

## ĐỀ THI CHÍNH THỨC



## TIẾNG ANH

180 phút (không kể thời gian giao đề)

05/01/2024

Đề thi gồm có 12 trang

SỐ PHÁCH

- Thí sinh **KHÔNG** được sử dụng tài liệu, kể cả từ điển.
- Giám thị **KHÔNG** giải thích gì thêm.

## I. LISTENING (5.0 points)

- The listening section is in **FOUR** parts. You will hear each part **TWICE**. At the beginning of each part, you will hear a sound.
- There will be a piece of music at the beginning and at the end of the listening section. You will have **TWO** minutes to check your answers at the end of the listening section.
- All the other instructions are included in the recording.

**Part 1. For questions 1-5, listen to part of an interview about brands of goods, and decide whether each of the following statements is True (T), False (F), or Not Given (NG) according to what you hear. Write T, F, or NG in the corresponding numbered boxes provided.**

1. The interviewer disagrees that the obsession with brands these days is greater than it used to be.
2. According to Bill, consumers are so keen on brand names because they reflect societal levels.
3. Bill suggests that brands give consumers a sense of identity which society can no longer provide.
4. In Bill's opinion, the particular item people buy reveals something about their role models.
5. Bill says that big global brands are required by consumers to affirm the identity of their country.

Your answers:

1.	2.	3.	4.	5.
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**Part 2. For questions 6-10, listen to part of a talk about sushi and answer the following questions. Write NO MORE THAN TWO WORDS taken from the recording for each answer in the spaces provided.**

6. With which did farmers in China pack the fish under weights?

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7. What was used to make the rice sour without waiting for it to ferment?

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8. What did the invention of *nori* lead to?

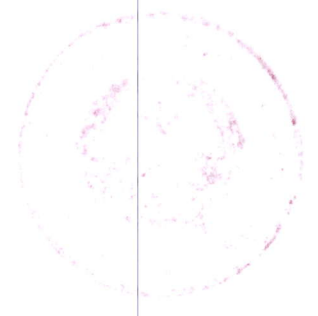
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9. What ingredient in the Philly roll is said to be atypical of Japanese?

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10. What word does the speaker use to refer to Americans' feeling about seaweed?

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**Part 3. For questions 11-15, listen to two people, Marty and Lauren, discussing paparazzi's roles in society, and write the letter A, B, C, or D in the numbered boxes provided to indicate the correct answer to each of the following questions according to what you hear.**

11. How does Lauren feel about paparazzi?
  - A. Their fundamental role in enriching our culture has been exaggerated.
  - B. Despite their infamy, they are not entirely to blame for princess Diana's death.
  - C. Their misdeeds have led to immeasurable harm to up-and-coming actresses.
  - D. For all their dark side, they have contributed to sales of many publications.
12. What point does Marty make about the public and paparazzi?
  - A. The public bizarre taste is satiated by paparazzi's photos.
  - B. The public accuse paparazzi of stealing moments from their idols.
  - C. Paparazzi's works offer the public a new perspective to celebrities' lives.
  - D. The public love the human look paparazzi add to the photos of celebrities.
13. What does Marty say about paparazzi's photos?
  - A. Those that capture gorgeous moments are few and far between.
  - B. The photos of celebrities in a messy, unintentional style are substandard.
  - C. Those that he saw in tabloid magazines are more pleasant to look at.
  - D. Most of the photos were taken with poor technical skills.
14. Which of the following is **NOT** stated by Lauren about paparazzi?
  - A. Many photographers try to emulate paparazzi's photos, in essence.
  - B. The results of paparazzi's and photographers' work are often very similar.
  - C. Paparazzi's skills are admirable, though they are developed from dishonesty.
  - D. Paparazzi have their own dark side, which devalues the benefits they offer.
15. What is Marty's attitude towards placing limitations on paparazzi?
  - A. He is ambivalent about any physically imposed limitations.
  - B. He is pleased now that paparazzi cannot act without restraint.
  - C. He finds it unfair as he is heavily influenced by their works.
  - D. He wishes there was a task force to deal with this issue.

