's habits requires external intervention
 - B. achieving balance is essential for navigating modern challenges
 - C. abandoning digital technology is key to personal and academic success
 - D. societal pressures often exacerbate individual struggles

Your answers:

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

Part 4. (20 pts) Read the following passage and do the tasks that follow. Write your answers in the corresponding numbered boxes provided.

THE COMPLEX IMPACT OF MOBILE PHONES IN EDUCATION

A

In the digital era, mobile phones have seamlessly integrated into almost every aspect of modern life, particularly among younger generations. With their unprecedented ability to provide instant communication, access to vast resources, and advanced tools, mobile phones have become a ubiquitous presence, even in educational settings. Yet, this integration has sparked a contentious debate. Proponents argue that these devices are powerful tools for learning, while critics contend, they are significant sources

of distraction and, in some cases, harmful to students' academic and social development. The conflicting perspectives raise the question: should mobile phones be embraced as educational aid or strictly regulated in schools?

B

From an academic standpoint, the presence of mobile phones in schools presents a double-edged sword. On one hand, mobile devices grant students access to educational apps, digital textbooks, and online resources that can enhance their learning experience. Research has shown that using mobile phones for tasks such as conducting quick research, participating in interactive exercises, or watching instructional videos can foster engagement, particularly for visual and auditory learners. However, this potential is frequently undermined by the reality of their misuse. Studies have consistently demonstrated that when students use their phones for non-educational purposes during class, their ability to concentrate diminishes sharply. Notifications from social media platforms, messages from friends, and the lure of entertainment apps often lead to reduced comprehension and lower retention of material.

C

Beyond academic implications, mobile phones profoundly affect students' social and emotional well-being. Social media, a major feature of most smartphones, is frequently cited as a source of comparison-driven anxiety and feelings of inadequacy among young users. While many students seek validation through likes and comments, the curated and often unrealistic portrayals of others' lives can erode self-esteem and exacerbate mental health issues such as anxiety and depression. Additionally, the reliance on mobile phones for communication has been linked to a decline in face-to-face interactions, weakening students' ability to develop essential interpersonal skills. In school settings, the continuous distractions caused by these devices not only interfere with peer relationships but can also erode respect for authority and disrupt classroom harmony.

D

Recognizing these challenges, many schools around the world have adopted various policies to address the issue. A popular approach is the outright ban of mobile phones during school hours, often enforced by requiring students to store their devices in lockers or leave them at home. Proponents of this policy argue that it creates a focused learning environment, free from unnecessary distractions. Educators in such schools frequently report improvements in classroom behavior, increased participation, and enhanced academic outcomes. Yet, critics of outright bans point out that these policies may overlook an important opportunity: teaching students how to use technology responsibly. By banning phones, they argue, schools fail to prepare students for a world where mobile devices are integral to professional and personal life.

E

For some educators, the solution lies in a more balanced approach. Rather than imposing outright bans, these schools implement guidelines that integrate mobile phones into the curriculum in a controlled manner. For example, phones might be used during specific lessons for research, group collaboration, or educational games, with strict monitoring to prevent misuse. Additionally, some schools introduce digital literacy programs, teaching students not only how to use their devices effectively but also how to recognize and manage the negative effects of overuse. This dual approach aims to harness the benefits of mobile phones while addressing their potential harms, fostering both academic success and digital responsibility.

F

However, the issue of mobile phone usage in schools transcends classroom boundaries, reflecting broader societal debates about technology's role in daily life. Parents, too, are divided. While some advocate for strict regulations, believing that phones hinder academic performance and social development, others argue that phones are necessary for safety and convenience. The latter group highlights situations such as emergencies, where immediate communication with their children can be crucial. Meanwhile,

policymakers grapple with crafting regulations that balance these competing concerns while considering the long-term implications for education systems increasingly reliant on technology.

G

As mobile phones continue to evolve, their role in education is likely to remain a complex and dynamic issue. Striking the right balance will require ongoing dialogue among educators, parents, students, and policymakers. By fostering open conversations and experimenting with innovative strategies, schools can create environments that not only mitigate the drawbacks of mobile phone usage but also maximize their potential as tools for learning and development.

Questions 1 - 7

The reading passage has six sections, A-G.

Choose the correct heading for each section from the list of headings below.

Write the correct number i-xi in boxes 1-7 on your answer sheet.

List of Headings

- i. Responsible integration of mobile phones in the classroom
- ii. Diverse strategies for managing mobile phone use within schools
- iii. Global approaches to mobile phone management in classrooms
- iv. Social perspectives on regulating mobile phone usage
- v. Opportunities and challenges of mobile phones for academic learning
- vi. The impact of mobile phones on mental health
- vii. The dual nature of mobile phones in education
- viii. Balancing the benefits and drawbacks of mobile phones in schools
- ix. Changing approaches to mobile phone policies in education
- x. Parents' role in shaping students' mobile phone habits
- xi. How mobile phones can support professional skill development

- 1. Section A _____
- 2. Section B _____
- 3. Section C _____
- 4. Section D _____
- 5. Section E _____
- 6. Section F _____
- 7. Section G _____

Questions 8 - 10

Do the following statements agree with the information given in the reading passage? Write:

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 8. Research confirms that educational apps significantly improve students' focus during lessons.
- 9. Students who rely heavily on mobile phones often experience social isolation.
- 10. Digital literacy programs are more effective than outright phone bans in schools.

Your answers:

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

Part 5. (10 pts) You are going to read an online article in which five Rwandan experts discuss a national policy in the Republic of Rwanda promoting English as a second language in schools. For

questions 1–10, choose from experts (A–E). The experts may be chosen more than once. Write your answers in the corresponding numbered boxes provided.

Which expert makes the following statements?

1. Students should practice using English directly rather than translating from their first language.
2. Learning English helps students develop a better understanding of global issues.
3. Policymakers should ensure that emphasis on English does not diminish the importance of the native language.
4. Teachers must receive proper training and resources for the policy to succeed.
5. It is important for students to learn how English is used in different cultural contexts.
6. Bilingual programs are more effective than focusing on a single language.
7. Public campaigns should address concerns about cultural identity loss caused by the new policy.
8. Schools need updated resources and teaching tools to implement the policy successfully.
9. English lessons should focus on real-world communication skills rather than theoretical knowledge.
10. Financial assistance might be necessary for low-income families to participate fully in the program.

Promoting English as a Second Language in Schools: Five Experts Share Their Views

In an increasingly interconnected world, English has emerged as a global lingua franca. Recognizing this, many non-English-speaking nations have adopted policies to integrate English as a second language (ESL) in their education systems. One such initiative is currently being implemented in our country, where policymakers hope to equip students with the tools needed to thrive in the global economy. However, this ambitious plan has sparked widespread debate among educators, parents, and linguists. Below, five experts weigh in on the potential benefits, challenges, and implications of this policy.

A

The global importance of English in today's world cannot be overstated. It is the language of international business, science, technology, and diplomacy. By ensuring students acquire strong English skills, the policy aims to prepare them for a competitive global job market. However, the approach to teaching English must focus on developing practical, real-world communication skills rather than rote memorization of grammar rules and vocabulary. Modern English instruction should emphasize listening and speaking, enabling students to engage in meaningful conversations. Additionally, cultural competence plays a critical role in language learning. Students must understand the nuances of English as it is used in various cultural contexts, such as formal business meetings, casual social interactions, or academic debates. This cultural awareness not only enhances language proficiency but also prepares students to navigate diverse social and professional settings with confidence.

B

While the benefits of learning English are undeniable, it is crucial to ensure that this policy does not lead to the erosion of students' mother tongue. A person's native language is often deeply tied to their cultural identity and heritage. Policymakers must ensure that the emphasis on English does not come at the expense of the mother tongue. A strong foundation in the native language is essential for cognitive development, critical thinking, and even learning other languages effectively. One practical solution is the implementation of bilingual education programs, which allow students to develop proficiency in both languages simultaneously. Research shows that such programs are more effective than those that focus solely on one language at the expense of another. Moreover, schools should encourage students to appreciate the richness of their cultural heritage, promoting a sense of pride in their identity while embracing the opportunities English offers.

C

For any educational policy to succeed, it must be supported by well-trained and competent teachers. This is especially true for English language education. Many schools in our school do not have enough teachers who are proficient enough in English to deliver effective lessons. Without addressing this issue, the policy risks being ineffective. Policymakers need to invest heavily in teacher training programs to build the

capacity of educators. Such programs should focus not only on improving teachers’ English proficiency but also on equipping them with modern pedagogical techniques, such as communicative language teaching and task-based learning. Additionally, schools require access to quality resources, including updated textbooks, multimedia tools, and digital platforms. Addressing these logistical and financial challenges is crucial for ensuring equitable access to quality ESL education across urban and rural areas. Economic barriers also play a significant role in the policy’s feasibility. For low-income families, purchasing supplementary materials or enrolling their children in additional English classes might be financially prohibitive. The government should subsidize costs or provide free learning resources to ensure that no student is left behind.

D
Beyond its practical utility, learning English also fosters critical thinking and global awareness. Exposure to English opens doors to diverse perspectives, ideas, and cultures, enabling students to develop a more nuanced understanding of the world. By engaging with texts and media in English, students can learn about global issues and explore viewpoints that challenge their pre-existing beliefs. However, policymakers must address potential resistance from communities concerned about cultural erosion. Some parents worry that prioritizing English might lead to a decline in the use of local languages and traditions. To mitigate these concerns, schools should work closely with families and community leaders to highlight how the policy complements, rather than replaces, cultural identity. Public awareness campaigns and community engagement initiatives can play a pivotal role in gaining widespread acceptance for the policy.

E
Implementing a bilingual education policy requires careful planning and execution. One common pitfall in ESL education is students’ over-reliance on their native language as a crutch when learning English. Teachers should encourage students to think directly in English rather than translating from their first language. Developing this habit helps students internalize English grammar and vocabulary, making their communication more natural and fluent. Another critical aspect is teaching students to appreciate the cultural and social contexts of English. Language is more than a set of rules; it is a tool for expressing thoughts, emotions, and ideas. By understanding the deeper layers of meaning in English texts, students can connect with the language on a more profound level. For example, exploring the literary and historical significance of idiomatic expressions or metaphors can help students develop both linguistic and cultural intelligence. Ultimately, the success of this policy hinges on its ability to balance practical language instruction with the preservation of cultural heritage. By taking a holistic approach, Our country can produce generations of bilingual citizens who are well-equipped to navigate the complexities of the modern world.

Your answers:

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

SECTION D. WRITING (60 points)

Part 1. (10 pts) Use the word given in brackets and make any necessary additions to complete a new sentence in such a way that it is as similar as possible in meaning to the original sentence. Do not change the form of the given word.

1. My company doesn’t let workers use phones for private purposes. (ALLOWED)
□ Workers _____ for private purposes.
2. Laura is so friendly that everyone wants to hang out with her. (SUCH)
□ Laura is _____ hang out with her.
3. It’s a pity I can’t join a field trip with my classmates to the countryside. (ONLY)
□ If _____ with my classmates to the countryside.
4. John couldn’t make a decision about whether to apply for membership or not. (MIND)
□ John _____ whether to apply for membership or not.
5. Carolyn has accepted that she’ll never be selected for the team. (HERSELF)

☐ Carolyn has _____ she'll never be selected for the team.

Part 2. (20 pts) You recently heard about a proposal to organize new clubs in your school to help students develop their interests and skills. You believe this is a great idea and have some suggestions.

Write a letter (80-100 words) to the principal. DO NOT write your real name and any addresses.

In your letter,

- explain why you think organizing clubs is beneficial for students
- suggest the types of clubs that should be introduced
- explain how these clubs could be successfully managed

Part 3. (30 pts) Choose ONE of the following options:

Option 1: Your English teacher has asked you to write a story (200–250 words) for your school story writing competition. Your story should explore the theme of avoiding the use of mobile phones in school. Your story **MUST** begin with the following sentence:

It all started when Hana decided to check her phone during class, despite knowing the school's strict rules.

Option 2: In some Vietnamese economically advanced localities, many schools offer an Intensive English Program (IEP) in collaboration with private English centers. These programs aim to improve students' English proficiency by hiring native-speaking teachers and providing additional lessons outside the regular English curriculum. Participation is optional, and tuition fees are determined through agreements between schools and parents.