**Your answers:**

11.	12.	13.	14.	15.
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**Part 4. For questions 16-25, listen to part of a talk about fibre optic cables, and complete the following summary. Write NO MORE THAN TWO WORDS taken from the recording for each blank. Write your answers in the corresponding numbered boxes provided.**

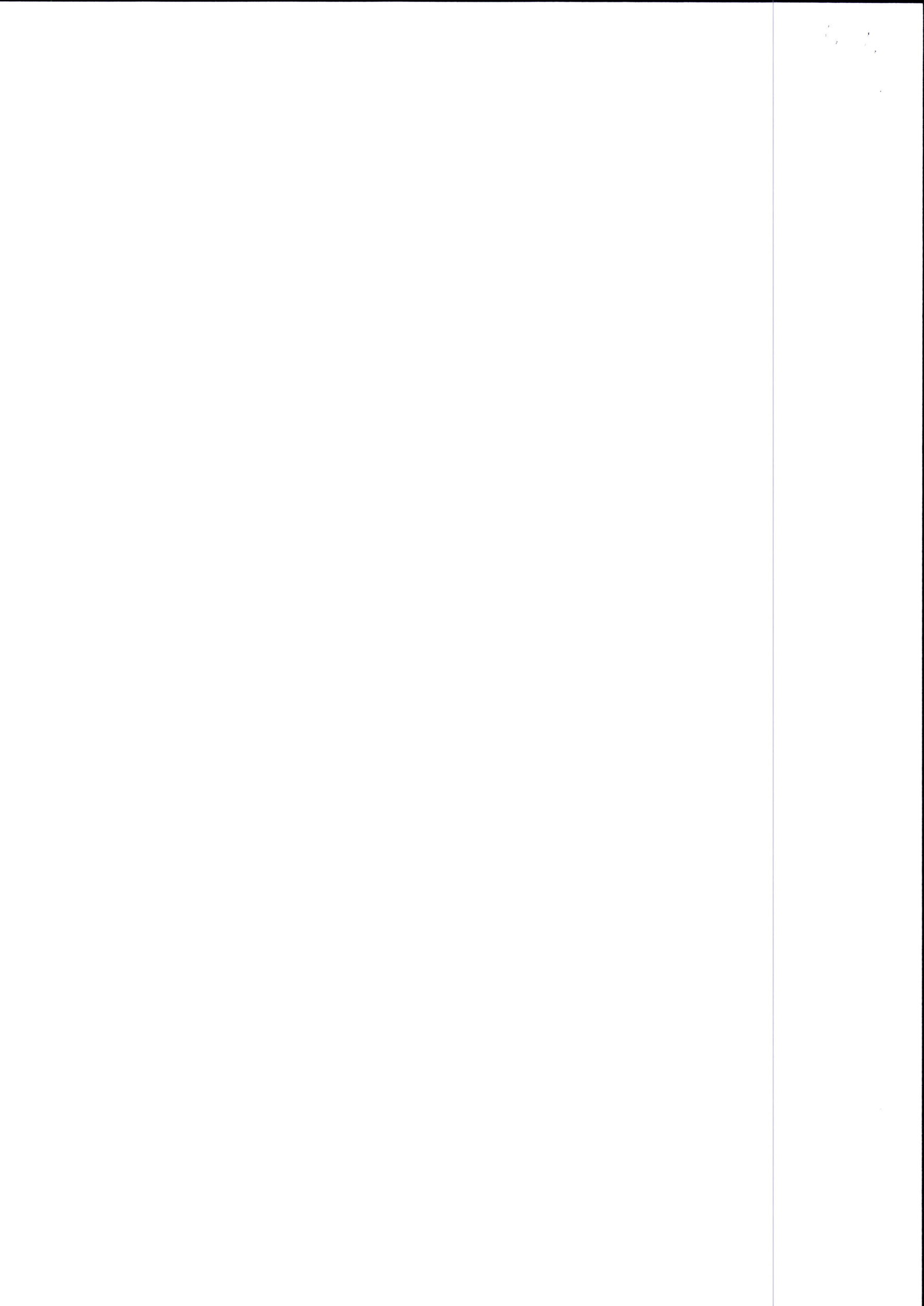
Nearly all the transboundary (16) \_\_\_\_\_ is largely facilitated by a few hundred fibre optic cables under the sea. It is similar to the way people in a country are connected to one another. Though each cable is only the size of a(n) (17) \_\_\_\_\_, together these cables are considered the essence of the Internet. Being shielded against ocean water with Vaseline – a common name for (18) \_\_\_\_\_, the cables are vulnerable to earthquakes and sometimes, attacks from (19) \_\_\_\_\_. In some places, they go as deep underwater as Mount Everest is high.

The daring and even unthinkable process of making the Internet the global network involves embedding the cable in a(n) (20) \_\_\_\_\_ in the seabed and let it be buried by sand in a natural way thanks to the ocean currents, which is said to be shockingly easy yet (21) \_\_\_\_\_ sophisticated, and is considered (22) \_\_\_\_\_. Underwater "submarine cables" were an obvious next step following the success of electric telegraphs across numerous cities attributed to the system of (23) \_\_\_\_\_.

Despite having one of the first cables knocked out of commission by a fishing boat, undersea cables came (24) \_\_\_\_\_, reaching around the Atlantic by 1858 and then across the world. Though now the Internet can be beamed from mobile phone towers or (25) \_\_\_\_\_ and balloons powered by Google, undersea cables are still the best choice of international corporates for speedy transcontinental information transmission.

**Your answers:**

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





**II. LEXICO-GRAMMAR (2.0 points)**

**Part 1. For questions 26-35, write the letter A, B, C, or D in the numbered boxes provided to indicate the correct answer to each of the following questions.**

26. As the aircraft approached the airfield, the pilot began to lower the altitude and \_\_\_\_\_ to make a smooth landing on the runway.  
 A. throttle down      B. churn out      C. blast off      D. knuckle under
27. After Lucas' dreadful accident, his fellow workers were willing to help him \_\_\_\_\_, for which he was really grateful.  
 A. all ways possible      B. in any way possible      C. in some ways possibly      D. any ways possibly
28. Those having the \_\_\_\_\_ are more likely to escape unharmed from hazardous situations.  
 A. period piece      B. corn circle      C. horse sense      D. common touch
29. Recent research suggests that, contrary to popular opinion, muscular performance \_\_\_\_\_ by lactate production during exercise.  
 A. is actually improved      B. should actually improve      C. will actually improve      D. be actually improved
30. Elizabeth's father is a duke, so she undoubtedly has \_\_\_\_\_ blood flowing through her veins.  
 A. blue      B. red      C. green      D. brown
31. Under the pressure coming from the post-pandemic economic crisis, banks are increasing mortgage rates \_\_\_\_\_ higher property rentals.  
 A. like signifying      B. likely signifying      C. which likely signifies      D. to likely signify
32. The news of the earthquake in their homeland hit the expatriates \_\_\_\_\_, causing them to be in a complete daze.  
 A. begrudgingly      B. forcibly      C. ravishingly      D. crushingly
33. The terrible weather in Sapa spoiled what \_\_\_\_\_ a perfect family vacation during the festive season.  
 A. would other than that would be      B. would just as soon be  
 C. would otherwise have been      D. had better would have been
34. David, a young real estate agent, is making another sale this month! He's really \_\_\_\_\_!  
 A. throwing a fit      B. batting a thousand      C. waving the flag      D. circling the wagons
35. In the end, Josh admitted having made the mistake, \_\_\_\_\_ in a somewhat arrogant manner.  
 A. albeit      B. whereupon      C. inasmuch as      D. insofar as

**Your answers:**

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

**Part 2. For questions 36-40, write the correct form of each bracketed word in the numbered space provided in the column on the right to complete the passage. The first one has been done as an example.**

The word 'security' has both positive and (**NEGATE**) connotations. Most of us would say that we crave security for all its positive virtues, both physical and psychological – its (**36. EVOKE**) of the safety of home, of undying love, or of freedom from need. More negatively, the word nowadays conjures up images of that huge industry which has developed to protect individuals and property from invasion by 'outsiders', ostensibly malicious and intent on theft or (**37. WILL**) damage.