Some people believe that these programs are an effective way to enhance students' English skills, while others argue that they create inequality among students and place a financial burden on families.

To what extent do you agree or disagree with this view?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words

THE END

(HDC gồm 02 trang)

HƯỚNG DẪN CHẤM VÀ BIỂU ĐIỂM

SECTION A. LISTENING (50 pts)

Part 1. (15 x 2 pts = 30 pts)

1. manifest	2. unique time	3. a social reorientation
4. pals	5. activation	6. interactions
7. improvements	8. around 18 months	9. increased connectivity
10. perspectives	11. metaphysically	12. physiology
13. interpersonal	14. babbling	15. stroll

Part 2. (10 x 1 pts = 10 pts)

16. B	17. A	18. A	19. B	20. C
21. A	22. D	23. B	24. F	25. H

Part 3. (5 x 2 pts = 10 pts)

26. F	27. T	28. T	29. F	30. T
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SECTION B. LEXICO – GRAMMAR (20 pts)

Part 1. (12 x 1 pts = 12 pts)

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

Part 2. (8 x 1 pts = 8 pts)

	Line	Mistake	Correction		Line	Mistake	Correction
1.	2	(to) improve	(to) improving	5.	7	presenting	presentation
2.	3	field	fields	6.	11	encourage	encouraging
3.	4	and	or	7.	12	Designing	Designed
4.	5	for	to	8.	13	what	that/ which

SECTION C. READING (70 pts)

Part 1. 10 x 1 pts = 10 pts

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

Part 2. 10 x 1 pts = 10 pts

1. include/ involve/ engage	2. divided	3. prior	4. therefore	5. posted/ announced
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6. a	7. show/ express/voice	8. be	9. core/ positive	10. enjoy/ feel/ expreience
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Part 3. (10 x 2 pts = 20 pts)

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

Part 4. (10 x 2 pts = 20 pts)

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

Part 5. (10 x 1 pts = 10 pts)

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

SECTION D. WRITING (60 pts)

Part 1. (5 x 2 pts = 10 pts)

- Workers are not ALLOWED to use phones for private purposes.
- Laura is SUCH a friendly girl/ person that everyone wants to hang out with her.
- If ONLY I could join a field trip with my classmates to the countryside.
- John couldn't make up his MIND about whether to apply for membership or not.
- Carolyn has resigned HERSELF to the fact that she'll never be selected for the team.

Part 2. (20 pts)

- Length (1pt): 80 – 100 words

- Ideas (10 pts):

- Opening

- Body of the letter

- explain why you think organizing clubs is beneficial for students
- suggest the types of clubs that should be introduced
- explain how these clubs could be successfully managed

- Closing

- Organization and Style (2 pts): formal

- Vocabulary and grammar (7 pts)

Part 3: (30 pts)

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

1. Length: (2pts): about 200 – 250 words.

2. Organization & style: (3pts) ideas are organized and presented with coherence, style, and clarity appropriate to writing stories/ essay.

3. Ideas (15 pts)

4. Grammar and Vocabulary (10pts) a variety of vocabulary and structures appropriate to the level of English language gifted lower-secondary school students.

TOTAL: 200 points/10 = 20 points

ĐỀ 03: HSG TIẾNG ANH TỈNH NGHỆ AN 2024–2025

Đội ngũ anh chị mentors và trợ giảng từ trung tâm Springboard (Nhà Xuân) cam kết luôn nỗ lực tạo ra những bài giảng - học liệu mới nhất, bổ ích nhất dành cho kì thi chuyên Anh - HSG tiếng Anh cấp địa phương, khu vực đến cấp quốc gia.

Quý phụ huynh/quý thầy cô/các em học sinh có thể truy cập các kênh sau để cập nhật tài liệu mới nhất từ Nhà Xuân:

- **Facebook page Springboard English**: Trang Facebook chính thức của Nhà Xuân.
- **Website học liệu của Springboard**: Trang web tổng hợp tất tần tật các tài liệu được biên soạn chi tiết bởi Springboard (Nhà Xuân).
- **Facebook group Springboard Connects**: Nhóm trao đổi - tư vấn học tập và tài liệu học tập với 30.000+ thành viên.

Liên hệ:

- **Gửi đề thi** mới nhất và yêu cầu chữa đề chi tiết cho Nhà Xuân về địa chỉ: contact@springboard.vn.
- **Tham khảo và đăng ký tư vấn** các lớp học ôn thi Chuyên Anh - Thi HSG Tiếng Anh cấp THPT - Thi Olympic 30/4 và Duyên Hải Bắc Bộ - Thi HSG cấp Quốc Gia tại: [Form đăng ký](#)

I. LISTENING (50 pts)

Part 1. (30 pts) You will hear a talk. For questions 1-15, listen and complete the text below by writing **NO MORE THAN THREE WORDS AND/OR A NUMBER** in the spaces provided. Write your answers in the corresponding numbered boxes provided.

1. manifest

=> Early childhood, adolescent, and adult friendships all manifest a little differently ~ Trong thời thơ ấu, vị thành niên, và trưởng thành, tình bạn đều thể hiện khác nhau (qua từng giai đoạn).

2. unique time

=> Adolescence is a unique time in which there are changes in the way you value, understand, and connect to friends. ~ Vị thành niên là thời điểm đặc biệt khi có những thay đổi trong cách bạn hiểu, trân trọng, và kết nối với bạn bè.

3. a social reorientation

=> Scientists describe adolescence as a social reorientation ~ Các nhà khoa học miêu tả thời điểm vị thành niên như là một cuộc tái định hướng xã hội

4. pals

=> This drive to hang with pals may be due to changes in the brain's reward center ~ Động cơ để đi chơi với bạn bè này có thể do những thay đổi trong hệ thần kinh tưởng thưởng.

5. activation

=> Its activation makes hanging out with others enjoyable ~ Sự kích hoạt (tế bào trong hệ thần kinh) làm việc đi chơi với người khác thú vị hơn.

6. interactions

=> Neuroimaging studies may explain why adolescents seem to place a higher value on social interactions than children or adults ~ Những nghiên cứu dựa trên chụp não có thể giải thích tại sao trẻ vị thành niên thường đặt nặng vào tương tác xã hội hơn so với trẻ con và người lớn.

7. improvements

=> This deeper connection is possible thanks to improvements in what scientists call theory of mind ~ Mối liên kết sâu hơn này có được là nhờ phát triển trong cái nhà khoa học gọi là “thuyết tâm trí”.

8. around 18 months

=> Babies begin to develop theory of mind around 18 months or so. ~ Trẻ em phát triển “thuyết tâm trí” lúc chúng khoảng 18 tháng.

9. increased connectivity

=> Regions within the social brain show increased connectivity during adolescence compared with childhood ~ Các khu vực trong bộ não xã hội cho thấy mối liên kết (giữa các neuron) tăng lên trong khoảng thời gian vị thành niên so với thời thơ ấu.

10. perspectives

=> Teens can better understand their friends' perspectives, allowing for deeper connections to flourish. ~ Thanh thiếu niên có thể hiểu quan điểm của bạn ngang lứa hơn.

11. metaphysically

=> In the closest friendships, it can almost feel as if you're metaphysically connected two bodies and minds, perfectly in sync. ~ Trong mối quan hệ thân thiết, có thể gần như cảm nhận rằng hai người gắn kết siêu hình giữa hai cơ thể và tâm trí, đồng điệu đến hoàn hảo.

12. physiology

=> Your ability to connect with others somewhat depends on the coordination of actions, emotions, physiology, and thoughts ~ khả năng kết nối người khác có vẻ phụ thuộc vào sự phối hợp giữa hành động, cảm xúc, sinh lý, và suy nghĩ.

13. interpersonal

=> This is what psychologists call interpersonal synchrony. ~ Đây là cái các nhà tâm lý học gọi là sự đồng điệu liên cá nhân.

14. babbling

=> You first show signs of the ability to sync with others as infants synchronizing movements and babbling with your parents ~ Những dấu hiệu đầu tiên cho thấy khả năng đồng điệu với người khác là khi còn là em bé đồng bộ sự di chuyển và bập bẹ theo bố mẹ.

15. stroll

=> Often without consciously thinking, you stroll at the same pace and follow the same path. ~ Thường trong vô thức, các bạn sẽ đi cùng một nhịp và đi chung một đường.

Part 2 (10 pts):

Questions 16-19. Choose the correct letter A, B or C.

16. B. it is outdoors

- I know, but it's the fresh air that attracts me – organising something indoors doesn't have the same appeal

17. A. Ensuring children stay in the stadium

- That'll include keeping everyone within the boundary once they're in their kit and on the field?

=> Exactly, you'll need to inspect areas like changing rooms as well for anything someone can trip over, **but your main priority will be not to lose anyone!** (đảm bảo không lạc mất ai kể cả trẻ em)

18. A. They can be hard to manage.

- And that's not always easy, especially when a proud parent's trying to get a snap of their child and you want them to move elsewhere

19. B. An injury

- I was thinking about what to do if someone got hurt as well. I know that last year that caused a terrible delay

Questions 20-25. What do Holly and her tutor agree is an important aspect of each of the following events management skills? Choose SIX answers from the box and write the correct letter, A-H, next to Questions 20-25.

20. C. having a smart appearance

- Tutor: Just remember it isn't only about what you say. If you meet someone face-to-face and want to persuade them to be a sponsor, for example ...

=> Holly: Oh, **I'll dress up for that (ăn mặc)**! Sure.

21. A. being flexible

- Holly: I guess it's being prepared to make changes that matters.

=> Tutor: That's right. You may have to **make an on-the-spot change** (thay đổi ngay tức thì) => linh hoạt

22. D. hiding your emotions

- Tutor: Yes, but it's how you respond as that deadline approaches!

=> Holly: I know I've got to **look calm even if I'm in a panic**. (tỏ vẻ bình tĩnh kể cả khi đang bị cuống)

23. B. focusing on details

- Tutor: Another skill that event managers need is creativity. Often your client has what we call the 'big picture' idea, but it's up to the events manager to think of all the **fine points** (tập trung những chi tiết nhỏ) that go to making it work.

=> Holly: Right, so I need to **listen carefully to that idea and then fill in all the gaps**. (nghe ý kiến cẩn thận và bổ sung các chi tiết)

24. F. trusting your own views

- Tutor: It's a nice idea, but you have the ultimate responsibility. So, **believe in what you think best**. (tin vào cái mình nghĩ là tốt nhất) Be prepared to say 'yes', that's a good idea but it won't work here.

=> Holly: I see what you mean

25. H. thinking of the future

- Tutor: ... And the more people you impress, the better.

=> Holly: I guess that will help me when I apply for a real job

=> Tutor: Exactly, **think ahead!** (nghĩ xa hơn)

Part 3. (10 pts) For questions 26–30, listen to a talk on people’s emotional links with food and decide whether the following statements are True (T) or False (F). Write your answers in the corresponding numbered boxes.

26. F

- The wrong information: smaller => larger

=> When eating with someone who is eating a large amount, we tend to follow suit (eat a similar amount => large)

27. T

- ... Sharing food with people in our groups would really be important in minimizing the risk of starvation.

28. T

- While evolutionary mechanisms continue to guide our eating behaviors, and in some situations, these can contribute to overeating.

29. F

- The wrong information: no indication => evidence

=> There is evidence that people commonly attach meanings to particular foods.

30. T

- We attached them to positive emotions and memories. And the stronger this link becomes, the more likely we are to indulge in it.

II. LEXICO - GRAMMAR (20 pts)

Part 1. (12 pts) Choose the best answer to complete each of the following sentences. Write A, B, C or D in the corresponding numbered boxes provided.

1. C. dealing with

- Cấu trúc mệnh đề rút gọn (Geometry is the branch of mathematics dealing with the properties. = Geometry is the branch of mathematics which/that deals with the properties.)

2. C. destructive

- destructive (adjective): causing, or able to cause, damage ~ mang tính hủy diệt

Example: Lack of trust is very destructive in a relationship.