Increasingly, because they are situated in urban areas of escalating crime, those buildings which used to allow free access to employees and other users (buildings such as offices, schools, colleges, or hospitals) now do not. (**38. ENTER**) areas which in another age were called 'Reception' are now manned by security staff. Receptionists, whose task was to receive visitors and to make them welcome before passing them on to the person they had come to see, have been supplanted by those whose task is to bar access to the (**39. AUTHORITY**), the unwanted, or the plain unappealing. Inside, these buildings are divided into 'secure zones' which often have all the (**40. TRAP**) of combination locks and burglar alarms.

**Your answers:**

*E.g. negative*

36. \_\_\_\_\_
37. \_\_\_\_\_
38. \_\_\_\_\_
39. \_\_\_\_\_
40. \_\_\_\_\_

**Part 3. The passage below contains 05 grammatical mistakes. For questions 41-45, UNDERLINE the mistakes and WRITE YOUR CORRECTIONS in the numbered space provided in the column on the right. The first one has been done as an example.**

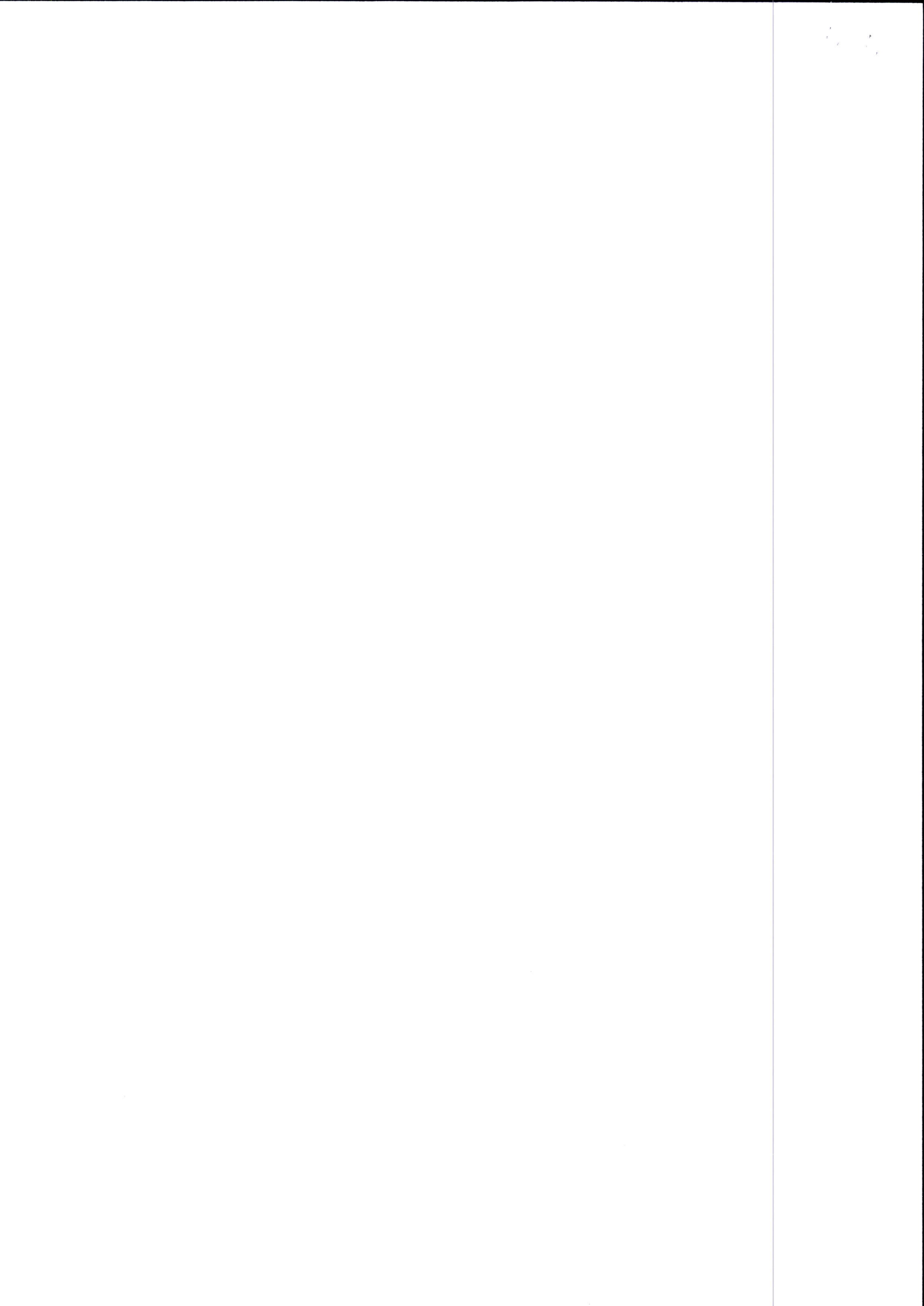
Caffeine, as any other drug, can potentially have a disastrous effect on your developing brain and body. The parts of the brain that are in charge of higher functions including the prefrontal cortex and the temporal lobe and, at a young age, these areas are still being developed and refined. The reason that caffeine makes you feel alert and less sleepy is because it blocks the action of adenosine, the brain chemical which controls your sleep patterns, and increases adrenaline production, speeds your metabolism. So, get out of the habit of slamming down too many of those high caffeine energy drinks everyday; otherwise, you can wave goodbye to good quality sleep and have your brain potentially affected!

You can also stop kidding yourself that you're reaching for the caffeine just for the taste because it is tasteless at the levels found in beverages. What you taste is the massive amount of sugar that added to the drink. The caffeine is there to add the kick and to stimulate the production of dopamine in the nucleus accumbens. This is the pleasure and rewarding part of the brain which forms addictions. The upshot is that your brain associates the pleasure of sugar with the stimulation of the caffeine, making you want more.

**Your answers:**

*E.g. as → like*

41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_





### III. READING (5.0 points)

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

In order to study how learners acquire a second language, a clear, operational definition of what is (46) \_\_\_\_\_ by the term "acquisition" is needed. Unfortunately, researchers have been (47) \_\_\_\_\_ to agree on such a definition.

"Acquisition" can mean several things. Some researchers distinguish between "acquisition" and "learning". The (48) \_\_\_\_\_ refers to the subconscious process of picking up a language through exposure and the latter to the (49) \_\_\_\_\_ process of studying it. According to this view, it is possible for learners to acquire or to learn rules independently and at separate times. Although such a distinction can have strong face validity (50) \_\_\_\_\_ for teachers, it is problematic, not (51) \_\_\_\_\_ because of the difficulty of demonstrating whether the knowledge learners possess is (52) \_\_\_\_\_ the acquired or learnt kind. Researchers also disagree about what kind of performance they think provides the best evidence of acquisition. It has already been noted that some researchers work with production data, some study learners' intuitions about the second language, while others access learners' introspections. Also, some researchers consider a feature has been (53) \_\_\_\_\_ when it appears for the first time, while others require the learner to use it to some predetermined criterion level of (54) \_\_\_\_\_, usually 90 per cent. Thus, a (55) \_\_\_\_\_ can be made between acquisition as emergence or onset and acquisition as accurate use.