3. D. have it made less wide

- Cấu trúc have sth done = have sb do sth: (nhờ/được ai đó) làm gì cho mình

Example: We had our house painted last month.

4. A. have been improving / will go

- “Throughout the day” ~ cả ngày => tình hình thời tiết dần dần tốt lên tính đến hiện tại và tiếp tục có dấu hiệu cải thiện liên tục trong tương lai => sử dụng hiện tại hoàn thành tiếp diễn
- “The championship game will go ahead.” => trận chung kết sẽ được diễn ra trong tương lai => tương lai đơn

5. D. for fear of

- for fear of (phrase): because you are worried that a particular thing might happen ~ lo sợ rằng (điều gì có thể xảy ra)

Example: I didn't want to move for fear of waking her up.

6. C. Not having

- Perfect participle (Having done sth) được dùng khi muốn rút gọn mệnh đề (lược bỏ chủ ngữ) trong trường hợp câu có 2 mệnh đề và cùng 1 chủ ngữ.

7. B. be evacuated

- Cấu trúc với thức giả định (subjunctive mood) ở hiện tại với “The recommendation is that” thể hiện ý muốn, yêu cầu, đề nghị; trong đó động từ để ở dạng nguyên thể.
- Cấu trúc câu bị động

8. D. held

- hold sb responsible for (collocation) = sb be held responsible for: believe that someone is responsible for sth or should be blamed for it ~ bắt ai chịu trách nhiệm cho điều gì

Example: I hold them responsible for a lot of things that happened. ~ They will be held responsible for a lot of things that happened.

9. A. feet

- to be run/rushed off one's feet (idiom): to be extremely busy ~ (làm việc) vất chân lên cổ

Example: His administrative assistant was rushed off his feet by phone calls and letters

10. A. make a difficult situation worse

- to rub salt into the wound (idiom): to make a difficult situation even worse for someone: xát muối làm tổn thương ai

Example: His comments really rub salt in the wound after her breakup.

11. D. publicly

on the sly (phrase): secretly/discreetly (because you should not be doing it) ~ lén lút làm gì >< publicly

Example: He drives his mother's car on the sly while she's at work.

12. A. Yes, and I'm on pins and needles.

- on pins and needles: worried or excited about something that is going to happen ~ cảm thấy rạo rức, hồi hộp vì những gì xảy ra sau đó

Example: Don't keep Margaret on pins and needles – give her a call.

Đáp án khác:

- in deep water (idiom): in or get into serious trouble ~ gặp rắc rối

- black and blue (idiom): with dark marks on your skin caused by being hit or having an accident ~ bầm tím người

- at my wits' end (idiom): worried, confused, or annoyed that you do not know what to do next ~ lo lắng vì không biết làm gì tiếp theo

Part 2. (8 pts) Read the passage below, which contains 8 mistakes. Identify the mistakes and write the corrections in the corresponding numbered boxes provided.

1. (line 2) (to) improve → (to) improving

- The structure "an approach to" is followed by a noun or a gerund (-ing form of the verb) ~ tiếp cận tới.

Note: Trong bối cảnh này "to" đóng vai trò là một giới từ (preposition), không phải là bổ sung cho dạng "to V" => theo sau "approach to" là cụm từ đóng vai trò là danh từ/danh động từ.

2. (line 3) field → fields

- Followed by the word "various" should be a word with the plural form (fields).

3. (line 4) and → or

- The phrase whether ... or: (used to introduce 2 or more possibilities) it is not important if ~ dù có làm gì/có khả năng nào thì ...

4. (line 5) for → to

- The correct preposition with "adapt" is "for", not "to": thích nghi để phù hợp với.

5. (line 7) presenting → presentation

- The correct word formation to create parallelism with "writing" and "critical thinking" is "presentation skills" ~ kỹ năng thuyết trình

6. (line 11) encourage → encouraging

- The application of the reduced relative clause implies the causal relation between the two sentence clauses (XpertMind's advanced algorithms give in-depth feedback, encouraging you to explore new perspectives ... = XpertMind's advanced algorithms give in-depth feedback, which encourages you to explore new perspectives....)

7. (line 12) designing → designed

In a reduced adverbial clause, the verb should represent the subject's action in the following clause. In this sentence, XpertMind should be “designed” rather than “design” something else.

8. (line 13) what → that/which

The words used in relative clauses in a sentence do not include the word “what”.

III. READING (70 pts)

Part 1. (10 pts) Read the announcement and choose the best answer. Write your answers A, B, C or D in the corresponding numbered boxes provided.

1. B. designed

- This event has been meticulously designed to provide students with opportunities to explore advanced concepts, challenge conventional ideas, and collaborate with peers and experts alike.

2. B. renowned

- renowned (adj): famous ~ có tiếng tăm

3. A. reflection

- These sessions aim to encourage deep reflection and facilitate meaningful discussions

4. B. solutions

- One of the highlights of the week is the Innovators' Forum, where students are encouraged to present innovative solutions to global challenges. ~ Một trong những điểm nhấn trong tuần là Diễn đàn Đổi mới, nơi học sinh sẽ được trình bày về những giải pháp cho vấn đề toàn cầu

5. A. blend

- to blend sth with: to combine with something else in a way that is attractive or works well ~ kết hợp

6. D. as

Attendance at morning sessions is mandatory, as they align closely with the academic curriculum. ~ Tham gia vào các chuyên đề trong buổi sáng là bắt buộc vì chúng có liên quan mật thiết tới chương trình học thuật.

7. C. diversity

diversity (noun): the fact that there are many different ideas or opinions about something ~ sự đa dạng

8. B. outside

- to think outside the box (idiom): think imaginatively using new ideas instead of traditional or expected ideas ~ sáng tạo

9. A. impeccable

- impeccable (adjective): perfect, with no problems or bad parts: ~ hoàn hảo

10. A. advantage

- to take (full) advantage of: to use the good things in a situation ~ tận dụng

Part 2. (10 pts) Read the announcement below and fill in each gap with ONE suitable word. Write the answers in the corresponding numbered boxes provided.

1. include/involve/engage

- This eagerly anticipated event aims to include/involve/engage players of all levels: Sự kiện được mong chờ này nhằm mục đích thu hút người chơi ở mọi trình độ.

2. divided

- to be divided into ~ chia thành các nhóm

3. prior

- prior to (phrase): before a particular time or event ~ trước khi điều gì xảy ra

4. therefore

- Late registrations, therefore will not be accepted to maintain the integrity of the schedule ~ Những trường hợp đăng ký muộn, do vậy, sẽ không được chấp nhận để đảm bảo tính công bằng trong lịch trình (create a coherent link between 2 sentences)

5. posted/announced

- Official match timings will be posted/announced online two days before the tournament: Thời gian bắt đầu trận đấu chính thức sẽ được thông báo 2 ngày trước đó.

6. a

- a variety of ~ đa dạng

7. show/express/voice

show/express/voice their support (collocation) ~ thể hiện tinh thần ủng hộ

8. be

- Sử dụng bị động (will not be tolerated)

9. core/positive

Instead, players are encouraged to demonstrate mutual respect and promote core/positive values that align with the spirit of the game. ~ Thay vào đó, người chơi được khuyến khích thể hiện sự tôn trọng lẫn nhau và quảng bá những giá trị cốt lõi/tích cực đúng với tinh thần trận đấu.

10. enjoy/feel/experience

- enjoy/feel/experience the atmosphere: tận hưởng bầu không khí

Part 3. (20 pts) Read the following passage and choose the correct answer to each of the questions. Write your answers A, B, C or D in the corresponding numbered boxes provided.

1. B. It portrays technology as a dominant and consuming force in his life.

He glanced at the clock. Midnight. Another evening wasted. The pile of undone assignments seemed to mock him, a physical reminder of how far he had fallen

2. A. emphasize the stark contrast between his former and current state

- Followed by the past achievements such as “the pride of his school”, and “sharp mind and unwavering focus”; the author immediately pointed out his shift: “ But something had shifted. His once-precise study habits had been replaced by endless hours scrolling through social media.”

=> the contrast between the past and the present

3. D. He rationalized his behavior as normal among peers.

- “Jason told himself it wasn’t a big deal. Everyone used their phones, didn’t they? Besides, he could catch up on his work later.” ~

4. A. recognition of his lack of productivity

- “There was a moment, a brief flicker of realization, when Jason stared at the empty Word document on his laptop, cursor blinking in silent judgment, and he felt the weight of his own helplessness”

5. C. The emotional escape social media provides compared to real-world stress.

- The hint is implied by the previous sentence: “But as quickly as the guilt surfaced, it was drowned out by the allure of escape—the endless scroll of videos, posts, and likes that awaited him.”

=> The real world can burden him, while the immersion in social media can provide him a sense of escapism from the real world.

6. C. His recognition of the gravity of his situation

- Mr. Howard, laid it out plainly. “Jason is bright, but he’s wasting his potential. If this continues, he risks failing the semester.”

- Jason, for the first time, felt something crack inside him. Shame. Embarrassment. Fear.

7. C. inconsistent but gradually more effective

- At first, it felt impossible - he was jittery, restless, unsure of what to do with his hands when his phone wasn’t there to fill the void. But slowly, he began to reclaim his time.

8. B. He acted as a catalyst for Jason’s self-reflection.

- Mr Howard didn't directly interfere with Jason's journey to detach from his phone, but the teacher's words during the parent-teacher meeting were "the breaking point" for Jason. => indirect influence (catalyst ~ chất xúc tác)

9. A. cautious, understanding the importance of boundaries

- Social media wasn't the enemy - it was how he chose to use it that mattered. By setting boundaries and prioritizing what truly mattered, Jason was able to find his way back to the student - and the person - he wanted to be.

10. B. achieving balance is essential for navigating modern challenges

- The message can be hinted in the last sentences of the whole text: "Social media wasn't the enemy - it was how he chose to use it that mattered."

Part 4. (20 pts) Read the following passage and do the tasks that follow. Write your answers in the corresponding numbered boxes provided.

1. vii. The dual nature of mobile phones in education

Proponents argue that these devices are powerful tools for learning, while critics contend, they are significant sources of distraction and, in some cases, harmful to students' academic and social development.

=> An overview of how mobile phones can affect education in both a positive and negative way.

2. v. Opportunities and challenges of mobile phones for academic learning

- On one hand, mobile devices grant students access to educational apps, digital textbooks, and online resources that can enhance their learning experience.

- However, this potential is frequently undermined by the reality of their misuse.

=> A detailed account of the opportunities and challenges of mobile phones to education.

3. vi. The impact of mobile phones on mental health

- "Beyond academic implications, mobile phones profoundly affect students' social and emotional well-being."

- Followed by the topic sentence is the explanation of how mobile phones impact mental health.

4. iii. Global approaches to mobile phone management in classrooms

- "Recognizing these challenges, many schools around the world have adopted various policies to address the issue."

- Followed by the topic sentence is a list of approaches currently applied by schools around the world.

5. i. Responsible integration of mobile phones in the classroom

- This paragraph involves a suggestion for “a more balanced approach”.
- “Rather than imposing outright bans, these schools implement guidelines that integrate mobile phones into the curriculum in a controlled manner.”

6. iv. Social perspectives on regulating mobile phone usage

- “However, the issue of mobile phone usage in schools transcends classroom boundaries, reflecting broader societal debates about technology’s role in daily life. Parents, too, are divided.”

7. viii. Balancing the benefits and drawbacks of mobile phones in schools

- “Striking the right balance will require ongoing dialogue among educators, parents, students, and policymakers.”

8. NG

- The text doesn’t mention how educational apps can either improve or distract students’ focus on studying, according to research. Rather, research only mentions using mobile devices for “non-educational purposes” (Studies have consistently demonstrated that when students use their phones for non-educational purposes during class, their ability to concentrate diminishes sharply.)

9. T

- “Social media, a major feature of most smartphones, is frequently cited as a source of **comparison-driven anxiety and feelings of inadequacy** (~ social isolation) among young users”

10. NG

- The text doesn’t mention how “digital literacy programs” can be more effective than outright phone bans.

Part 5. (10 pts) You are going to read an online article in which five Rwandan experts discuss a national policy in the Republic of Rwanda promoting English as a second language in schools. For questions 1–10, choose from experts (A–E). The experts may be chosen more than once. Write your answers in the corresponding numbered boxes provided.

1. E

- Teachers should encourage students to think directly in English rather than translating from their first language.

2. D

- Exposure to English opens doors to diverse perspectives, ideas, and cultures, enabling students to develop a more nuanced understanding of the world.

3. B

- Policymakers must ensure that the emphasis on English does not come at the expense of the mother tongue.

4. C

- For any educational policy to succeed, it must be supported by well-trained and competent teachers.

5. A

- Students must understand the nuances of English as it is used in various cultural contexts, such as formal business meetings, casual social interactions, or academic debates.

6. B

- One practical solution is the implementation of bilingual education programs, which allow students to develop proficiency in both languages simultaneously. Research shows that such programs are more effective than those that focus solely on one language at the expense of another

7. D

- However, policymakers must address potential resistance from communities concerned about cultural erosion.

8. C

- Addressing these logistical and financial challenges is crucial for ensuring equitable access to quality ESL education across urban and rural areas.

9. A

- However, the approach to teaching English must focus on developing practical, real-world communication skills rather than rote memorization of grammar rules and vocabulary.

10. C

- For low-income families, purchasing supplementary materials or enrolling their children in additional English classes might be financially prohibitive. The government should subsidize costs or provide free learning resources to ensure that no student is left behind.

IV. WRITING (60 pts)

Part 1. (10 pts) Use the word given in brackets and make any necessary additions to complete a new sentence in such a way that it is as similar as possible in meaning to the original sentence. Do not change the form of the given word.

1. Workers are not ALLOWED to use phones for private purposes.

- Cấu trúc “be allowed to do sth”: được phép làm gì.

2. Laura is SUCH a friendly girl/ person that everyone wants to hang out with her.

- Cấu trúc “such + (article) + adj + N + that ...”: ai/cái gì quá ... đến nỗi mà.

3. If ONLY I could join a field trip with my classmates to the countryside.

- If only + S + could do sth để nói về mong ước có thể làm gì vào hiện tại

4. John couldn't make up his MIND about whether to apply for membership or not.

- To make up one's mind (idiom): to decide ~ quyết định

5. Carolyn has resigned HERSELF to the fact that she'll never be selected for the team.

- resign oneself to + N: make yourself accept something that you do not like because you cannot change it ~ chấp nhận (sự thật đáng lòng) rằng

Đội ngũ anh chị mentors và trợ giảng từ trung tâm Springboard (Nhà Xuân) cam kết luôn nỗ lực để tạo ra những bài giảng - học liệu mới nhất, bổ ích, chất lượng nhất dành cho kì thi chuyên Anh - HSG tiếng Anh cấp tỉnh/thành phố đến cấp Quốc Gia.

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- **Facebook page Springboard English**: Trang Facebook chính thức của Nhà Xuân.
- **Website học liệu của Springboard**: Trang web tổng hợp tất tần tật các tài liệu được biên soạn chi tiết bởi Springboard (Nhà Xuân).
- **Facebook group Springboard Connects**: Nhóm trao đổi - tư vấn học tập và tài liệu học tập với 30.000+ thành viên.

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- **Gửi đề thi** mới nhất và yêu cầu chữa đề chi tiết cho Nhà Xuân về địa chỉ: contact@springboard.vn.
- **Tham khảo và đăng ký tư vấn** các lớp học ôn thi Chuyên Anh - Thi HSG Tiếng Anh cấp THPT - Thi Olympic 30/4 và Duyên Hải Bắc Bộ - Thi HSG cấp Quốc Gia tại: [Form đăng ký](#)



Springboard English

ĐỀ THI CHÍNH THỨC

Ngày thi: **06/3/2025**
Thời gian làm bài: **150 phút**, không kể thời gian giao đề
(Đề thi này có 10 trang)

Họ tên, chữ kí của giám thị 1. 2.	Họ tên thí sinh:	Số báo danh
	Ngày sinh:	
	Nơi sinh:	Số phách
	Học sinh trường:	
	Hội đồng coi thi:	
	Phòng thi:	

Số phách phúc khảo	Điểm bài thi:	Họ tên, chữ kí của giám khảo 1: 2:	Số phách
	Bảng số: Bảng chữ:		

Số phách phúc khảo	Điểm bài thi chấm phúc khảo:	Họ tên, chữ kí của giám khảo chấm phúc khảo 1: 2:
	Bảng số: Bảng chữ:	

- Thí sinh làm bài vào đề thi này. Nếu viết sai thì gạch bỏ rồi viết lại;
- Thí sinh không được sử dụng tài liệu, kể cả từ điển;
- Giám thị không giải thích gì thêm.

HƯỚNG DẪN PHẦN THI NGHE

- Bài nghe gồm 4 phần; mỗi phần được nghe 2 lần, mỗi lần cách nhau 05 giây.
- Mở đầu và kết thúc bài nghe có tín hiệu nhạc.
- Mọi hướng dẫn cho thí sinh (bằng tiếng Anh) đã có trong bài nghe.

SECTION A. LISTENING (5.0 points)

Part 1. You will hear a conversation between an interviewer and a caver then fill in each blank with NO MORE THAN TWO WORDS. (2.0 points)

1. The market is now situated _____.
A. under a car park
B. beside the cathedral
C. near the river
D. by the new shopping centre
2. On only one day a week the market sells _____.
A. antique furniture
B. local produce
C. hand-made items
D. utensils like saucepans
3. The area is well-known for _____.
A. apples
B. ice cream
C. a kind of cake
D. a fish dish
4. What do fishermen do with the fish they catch?
A. They have just started selling fish in the harbour.
B. They sell all their fish in London.
C. They don't sell fish to other countries.
D. They sell fresh fish in a stall in the harbour.
5. What change has taken place in the harbour area?
A. Fish can now be bought from the fisherman.
B. The restaurants have moved to a different part.
C. There are fewer restaurants than there used to be.
D. They have abolished the old restaurants.

A. She/He wants more freedom.	1. Speaker 1: _____
B. She/He has a problem with her/his father.	2. Speaker 2: _____
	3. Speaker 3: _____

C. Her/His parents are divorced.	4. Speaker 4: _____
D. She/He has a new baby.	5. Speaker 5: _____
E. She/He has many brothers and sisters.	
F. She/He lives with her/his grandparents.	

Part 4. You will hear a conversation between a man and a woman about a car reservation. Decide if each sentence is true (T) or false (F) by ticking the appropriate box. (1.0 point)

Statements	T	F
1. The caller wants to make changes to his car reservation.		
2. Mr. Maxine originally booked the car for Friday of next week.		
3. Mr. Maxine wants to change his booking to a larger manual car.		
4. Mr. Maxine will have to pay an extra £165.		
5. The last time Mr. Maxine rented a car was seven weeks ago.		

SECTION B. GRAMMAR AND LEXICO (4.0 points)

Part 1. Circle the letter A, B, C or D before the word or phrase that best completes each sentence or answers each question. (2.0 points)

- I am _____ a lot of study pressure because I am now in my final year at the secondary school.
A. above B. with C. under D. on
- Nowadays, children would prefer history _____ in more practical ways.
A. to be taught B. teach C. be taught D. to teach
- It is essential that Alice _____ Tom of the meeting tomorrow.
A. remind B. must remind C. reminds D. will remind
- I love this painting of an old man. He has such a _____ smile.
A. childhood B. childish C. childless D. childlike
- It is very difficult to _____ the exact meaning of an idiom in a foreign language.
A. convert B. exchange C. convey D. transfer
- When the teacher asked Mary what the chemical formula was, her mind was a total _____.
A. void B. empty C. blank D. nothing
- When a fire broke out in the Louvre, at least twenty _____ paintings were destroyed, including two by Picasso.
A. worthless B. priceless C. valueless D. worthy
- "This is not a good essay", said the lecturer. "I find your arguments _____."
A. convincing B. convincingly C. unconvincing D. unconvincingly
- I read the essay again and again _____ avoiding making spelling mistakes.
A. with a view to B. on account of C. by means of D. in terms of
- _____ today, she would get home by Friday.
A. Would she leave B. Was she leaving
C. Were she to leave D. If she leaves
- I accidentally _____ Mike when I was crossing a street downtown yesterday.
A. kept an eye on B. caught sight of C. lost touch with D. paid attention to
- _____ is more interested in rhythm than in melody is apparent from his compositions.

- A. That Philip Glass B. Philip Glass, who C. Philip Glass D. Because Philip Glass

13. They asked me a lot of questions, _____ I couldn't answer.
A. neither of them B. most of them C. neither of which D. most of which
14. The rising _____ of living is as hard on country families as on city families.
A. standard B. cost C. expense D. increase
15. Making mistakes is all _____ of growing up.
A. part and parcel B. chalk and cheese C. top and bottom D. odds and ends
16. Of course I'll play the piano at the party but I am a little _____.
A. out of use B. out of reach C. out of turn D. out of practice
17. It was very difficult to _____ what he was saying due to the noise of the traffic.
A. pick up B. make up C. make out D. turn out
18. It took us over twelve hours to hike over the mountain. By the time we got back to our campsite, I was completely _____.
A. faded out B. put out C. worn out D. knocked out
19. **Bill:** "I'm having some friends over for lunch this Saturday. Would you like to join us?"
Nancy: "_____"
A. Can I take a rain check? B. Come on. It's your turn.
C. Thanks, but I mustn't. D. As a matter of fact, I do.
20. **Daisy:** "What a lovely house you have!"
Mary: "_____"
A. Lovely, I think so. B. Thank you. Hope you will drop in.
C. Of course not, it's not costly. D. No problem.

Part 2. Circle the letter A, B, C or D under the underlined word/ phrase in each sentence that needs correcting. (1.0 point)

- What I told her a few days ago were not the solutions to most of her problems.
A B C D
- A dolphin, often called a “porpoise”, is considered to be one of the bright among animals.
A B C D
- The landlady says that this house comprises of a bedroom, a bathroom and a kitchen.
A B C D
- They have been able to learn a lot about life on a farm when they came here.
A B C D
- Even though she looks young, she is twice older than my twenty-year-old sister.
A B C D
- The Opera House is a modern, partly roofed open-air theater build into a mountainside five miles
north of the city.
A B C D
- Little land animals live in the polar regions which cover with snow years round.
A B C D
- They had a discussion about training not only the new employees but also giving them
some challenges.
A B C D
- You should know by now that I cannot stand it when my steak is not cooked properly as I
A B C D

always have mine well made.

D

10. The residence of Greenville, Texas hold an annual Cotton Jubilee to remember the crop that

A

B

caused their city to prosper.

C

D

Part 3. Use the word in capitals at the end of each of the following sentences to form a word that fits suitably in the blank. (1.0 point)

1. The _____ his father created in him helps him to be a **INSPIRE**
good doctor.
2. Would you like to go _____ with us this Sunday? **PICNIC**
3. His _____ knowledge is very poor. He thinks Paris is in **GEOGRAPHY**
Italy.
4. After climbing all day, we were rewarded with a _____ **BREATH**
view at the top.
5. I don't doubt the _____ of this new gadget, but we simply **EFFECT**
don't have the money to buy it.
6. She made several excellent _____ in her essay on Charles **OBSERVE**
Dickens.
7. Children under 12 _____ by an adult can enter for free. **COMPANY**
8. We always have a spare room in case visitors arrive _____. **EXPECT**
9. Even if you're good at a game, you shouldn't be _____. **CONFIDENCE**
10. I spent my first two weeks back at work _____ myself **FAMILY**
with all the new procedures.

SECTION C. READING (6.0 points)

Part 1. Read the following passage and circle the letter A, B, C, or D to indicate the word or phrase that best fits each of the numbered blanks. (2.0 points)

In addition to the challenge to be excellent, American schools have been facing (1) _____ problems. They must cope with an influx of immigrant children, many of whom speak little or no English. They must respond to demands (2) _____ the curriculum reflects the various cultures of all children. Schools must make sure that students develop (3) _____ skills for the job market, and they must consider the needs of nontraditional students, such as teenage mothers.