**Your answers:**

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

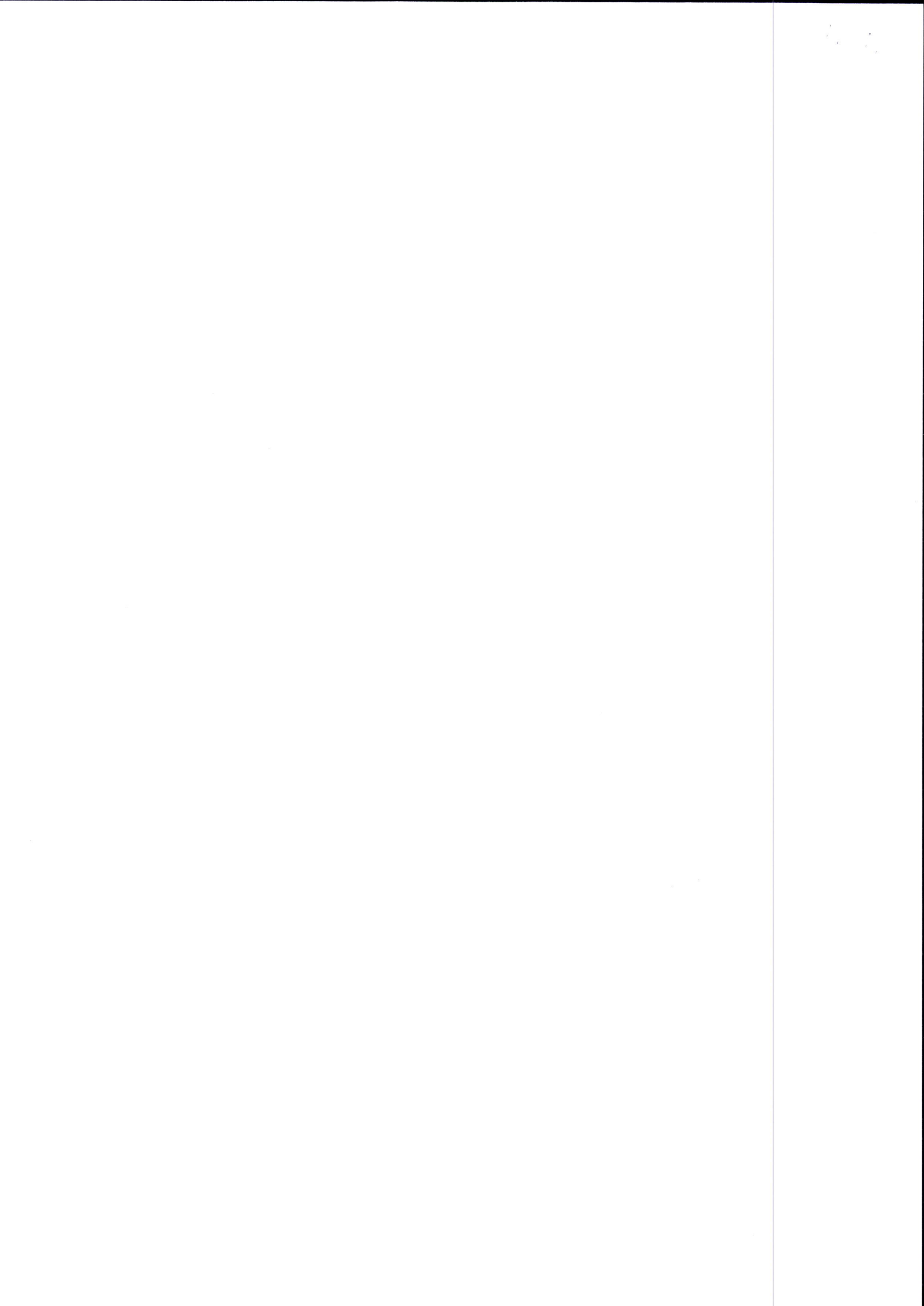
**Part 2. Read the following passage and do the tasks that follow.**