Schools are (4) _____ these problems in ways that reflect the diversity of the US educational system. They are hiring or training large (5) _____ of teachers of English as a second language and, in some communities, setting up bilingual schools. They are opening up the traditional European-centered curriculum to (6) _____ material from African, Asian, and other cultures.

Schools are also teaching cognitive skills to the (7) _____ 40 percent of American students who do not go on to higher education. In the (8) _____ of a recent report by the Commission on Achieving Necessary Skills, "A strong back, the willingness to work, and a high school diploma were once all that was necessary to (9) _____ a start in America. They are no longer. A well-developed mind, a continued willingness to learn and the ability to put knowledge to work are the new keys (10) _____ the future of our young people, the success of our business, and the economic well-being of the nation."

1. A. story B. tale C. cartoon D. novel

- | | | | |
|------------------|---------------|-----------------|----------------|
| 2. A. that | B. who | C. whether | D. which |
| 3. A. base | B. basis | C. basic | D. basics |
| 4. A. addressing | B. delivering | C. distributing | D. discharging |
| 5. A. numbers | B. number | C. amounts | D. amount |
| 6. A. get | B. cultivate | C. compose | D. embrace |
| 7. A. slightly | B. mostly | C. fairly | D. nearly |
| 8. A. minds | B. words | C. ways | D. directions |
| 9. A. make | B. take | C. get | D. bring |
| 10. A. at | B. to | C. in | D. for |

Part 2: Fill the gap with ONE suitable word. Write your answers in the numbered spaces provided. (1.4 points)

The idea that a blind person could drive a car sounds crazy. And the concept of someone who can't see driving a car (1) _____ almost 150 miles per hour sounds even crazier. Miranda Naylor, a blind accountant from Southport, has done exactly that in an (2) _____ to raise money for charity. Mrs. Naylor (3) _____ a sports car for two miles in a straight line along the runway of a disused airfield. She was in radio contact with her husband Pete Naylor, (4) _____ was able to give her directions and advice in this way. Her amazing achievement is expected to raise about £50,000, which will be (5) _____ to a company that trains dogs for the blind. Mrs. Naylor has been blind since she was six years old and she still has some visual memories of the world around her. She admits that not having her sight makes her life awkward at (6) _____. She believes that if you are disabled in any way, you shouldn't waste time (7) _____ sorry for yourself. "It makes a lot of sense to keep busy" she says. "Achieving something can be a great source of self-confidence". Miranda is now looking for a new challenge and would like to ride a motorbike.

Part 3. Read the following passage and circle the letter A, B, C or D to indicate the correct answer to each of the questions. (1.6 points)

Over the last century the world has become increasingly smaller. Not geographically, of course, but in the sense that media, technology and the opening of borders has enabled the world's citizens to view, share and gain access to a much wider range of cultures, societies and world views. In this melting pot that the world has become, today's child is privy to facets of the human experience that his immediate predecessors had no inkling even existed. It stands to reason that in order to absorb, configure and finally form opinions about this information-laden planet, children must be supplied with certain tools. Included in this list of 'tools' are: education, social skills, cultural awareness and the acquisition of languages, the most important of these being the latter. Until recently, a child who had the ability to speak more than one language would have been considered a very rare entity. This one-language phenomenon could be **attributed to** a combination of factors. Firstly, the monolingual environment in which a child was raised played a strong role, as did the limited, biased education of the past. With regard to immigrants, the sad fact was that non-native parents tended to withhold the teaching of the mother tongue so that the child would acquire the 'more prestigious' language of the adopted country.

Nowadays, the situation has undergone an almost complete reversal. In the majority of North American and European countries, most children are given the opportunity to learn a second or even a third language. Children acquire these foreign languages through various and diverse means. In many countries, learning a foreign language is a compulsory subject in the state school curriculum. Other children rely on language schools or private tuition to achieve

their goal. In other instances, children are born to bilingual parents, who, if they so desire, may teach the children two languages.

Bringing up one's child bilingually is not a decision to be taken lightly. Both parents must consider long and hard the implications involved in raising a child in a two-language home. This decision is one of those all-important choices which will affect not only the parents' lives but also the life of the child. Raising a child bilingually has a two-fold effect. Firstly, of course, the child learns the two languages of the parents. Secondly, the parents' decision will influence factors which will have a far-reaching effect on the child's life. Some of these factors include: style and place of education; diameter of social circle; employment potential and preference; and, most importantly, the way in which the child views himself and his global environment.

One of the more advantageous **by-products** of being a member of a bilingual family is the inherent awareness of two different cultures. This bicultural child inherits a wealth of knowledge brought about by an exposure to: historical backgrounds; traditional songs and folklore; rituals of marriage; models of social interaction; and therefore, two varying interpretations of the world. The monolingual child seems to be at a disadvantage in comparison to the bilingual child, who has a set of languages and an accompanying set of abstract cultural ideas. Practically speaking, when a child comes from a two-language family, he must be taught both languages in order to communicate with the extended family members. When, for example, the grandparents speak a language which differs from that of the child's locale, a monolingual child would be deprived of the interaction which occurs between grandparents and grandchildren. On the other hand, a bilingual child will not only be able to speak to grandparents, but will also comprehend where these people have 'come from'. There will be a shared cultural empathy within the family. Because all family members can communicate, on both a verbal and cultural level, no one will feel excluded and the child will develop a sense of rootedness.

On a more abstract level, it has been said that a bilingual child thinks differently from a monolingual child. Current research in linguistics indicates that there may be a strong correlation between bilingualism and cognitive skills. This new research concerns itself with the fact that a bilingual child has two lexical structures for any given physical or abstract entity. This leads logically to the assumption that the child also has two associations for many words, as a word can mean different things in different languages. For example, the word 'fire' in many western hemisphere languages connotes warmth and relaxation. In the Inuit language however, where fire is a necessity of life, it may connote heat and survival. For the bilingual child, then, vocabulary items and the abstract idea behind them are both dual in nature and more elastic. Researchers maintain that this elasticity of ideas may allow the child to think more flexibly and, therefore, more creatively.

1. In the author's view, the world is becoming a _____.
 - A. more culturally diverse place
 - B. place where only privileged children will prosper
 - C. less complex place to live in
 - D. much more integrated place
2. According to the first paragraph, which of the following was true of immigrants?
 - A. Children were reluctant to use their mother tongue.
 - B. The mother tongue was considered less important.
 - C. Parents encouraged children to use their mother tongue.

- D. Most parents made it a priority for children to grow up bilingual.
3. The phrase “**attributed to**” in paragraph 1 mostly means _____.
 A. ascribed to B. associated with C. connected with D. held responsible for
4. According to the writer, second or foreign language learning is something _____.
 A. people are still apathetic towards.
 B. mainly associated with private sector education.
 C. that few people take seriously.
 D. about which general attitudes have evolved considerably.
5. According to the article, the decision to raise bilingual children is difficult because _____.
 A. it may limit the child’s choice of friends.
 B. though simple for parents, it can impact negatively on children.
 C. it may cause children to lose their sense of identity.
 D. it needs to be considered from many different angles.
6. With regard to the extended family in immigrant situations, the writer feels it is important that _____.
 A. adults try to understand the child’s difficult cultural situation
 B. children are not pressured to speak their parents’ native language
 C. adults recognize the child’s need to identify more with local culture
 D. children can relate to all aspects of their parents’ native culture
7. The word “**by-products**” in paragraph 4 mostly means _____.
 A. entailments B. spin-offs C. side effects D. knock-on effects
8. According to current research, the benefit of learning two languages is that _____.
 A. different types of knowledge can be accessed in different languages
 B. bilinguals become more aware the origin of words in languages
 C. it helps to develop different capabilities of the mind
 D. bilinguals develop a greater sense of the value of culture

Part 4: The following reading passage has five paragraphs, A-E. Read the paragraphs and choose the correct heading for each paragraph from the list below. There are more headings than paragraphs, so you will not use them all. Write the number of the heading in the corresponding provided space. (1.0 point)

<i>List of headings</i>	
<i>i. How deforestation harms isolated trees</i>	1. Paragraph A: _____
<i>ii. How other plants can cause harm</i>	2. Paragraph B: _____
<i>iii. Impact of big tree loss on the wider environment</i>	3. Paragraph C: _____
<i>iv. How wildlife benefits from big trees</i>	4. Paragraph D: _____
<i>v. How higher temperatures slow the rate of tree growth</i>	5. Paragraph E: _____
<i>vi. Factors that enable trees to grow to significant heights</i>	
<i>vii. The loss of big trees leads to global warming</i>	

A. Big trees are incredibly important ecologically. For a start, they sustain countless other species. They provide shelter for many animals, and their trunks and branches can become gardens, hung with green ferns, orchids and bromeliads, coated with mosses and draped with vines. With their tall canopies basking in the sun, they capture vast amounts of energy. This allows them to produce massive crops of fruit, flowers and foliage that sustain much of the animal life in the forest.

B. Only a small number of tree species have the genetic capacity to grow really big. The mightiest are native to North America, but big trees grow all over the globe, from the tropics to the boreal forests of the high latitudes. To achieve giant stature, a tree needs three things: the right place to establish its seedling, good growing conditions and lots of time with low adult mortality. Disrupt any of these, and you can lose your biggest trees.

C. In some parts of the world, populations of big trees are dwindling because their seedlings cannot survive or grow. In southern India, for instance, an aggressive nonnative shrub, *Lantana camara*, is invading the floor of many forests. *Lantana* grows so thickly that young trees often fail to take root. With no young trees to replace them, it is only a matter of time before most of the big trees disappear. Across much of northern Australia, Gamba grass from Africa is overrunning native savannah woodlands. The grass grows up to four metres tall and burns fiercely, creating super hot fires that cause catastrophic tree mortality.

D. Without the right growing conditions trees cannot get really big, and there is some evidence to suggest tree growth could slow down in a warmer world, particularly in environments that are already warm. Having worked for decades at La Selva Biological Station in Puerto Viejo de Sarapiquí, Costa Rica, David and Deborah Clark and colleagues have shown that tree growth there declines markedly in warmer years. “During the day, their photosynthesis shuts down when it gets too warm, and at night they consume more energy because their metabolic rate increases, much as a reptile’s would when it gets warmer,” explains David Clark. With less energy produced in warmer years and more being consumed just to survive, there is even less energy available for growth.

E. The Clarks’ hypothesis, if correct, means tropical forests would shrink over time. The largest, oldest trees would progressively die off and tend not to be replaced. According to the Clarks, this might trigger a destabilization of the climate; as older trees die, forests would release some of their stored carbon into the atmosphere, prompting a vicious cycle of further warming, forest shrinkage and carbon emissions.

SECTION D. WRITING: (5.0 points)

Part 1. Finish each of the following sentences in such a way that it means exactly the same as the sentence printed before it. (1.6 points)

1. Most of the students ignored what the teacher was saying at that time.
☐ Few _____.
2. She met her old friend in the street this morning by chance.
☐ She ran _____.
3. The boy was about to cry when he was reprimanded by his mother.
☐ The boy was on _____.
4. His description of the incident was completely different from what really happened.
☐ His description of the incident bore _____.
5. It is believed that his father served in the army many years ago.
☐ His father is _____.
6. I regret not going to the airport to say goodbye to her.
☐ I wish _____.
7. We were very impressed by the new cinema but found it rather expensive.

☐ Impressed _____.

8. I am absolutely sure he took the money on purpose.

☐ He can't _____.

Part 2. Complete the second sentence so that it has a similar meaning to the first one, using the word given. Do not change the word given. You must use no more than FIVE words. (1.4 points)

1. This contract is as important and confidential as that one. (**equally**)

☐ Both contracts are _____.

2. Carol has trouble communicating her ideas to other. (**across**)

☐ Carol has trouble _____.

3. Being her only niece, Jane is very precious to her. (**apple**)

☐ Being her only niece, Jane is _____.

4. I am determined to become a teacher of English. (**heart**)

☐ I have _____ becoming a teacher of English.

5. There's no point asking Linda to help as she's really busy. (**waste**)

☐ It's _____ Linda to help as she's really busy.

6. The suspect could not explain why he had sand on his boots. (**account**)

☐ The suspect could _____ on his boots.

7. My mother persuaded me to learn another foreign language. (**talked**)

☐ My mother _____ another foreign language.

Part 3. (2.0 points)

In your opinion, what is the most important life skill for students? Write a paragraph of about 160 – 180 words to explain your viewpoint.

[illegible]

SECTION A. LISTENING (5.0 points)

Part 1. 2.0 point: 0.2 / each correct answer

1. tunnels	2. fresh air	3. Wales	4. climbing	5. (hard) hat
6. lamp	7. (strong) boots	8. all ages	9. special interest	10. competitions

Part 2. 1.0 point: 0.2 / each correct answer

1. A	2. C	3. C	4. D	5. B
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Part 3. 1.0 point: 0.2 / each correct answer

1. A	2. D	3. C	4. F	5. E
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Part 4. 1.0 point: 0.2 / each correct answer

1. T	2. F	3. F	4. T	5. F
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SECTION B. GRAMMAR AND LEXICO (4.0 points)

Part 1. 2.0 points: 0.1 / each correct answer

1. C	2. A	3. A	4. D	5. C
6. C	7. B	8. C	9. A	10. C
11. B	12. A	13. D	14. B	15. A
16. D	17. C	18. C	19. A	20. B

Part 2. 1.0 point: 0.1 / each correct answer

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

Part 3. 1.0 point: 0.1 / each correct answer

1. inspiration	2. picnicking	3. geographical	4. breathtaking
5. effectiveness	6. observations	7. accompanied	8. unexpectedly
9. overconfident	10. familiarizing/ familiarising		

SECTION C. READING (6.0 points)

Part 1. 2.0 points: 0.2 / each correct answer

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

Part 2. 1.4 points: 0.2 / each correct answer

1. at	2. attempt	3. drove	4. who
5. donated/ given	6. times	7. feeling/ being	

Part 3. 1.6 points: 0.2 / each correct answer

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

Part 4. 1.0 point: 0.2/ each correct answer.

1. iv	2. vi	3. ii	4. v	5. iii
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SECTION D. WRITING (5.0 points)

Part 1. 1.6 points: 0.2 / each correct answer

1. Few *students listened to/ paid attention to/ took notice of what the teacher was saying at that time.*
2. She ran *into her old friend in the street this morning.*
3. The boy was *on the point of crying when his mother reprimanded him/ he was reprimanded by his mother.*
4. His description of the incident bore *no resemblance to what really happened.*
5. His father is *believed to have served in the army many years ago.*
6. I wish *I had gone to the airport to say goodbye to her.*
7. Impressed *as/ though we were by the new cinema, we found/ did find it rather expensive.*
8. He can't *have taken the money by mistake/ chance/ accident/ coincidence.*

Part 2. 1.4 points: 0.2 / each correct answer

1. Both contracts are *equally important and confidential.*
2. Carol has trouble *getting her ideas across.*
3. Being her only niece, Jane is *the apple of her eye.*
4. I have *set my heart on/ my heart set on* becoming a teacher of English.
5. It's *a waste of time asking* Linda to help as she's really busy.
6. The suspect could *not account for the sand* on his boots
7. My mother *talked me into learning* another foreign language.

Part 3. (2.0 points)

	Mô tả tiêu chí đánh giá	Điểm
1	Bố cục	0,25
	- Câu chủ đề, giới hạn chủ đề mạch lạc. - Các câu phát triển ý. - Câu kết luận.	
2	Nội dung	1,0
	- Nêu được từ 2 câu bổ trợ cho câu chủ đề trở lên và nói rõ, giải thích thêm về các câu bổ trợ đó. - Phát triển ý có trình tự logic, đủ thuyết phục người đọc.	0,75
	- Độ dài: Số từ không nhiều hơn hoặc ít hơn so với quy định 5%.	0,25
3	Sử dụng ngôn từ, ngữ pháp, dấu câu và chính tả	0,75
	- Sử dụng ngôn từ phù hợp nội dung, văn phong, thể loại. - Sử dụng đúng dấu câu, ngữ pháp, chính tả.	

Total: 20 points

THE END

(Học sinh làm cách khác đáp án, nếu đúng vẫn cho điểm tối đa theo biểu điểm.)

AUDIO SCRIPT

Part 1

- Interviewer:** In the studio with me today I have Mike Reynolds, who's what is known as a caver. In other words, he spends long periods of time exploring underground caves for pleasure. And Mike's here to tell us all about this fascinating hobby and how to get started on it. So Mike, why caves?
- Mike:** Well, cavers actually explore any space that's underground, whether it's caves, old mines or tunnels.
- Interviewer:** Oh right. So how big are these underground spaces?
- Mike:** Oh - anything up to eighty kilometres long ... which means that, in some cases, in order to reach the end you've got to sleep, to set up camp, inside the cave at some point - usually where both space and **fresh air** are available.
- Interviewer:** No good if you're afraid of the dark.
- Mike:** No.
- Interviewer:** So where do you find the best caves?
- Mike:** In terms of countries, the best places are, for example, Ireland, Australia and the Philippines. Here in the UK, various areas have the right sort of geology. My favourite is **Wales**, but you can find plenty of caves in northern England and in Scotland too.
- Interviewer:** Caving involves a lot of physical exercise, doesn't it?
- Mike:** That's right ... in terms of physical activity, it's very similar to **climbing** except they go up and we go down. The conditions can be very different though ... we often find ourselves facing very small gaps in the rock, which we have to crawl through on our hands and knees.
- Interviewer:** So the right equipment is obviously very important. If I wanted to start out on a hobby like this, what would I need?
- Mike:** Well, you'd need a **hard hat**, and it's important to get one that fits properly, so that it doesn't keep falling over your eyes or feel too tight, and these can cost anything from five to twenty pounds.
- Interviewer:** Umm ... that doesn't sound too much for starters.
- Mike:** Oh but then there's the **lamp**. You wear that on your head because it's very important to keep your hands free at all times. But it doesn't come with the hat and it can cost anything up to fifty pounds to get a suitable one.
- Interviewer:** I guess warm clothes are a must too?
- Mike:** You'll need to spend thirty to forty pounds on a waterproof suit because the caves can be pretty wet and cold inside and you can get ill if you're not protected. Then, of course, the thing that you really need to spend money on is something for your feet that keeps the water out. **Strong boots** are essential for this, also because without them you could be slipping on wet

surfaces and doing yourself an injury. Cheap ones are just not as safe, I'm afraid.

Interviewer: It sounds pretty tough. I mean, is it really only a sport for the young and fit?

Mike: That's quite interesting, because people tend to think that, but in fact cavers come from **all ages** and backgrounds - students and professionals alike. You even find eighty-year-olds who've been doing it for years.

Interviewer: What exactly is it that people find so attractive?

Mike: It's excitement ... the pleasure you get in finding something new - a passage that nobody knew about before or a piece of rock that's just lovely to look at.

Interviewer: And I understand that conservation has become a key issue as well.

Mike: Yes. Forty-eight caves in Britain are now known as 'places of **special interest**' because of what they contain, and this is the same in other countries too.

Interviewer: So, do cavers enjoy competing, like in other sports?

Mike: No. We want to enjoy a safe sport and, in order to ensure that, there are no competitions in caving. We try to organise a range of events, but the emphasis is on co-operation and the enjoyment of the sport for what it can offer the individual.

Interviewer: Well, it sounds like something I'll have to try one day. Mike, thank you very much for coming in and sharing ...

Part 2

Announcer: And now we have our 'Know your town' section where we look at what's on offer in our area. Today John Munroe is going to tell us about local food and eating out. John.

John: Well, most of us buy our food in supermarkets these days but we're lucky having a wonderful market here. It was originally on the piece of land in front of the cathedral but at the beginning of the 20th century it was moved to a site by the river. When the new shopping centre was built in the 1960s, it found its home beneath the multi-storey car park where it still is (Q1) but there are plans to move it back to its previous home by the river.

The market is now open 6 days a week. On Tuesday to Saturday you can buy fresh fruit and vegetables, meat and cheese from the area, as well as a whole range of imported produce. But if you come on a Sunday, you'll find a different market, where craftspeople sell what they have made – things like bags, cards, clothes (Q2). During the week there are a few stalls selling more everyday utensils like saucepans and cleaning products alongside the fruit and vegetables - as well as one new stall selling antique furniture.

People often ask what our local dish is. As we're by the sea, they expect it to be some kind of fish recipe. Our fish is good of course but there isn't one particular that stands out. What we do have is an apple cake that isn't really made anywhere else (Q3). There's a new café in the High Street: Barton's, which bake them fresh every morning and serve them with delicious home-made ice cream.

Now, the harbour is obviously the place to buy fresh fish. Every morning there's a stall where local fishermen sell a selection of the day's catch before the rest go to London or abroad (Q4). They've been doing that for as long as anyone can remember of course, but the harbour itself looks very different from a few years ago.

Most of the restaurants used to be at the far end, but that part was redeveloped and the restaurants had to relocate to the other end (Q5). Many of them are simply the old ones in new

premises but a couple of new ones have opened recently so there's a good range now both in the harbour and the town itself.

Part 3

Speaker 1: Generally, I like living at home with my family. There are five of us. I've got a brother and a sister and we fight a lot, but I love them really. My parents give us everything we need. In fact, they buy us lots of things, especially clothes. My social life suffers a bit though, as I have to babysit for my little brother and sister quite often and I have many jobs to do around the house apart from my work for university, it's difficult to get any spare time to go out and have fun. Sometimes I resent the fact that I have so many responsibilities for someone of my age.

Speaker 2: He takes up all of our time as there's so much that he needs feeding, changing, bathing and sometimes just a cuddle or some attention. He really has changed our lives completely. I don't resent losing my free time though, as he's worth it. When he smiles at me and looks contented, I feel wonderful. We're both very proud of him. Of course, he's not very entertaining yet as he can't do much. He just sort of lies there and makes funny noises. The house is messier than it used to be too. His things are everywhere, but on the other hand we try to keep everything really clean, even if it is untidy.

Speaker 3: They were always fighting. I think we must have been known as the noisiest house in the street. I was never one for arguing so I used to try and keep out of the way as much as I could. She often used to cry after a fight and he'd go out probably to the pub. Now it's much better. They're almost friends again. He comes to visit sometimes, especially on special occasions like a birthday or for Christmas. I think they stayed together for our sake, but really it was the worst thing they could have done as we witnessed all the fights and that was very upsetting.

Speaker 4: I guess we have quite a large family for such a small house. Everyone helps out though and we all have our own chores to do. Both mum and dad work during the day and we are all at school so it's good to have someone at home to do the cooking and keep the house in order. They are both wonderful companies anyway and sometimes when I have a problem, a mum and dad aren't home or are very busy, they are there for me to talk to. They aren't as strict as my parents either and often stick up for me if my father doesn't want me to do something. I like having three generations living under one roof. It's taught us all to be more tolerant and not to be selfish.

Speaker 5: We do tend to get under each other's feet a lot and I wish I could have my own bedroom, but I think the advantages outweigh the disadvantages. For a start, there's always someone to talk to and someone to help me if I have a problem. There are enough of us to make a basketball team, so we play as a family against our friends. Mum says that we have exhausted her, but really she's very proud of us all. Dad always says he has to work overtime to feed and clothe us, but really he just loves his job and is a workaholic. I think two children would be enough for me though.

Part 4

Automatic phone: Thank you for calling Car Line. So that we can best help you, can you please press the star button on your phone now. Thank you.

Automatic phone: Now choose one of the following four options by pressing the buttons on your telephone. Press 1 if you would like to make a car reservation. Press 2 if you would like to talk to someone about a car reservation. Press 3 if you would ... Please hold while we put you through to one of our assistants.

[repeat]

Melanie: Good morning, Melanie speaking. How can I help you?

Mr Maxine: My name is Mr Maxine and I booked a car several days ago to be picked up from Heathrow airport in London. And I'd like to change the booking (Q1).

Melanie: I see. Have you got a reference?

Mr Maxine: Yes. I have it here somewhere on a piece of paper. Ah, here it is. It's A for Alpha, C for Charlie, F for Foxtrot, Y for ...

Melanie: Year.

Mr Maxine: Yes. The number 15 – one, five – A for Alpha and G for Go.

Melanie: Let's see. Can I just check that? A C F Y 1 5 A G.

Mr Maxine: Yes.

Melanie: Mr John Maxine.

Mr Maxine: Yes. That's it.

Melanie: Okay. So how can I help you?

Mr Maxine: I booked a car for three days from this Friday at 6 pm to Monday at 6 pm. (Q2)

Melanie: Yes. A manual.

Mr Maxine: I'd like to change it for a larger car and an automatic rather than a manual. (Q3)

And I'd also like to book it for five rather than three days,

Melanie: Okay. Let's have a look. Mmm. We have an estate which is automatic.

Mr Maxine: Yes. That would be perfect.

Melanie: There is a difference in price though.

Mr Maxine: For the extra two days?

Melanie: Yes, but also for the size of the car. The estate is £15 more expensive per day than the saloon as you have already booked.

Mr Maxine: Okay. And how much extra is it altogether, then?

Melanie: That makes it an extra £165. (Q4)

Mr Maxine: Mm. It seems rather expensive. The last time I hired one it wasn't so much.

Melanie: When was that?

Mr Maxine: Mm ... several weeks ago. (Q5)

Melanie: I see ...

ĐỀ 04: HSG TIẾNG ANH TỈNH QUẢNG NINH 2024–2025

Đội ngũ anh chị mentors và trợ giảng từ trung tâm Springboard (Nhà Xuân) cam kết luôn nỗ lực tạo ra những bài giảng - học liệu mới nhất, bổ ích nhất dành cho kì thi chuyên Anh - HSG tiếng Anh cấp địa phương, khu vực đến cấp quốc gia.

Quý phụ huynh/quý thầy cô/các em học sinh có thể truy cập các kênh sau để cập nhật tài liệu mới nhất từ Nhà Xuân:

- **Facebook page Springboard English**: Trang Facebook chính thức của Nhà Xuân.
- **Website học liệu của Springboard**: Trang web tổng hợp tất tần tật các tài liệu được biên soạn chi tiết bởi Springboard (Nhà Xuân).
- **Facebook group Springboard Connects**: Nhóm trao đổi - tư vấn học tập và tài liệu học tập với 30.000+ thành viên.

Liên hệ:

- **Gửi đề thi** mới nhất và yêu cầu chữa đề chi tiết cho Nhà Xuân về địa chỉ: contact@springboard.vn.
- **Tham khảo và đăng ký tư vấn** các lớp học ôn thi Chuyên Anh - Thi HSG Tiếng Anh cấp THPT - Thi Olympic 30/4 và Duyên Hải Bắc Bộ - Thi HSG cấp Quốc Gia tại: [Form đăng ký](#)

SECTION I. LISTENING

Part 1.

1. tunnels

[1:24-1:30] Well, cavers actually explore any space that's underground, whether it's caves, old mines or **tunnels**.

2. fresh air

[1:36-1:45] in some cases, in order to reach the end you've got to sleep, to set up camp, inside the cave at some point – usually where both space and **fresh air** are available.

3. Wales

[1:59-2:06] Here in the UK, various areas have the right sort of geology. **My favourite is Wales**, but you can find plenty of caves in northern England and in Scotland too.

4. climbing

[2:13-2:18] in terms of **physical activity**, it's very similar to **climbing** except they go up and we go down.

5. (hard) hat

[2:34-2:45] Well, you'd need a **hard hat**, and it's important to get one that fits properly, so that it doesn't keep falling over your eyes or feel too tight, and these can cost anything from **five to twenty pounds**.

6. lamp

[2:50-3:00] Oh but then there's the **lamp**. You wear that on your head because it's very important to keep your hands free at all times. But it doesn't come with the hat and it can cost anything **up to fifty pounds** to get a suitable one.

7. (strong) boots

[3:19-3:29] **Strong boots** are essential for this, also because without them you could be slipping on wet surfaces and doing yourself an injury. **Cheap ones are just not as safe**, I'm afraid.

8. all ages

[3:39-3:47] but **in fact** cavers come from **all ages** and backgrounds – students and professionals alike. You even find eighty-year-olds who've been doing it for years.

9. special interest

[4:00-4:10] Forty-eight **caves in Britain** are now known as 'places of **special interest**' because of what they contain

10. competitions

[4:19-4:24] We want to **enjoy a safe sport** and, in order to ensure that, there are no **competitions** in caving

Part 2.

1. A

[9:40-9:53] When the new shopping center was built in the 1960s, it found a home beneath the multi-storey car park **where it still is**, but there are plans to move it back to its previous home by the river.

2. C

[10:09-10:15] But if you come on a Sunday, you will find a different market where crafts people sell what they have made.

3. C

[10:49-10:54] What we do have is an apple cake that isn't really made anywhere else.

4. D

[11:11-11:19] Every morning, there's a stall where local fishermen sell a selection of the day's catch before the rest goes to London or abroad.

5. B

[11:29-11:37] Most of the restaurants used to be at the far end, but that part was redeveloped and the restaurants had to relocate to the other end.

Part 3.

1. A

[15:47-15:53] It's difficult to **get any spare time** to go out and have fun. Sometimes I resent the fact that I have so many responsibilities for someone of my age.

2. D

[16:00-16:07] He takes up all of our time as there's so much that he needs; **feeding, changing, bathing** and sometimes just a cuddle or some attention.

3. C

[17:05-17:11] I think they stayed together for our sake but really it was the worst thing they could have done as we witnessed all the fights and that was very upsetting.

4. F

[17:30-17:48] They aren't as strict as my parents either and often stick up for me if my father doesn't want me to do something. I like having three generations living under one roof.

5. E

[17:57-18:16] We do tend to **get under each other's feet** a lot and I wish I could **have my own bedroom**, but I think the advantages outweigh the disadvantages. For a start, there's always **someone to talk to** and someone to help me if I have a problem. There are **enough of us** to make a basketball team so we play as a family against our friends.

Part 4.

1. T
[22:58-23:06] My name is Mr. Maxine and I booked a car several days ago to be picked up from Heathrow Airport in London, and I'd like to change the booking.
2. F
[23:47-23:53] I booked a car for 3 days from **this Friday** at 6 p.m. to Monday at 6 p.m.
3. F
[23:56-23:59] I'd like to change it for a larger car and an automatic rather than a manual
4. T
[24:20-24:36] Yes, but also for the size of the car, the estate is 15 pounds more expensive per day than the saloon car you have already booked.
Ok, and how much extra is it altogether then?
That makes it an extra 165 pounds.
5. F
[24:39-24:42] The last time I hired one, it wasn't so much.
When was that?
Several weeks ago.

SECTION II. LEXICO - GRAMMAR**Part 1. Lexico****1. C. under**

Collocation “under pressure.” (chịu áp lực)

2. A. to be taught

“prefer + something + to be done” (Cấu trúc bị động với prefer)

3. A. remind

Subjunctive mood: Sau “It is essential that...”, động từ ở thể giả định nên dùng nguyên mẫu không “to”.

4. D. childlike

- “Childlike” means innocent or simple, like a child (ngây thơ, đáng yêu)
- “childish” is usually negative.

5. C. convey

“Convey” = truyền đạt. (express or communicate)

6. C. blank

Idiom: mind was a (total) blank/ went blank: couldn't think of anything. (đầu óc trống rỗng)

7. B. priceless

"Priceless" means extremely valuable (vô giá, rất quý báu)

8. C. unconvincing

Structure: find sb/sth adj: thấy như thế nào

Word choice: "Arguments" cần được miêu tả bằng tính từ, và ở đây là "unconvincing" (không thuyết phục).

9. A. with a view to

"With a view to" + V-ing = nhằm mục đích làm gì.

10. C. Were she to leave

Đảo ngữ của câu điều kiện loại 2: "Were she to..." = If she were to...

11. B. caught sight of

"Catch sight of" = see suddenly or by chance. (tình cờ nhìn thấy)

12. A. That Philip Glass

- **Structure:** Noun (clause) + V + O: "That Philip Glass..." là mệnh đề danh ngữ làm chủ ngữ.

13. D. most of which

Relative clause: "which" refers to "questions"; use "most of which" for relative clause.

14. B. cost

Collocation: "cost of living" (chi phí sinh hoạt).

15. A. part and parcel

Collocation: "Part and parcel" = essential part of something.

16. D. out of practice

Collocation: "Out of practice" = not having practiced something for a while. (thiếu luyện tập, không quen tay.)

17. C. make out

Phrasal verb: "Make out" = understand with difficulty. (cố gắng nghe hiểu)

18. C. worn out

"Worn out" = extremely tired or exhausted. (kiệt sức)

19. A. Can I take a rain check?

“Take a rain check” = politely decline now, maybe accept later. (từ chối lịch hẹn một cách lịch sự)

20. B. Thank you. Hope you will drop in.

Sau lời khen là một lời cảm ơn lịch sự và lời mời ghé thăm.

Part 2. Error correction

1. B. were not -> was not

“What I told her” là mệnh đề danh ngữ số ít, bắt đầu với từ để hỏi “What” nên dùng was.

2. C. bright -> brightest

“One of the + superlative plural noun” → “one of the brightest among animals”. (So sánh nhất)

3. B. comprises of -> comprises

“Comprise” is not followed by “of”. The correct form is: “comprises X, Y, and Z.”

(Sau comprise không đi kèm giới từ)

4. C. when -> since

Present perfect tense: S + have/has been V3 + since S+V2

5. C. older -> as old

Cấu trúc so sánh đúng là: “twice as + adj + as”.

6. B. build -> built

Cần dùng phân từ quá khứ “built” vì đây là câu bị động.

7. C. cover -> are covered

Passive voice: “are covered with snow” (not “cover”).

8. B. training not only -> not only training

The phrase “not only... but also...” must connect grammatically parallel structures.

(Cấu trúc song song: not only...but also...)

9. D. well-made -> well-done

Well done: “chín kỹ” hoặc “chín hoàn toàn”

10. A. residence -> residents

- “Residence” (noun) = a place where people live. (nơi cư trú (danh từ chỉ địa điểm))
- “Residents” = the people who live in a place. (cư dân (người))

Since people are doing the action (hold), the word should be “residents.”

Part 3. Word formation

1. inspiration

Danh từ là **inspiration**: sự truyền cảm hứng.

2. picnicking

“go + V-ing” → go picnicking (đi dã ngoại).

3. geographical

Dạng tính từ của “geography” + knowledge = Kiến thức về địa lý

4. breathtaking

Dạng tính từ của “breath”= “Breathtaking” = ngoạn mục, làm nín thở

5. effectiveness

Dạng danh từ trừu tượng của “effect” = sự hiệu quả

6. observations

Dạng danh từ “observe” -> “Observation” = sự quan sát, nhận xét -> số nhiều: observations.

7. accompanied

Dạng bị động: “trẻ em được đi cùng bởi...” -> accompanied.

8. unexpectedly

- “arrive” -> needs an adverb -> “unexpectedly”
- “Unexpectedly” = một cách bất ngờ -> trạng từ bổ nghĩa cho “arrive”.

9. overconfident

Dạng tính từ của “confident”, đi kèm một tiền tố “over”- quá =quá tự tin

10. familiarizing/ familiarising

familiarize oneself with: làm quen với -> cần dạng V-ing sau “spent time”

SECTION C. READING

Part 1. Guided Cloze

1. D

novel (adj) = different from anything known before; new, interesting and often seeming slightly strange

Dịch: “Các trường học ở Mỹ đang phải đối mặt với những vấn đề mới lạ.”

2. A

demand = a very strong request for something; something that somebody needs

Eg: demand that: demands that the law on gun ownership should be changed

Dịch: “Họ phải đáp ứng nhu cầu về chương trình giảng dạy phản ánh nhiều nền văn hóa khác nhau của tất cả trẻ em.”

3. C

basic = forming the part of something that is most necessary and from which other things develop
 basics (of something) = the most important and necessary facts, skills, ideas, etc. from which other things develop

base = an idea, a fact, a situation, etc. from which something is developed = basis

Dịch: “Các trường học phải đảm bảo rằng học sinh phát triển các kỹ năng cơ bản cho thị trường việc làm.”

4. A

address = to think about a problem or a situation and decide how you are going to deal with it

Eg: to address a problem/concern/question

deliver = to give or send information or ideas to somebody

distribute = to give things to a large number of people; to share something between a number of people or groups

Eg: to distribute fliers/pamphlets/questionnaires

discharge = to allow somebody to leave hospital because they are well enough to leave

Dịch: “Các trường học đang giải quyết những vấn đề này theo cách phản ánh sự đa dạng của hệ thống giáo dục Hoa Kỳ.”

5. A

number = [countable] a quantity of people or things

Eg: + In a small number of cases the illness is deadly.

+ Huge numbers of (= very many) animals have died.

+ amount is most often used with uncountable nouns: an amount of cash/space/material/food. It is also sometimes used with countable nouns, especially in spoken or informal English.

Dịch: “Họ đang tuyển dụng hoặc đào tạo một số lượng lớn giáo viên dạy tiếng Anh như ngôn ngữ thứ hai và thành lập các trường song ngữ ở một số cộng đồng.”

6. D

embrace = the act of accepting an idea, a proposal, a set of beliefs, etc, especially when it is done with enthusiasm

cultivate something to develop an attitude, a way of talking or behaving, etc.

compose = to manage to control your feelings or expression

Eg: + compose yourself: Emma frowned, making an effort to compose herself.

+ compose something: I was so confused that I could hardly compose my thoughts.

Dịch: “Họ đang mở rộng chương trình giảng dạy truyền thống lấy châu Âu làm trung tâm để tiếp nhận tài liệu từ các nền văn hóa châu Phi, châu Á và các nền văn hóa khác.”

7. D

nearly = almost; not quite; not completely

fairly = (before adjectives and adverbs) to some extent but not very

Eg: fairly simple/easy/straightforward

mostly = mainly; generally

Eg: The sauce is mostly cream.

Dịch: “Các trường học cũng đang dạy các kỹ năng nhận thức cho gần 40% học sinh Mỹ không tiếp tục học lên cao.”

8. B

word = [countable] a thing that you say; a remark or statement

Dịch: “Theo lời của một báo cáo gần đây của Ủy ban về việc đạt được các kỹ năng cần thiết...”

9. A

start = [countable, usually singular] the act or process of beginning something

Eg: start on something: I'll paint the ceiling if you make a start on the walls.

Dịch: “và bằng tốt nghiệp trung học phổ thông từng là tất cả những gì cần thiết để bắt đầu ở Mỹ”

10. B

key = a thing that makes you able to understand or achieve something = secret

Eg: key to something: The key to success is preparation.

Dịch: Một trí tuệ phát triển tốt, ý chí học tập liên tục và khả năng ứng dụng kiến thức vào thực tế là con con đường tối thành công mới cho tương lai của những người trẻ tuổi của chúng ta”

Part 2. Open Cloze**1. at**

at = used to show a rate, speed, etc.

Eg: He was driving at 70 mph.

Dịch: “Và việc một người không thể nhìn thấy đường vẫn có thể lái xe với tốc độ gần 150 dặm một giờ nghe còn điên rồ hơn.”

2. attempt

attempt = an act of trying to do something, especially something difficult, often with no success

Eg: attempt to do something They made no attempt to escape.

Dịch: “Miranda Naylor, một kế toán khiếm thị đến từ Southport, đã làm chính xác như vậy để cố gắng gây quỹ từ thiện.”

3. drove

Dịch: “Bà Naylor lái một chiếc xe thể thao chạy hai dậm theo đường thẳng dọc theo đường băng của một sân bay bỏ hoang”

4. who

+ Câu sử dụng Relative clause với “who” -> her husband Pete Naylor

Dịch: “Bà đã liên lạc qua radio với chồng mình là Peter Naylor, người có thể chỉ đường và đưa ra lời khuyên cho bà theo cách này.”

5. donated

L4: “to raise money for charity” -> Miranda đang gây quỹ cho hoạt động từ thiện -> số tiền cô ấy kiếm được sẽ được quyên góp

-> donate = to give money, food, clothes, etc. to somebody/something, especially a charity

Dịch: “Thành tích đáng kinh ngạc của cô dự kiến sẽ gây quỹ được khoảng 50.000 bảng Anh, số tiền này sẽ được quyên góp cho một công ty huấn luyện chó cho người mù.”

6. times

at times = sometimes

Dịch: “Cô thừa nhận rằng việc không có thị lực khiến cuộc sống của cô đôi khi trở nên khó khăn”

7. feeling/being

waste = to use more of something than is necessary or useful

Eg: *waste something (in) doing something: She wasted no time in rejecting the offer (= she rejected it immediately).*

sorry for something = feeling sad and ashamed about something that has been done

Dịch: “Cô tin rằng nếu bạn bị khuyết tật theo bất kỳ cách nào, bạn không nên lãng phí thời gian để cảm thấy tự thương hại mình.”

Part 3. MCQ

1. A

Đoạn 1 dòng 3, 4: “technology and the opening of borders has enabled the world’s citizens to view, share and gain access to a much wider range of cultures, societies and world views”

2. B

Đoạn 1 câu cuối: “non-native parents tended to withhold the teaching of the mother tongue so that the child would acquire the ‘more prestigious’ language of the adopted country.”

3. A

attribute something to something = to say or believe that something is the result of a particular thing

ascribe something to somebody = to consider that something is caused by a particular thing or person

associated with doing something = if one thing is associated with another, the two things are connected because they happen together or one thing causes the other

connected with somebody/something = (of two or more things or people) having a link between them

responsible = being able to be blamed for something

Eg: He is mentally ill and cannot be held responsible for his actions.

4. D

Đoạn 2 dòng 1: “Nowadays, the situation has undergone an almost complete reversal.”

5. D

Đoạn 3 dòng 3, 4: “This decision is one of those all-important choices which will affect not only the parents’ lives but also the life of the child. Raising a child bilingually has a two-fold effect.”

6. D

Đoạn 4 câu cuối: “There will be a shared cultural empathy within the family. Because all family members can communicate, on both a verbal and cultural level, no one will feel excluded and the child will develop a sense of rootedness.”

7. B

by-product = a thing that happens, often unexpectedly, as the result of something else

spin-off (from/of something) an unexpected but useful result of an activity that is designed to produce something else

entailment = the relationship between two statements when for one to be true, the other must also be true

side effect = an unexpected result of a situation or course of action that happens as well as the result you were aiming for

knock-on = causing other events to happen one after another in a series

Eg: The increase in the price of oil had a knock-on effect on the cost of many other goods.

8. C

Đoạn 5 câu 2: “Current research in linguistics indicates that there may be a strong correlation between bilingualism and cognitive skills.”

Part 4. Matching Heading

1. iv

“They provide shelter for many animals, and their trunks and branches can become gardens, hung with green ferns, orchids and bromeliads, coated with mosses and draped with vines. With their tall canopies basking in the sun, they capture vast amounts of energy. This allows them to

produce...that sustain much of the animal life in the forest.” -> Đoạn A liệt kê cách từng bộ phận của cây to có thể giúp ích cho hệ sinh thái trong rừng.

2. vi

“To achieve giant stature, a tree needs three things:...” -> Đoạn B kể ra 3 yếu tố mà cây cần để có thể đạt được kích cỡ khổng lồ.

3. ii

“In southern India, for instance, an aggressive nonnative shrub, Lantana camara, is invading the floor of many forests. Lantana grows so thickly that young trees often fail to take root.” -> các loài cây khác khiến cho hạt giống của các loài cây to này không thể bám rễ và nảy mầm.

4. v

“Tree growth there declines markedly in warmer years. “During the day, their photosynthesis shuts down when it gets too warm” -> Đoạn D giải thích cách mà nhiệt độ cao có khiến cho quá trình quang hợp của những cây này dừng lại.

6. iii

“Tropical forests would shrink over time...this might trigger a destabilization of the climate...prompting a vicious cycle of further warming, forest shrinkage and carbon emissions.” -> Việc mất đi các cây xanh khổng lồ sẽ làm suy giảm kích cỡ các khu rừng nhiệt đới và gây mất cân bằng khí hậu.

SECTION IV. WRITING

Part 1.

1. Few students **listened to/ paid attention to/ took notice of** what the teacher was saying at that time.

pay attention to something/somebody = the act of listening to, looking at or thinking about something/somebody carefully; interest that people show in somebody/something = take notice of something

2. She **ran into** her old friend in the street this morning.

run into somebody = to meet somebody by chance

3. The boy was **on the point of** crying when his mother reprimanded him/ he was reprimanded by his mother.

reprimand somebody for something = to tell somebody officially that you do not approve of them or their actions

on the point of doing something = to be close to doing something; to be going to do something very soon = be about to do something

4. His description of the incident **bore no resemblance to** what really happened.

resemblance to somebody/something = the fact of being or looking similar to somebody/something

5. His father **is believed to have** served in the army many years ago.

be believed to be, have, etc. something = to think that something is true or possible, although you are not completely certain

6. **I wish (that) I had gone** to the airport to say goodbye to her.

wish = to think that something is true or possible, although you are not completely certain

+ After the verb wish, a past tense is always used in a “that” clause

7. **Impressed as/ though we were by the new cinema**, we found/ did find it rather expensive.

+ Câu sử dụng đảo ngữ với “as/though”

+ Cấu trúc: “Adjective/Noun + as/though + subject + verb, main clause”

8. **He can’t have taken** the money by mistake/ chance/ accident/ coincidence.

+ “Can’t have + past participle”: người nói chắc chắn rằng việc gì đã không thể xảy ra

+ on purpose >< by mistake/ chance/ accident/ coincidence = by accident; without intending to

Part 2:

1. **Both contracts are equally important and confidential.**

+ câu gốc sử dụng so sánh ngang bằng “as + adj + as” -> thể hiện hai vật có mức độ bằng nhau về một tính chất (important and confidential)

2. **Carol has trouble getting her ideas across.**

get across (to somebody) | get something across (to somebody) = to be communicated or understood; to succeed in communicating something

3. **Being her only niece, Jane is the apple of her eye.**

the apple of somebody’s eye = a person or thing that is loved more than any other

4. **I have set my heart on/ my heart set on becoming a teacher of English.**

set your heart on something | have your heart set on something = to want something very much

5. **It’s a waste of time asking Linda to help as she’s really busy.**

waste (of something) = a situation in which it is not worth spending time, money, etc. on something

6. **The suspect could not account for the sand on his boots.**

account for something = explain

7. **My mother talked me into learning another foreign language.**

talk somebody/yourself into/out of something = to persuade somebody/yourself to do/not to do something

Đội ngũ anh chị mentors và trợ giảng từ trung tâm Springboard (Nhà Xuân) cam kết luôn nỗ lực để tạo ra những bài giảng - học liệu mới nhất, bổ ích, chất lượng nhất dành cho kì thi chuyên Anh - HSG tiếng Anh cấp tỉnh/thành phố đến cấp Quốc Gia.

Quý phụ huynh/quý thầy cô/các em học sinh có thể truy cập các kênh sau để cập nhật tài liệu mới nhất từ Nhà Xuân:

- **Facebook page Springboard English**: Trang Facebook chính thức của Nhà Xuân.
- **Website học liệu của Springboard**: Trang web tổng hợp tất tần tật các tài liệu được biên soạn chi tiết bởi Springboard (Nhà Xuân).
- **Facebook group Springboard Connects**: Nhóm trao đổi - tư vấn học tập và tài liệu học tập với 30.000+ thành viên.

Liên hệ:

- **Gửi đề thi** mới nhất và yêu cầu chữa đề chi tiết cho Nhà Xuân về địa chỉ: contact@springboard.vn.
- **Tham khảo và đăng ký tư vấn** các lớp học ôn thi Chuyên Anh - Thi HSG Tiếng Anh cấp THPT - Thi Olympic 30/4 và Duyên Hải Bắc Bộ - Thi HSG cấp Quốc Gia tại: [Form đăng ký](#)

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Các tập tiếp theo của **bộ sách luyện thi HSG Anh cấp tỉnh/thành phố (năm học 2024–2025)** sẽ được tiếp tục phát hành. Vui lòng theo dõi kênh thông tin Springboard để nhận thông tin các đợt phát hành tiếp theo.

Facebook Page	Springboard English - Lớp học nhà Xuân
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