#### **WOMEN: HOW EQUAL ARE THEY?**

The lives of women all over the world have changed dramatically in the course of the present century as many of the social, economic, and political constraints that have hitherto been curtailing their freedom have been eradicated. After succeeding in winning their right to vote, women have gained equality with men in many a field, and one of the main developments has been the increasing number of female population in paid employment. In other words, society nowadays has every prerequisite for progress and success. Nevertheless, although most people have been disabused of irrational beliefs regarding women's equality, and the latter enjoy a considerable amount of freedom, there is plenty of evidence attesting to the contrary. It is an indisputable fact that, ever since the turn of the nineteenth century, women as a whole have gained, to some extent, the rights and freedom that they were formerly deprived of, and are now regarded as an indispensable part of society. In the middle of the nineteenth century, women began to take steps to free themselves from the confines of the home, to which their entire lives were doomed, and tried to emancipate, or rather extricate, themselves from men's gross domination. Living in an era of complete subjugation, and deemed objects of desire, on which one could lavish love or vent animosity, they were forced to rebel against "men's society," and prove that they were capable of various things, thus refuting the accusations levelled against them.

What we might regard as the cornerstone of their triumphant victory is the fact that in England, in 1918, they contrived to be enfranchised and have a say in the political, social, and economic affairs. Furthermore, the important point is that women's struggle was not terminated as soon as their right to vote was bestowed upon them; they strove far from, and beyond, the approbation of this fight: pertaining to education, women, who in earlier centuries were denied this inalienable "men's right," have nowadays potentially equal opportunities. They are able to attend universities and colleges, are awarded degrees, and can definitely pursue any sort of career. As a result, they are increasingly represented in Parliament. In 1990, of the total six hundred and fifty members of British Parliament, forty-three were women. Moreover, in British society, as in many other countries in the world, women occupy key posts and are designated roles that only a short time ago would have been entrusted to men. The obvious example is Margaret Thatcher as Britain's first woman Prime Minister.

On a financial note, women are able to work in every field that is of interest to them, and are paid on the same bases with men, since the former disparity between men's and women's pay – which was, undoubtedly, iniquitous – has recently been combated. For instance, the Equal Pay Act of 1970 made it unlawful for employers to pay a woman less than a man for the same or similar work, while the Sex Discrimination Acts of 1975 and 1986 outlawed discrimination in matters of employment or training. As a result, there is a degree of flexibility in several jobs, and some employers provide help with child care for working mothers, although there is much to be desired as regards "career breaks" for pregnant women. It is evident that women are no longer thought of as commodities that pass on to their putative husbands, inasmuch as the institution of dowry has been abrogated.





It may have been hard for one to envisage some decades ago that women would someday occupy positions in the church; yet, it is true that in the Church of England and Ireland women were admitted for ordination as deacons in 1986, and the following year the General Synod voted to proceed with legislation to allow them to be ordained as priests. However, despite the fact that "men's society" seems to have espoused women's rights and, to some extent, has taken steps to ensure that these rights are not violated, there are many instances that render a moot point the supposition that women have the same opportunities with men. It is immensely reprehensible that many a woman should be hindered from pursuing a career on account of men's indecorous behaviour. Rather than being acknowledged as respectable members of a working community, females fall prey to male misconduct and, consequently, are precluded from attaining their goals in life. A great number of women are reported to have been repeatedly harassed and molested, which is to be deprecated and condemned. But real discrimination against women occurs in other quarters, as well; for example, women sentenced for criminal offences are more likely than men to face incarceration, especially if they deviate from the popular image of "woman as wife and mother."

With regard to women's emoluments, there is still a noticeable difference between the sexes. In Britain, as early as a decade ago, women's average hourly earnings were about three-quarters those of men, and there is not a scintilla of evidence to show that the gap is not widening. Furthermore, there is a traditional division between "boys' and girls' professions," since in the leading occupations women are represented by a proportion of less than one to five. At present, the vocations where women are most frequently found are those of pharmacists, opticians, veterinary surgeons, dentists, doctors, and solicitors, while only one qualified engineer in two hundred is a woman. As is flagrantly obvious, amid this "rat-race," women have been overburdened with such onerous responsibilities as bringing up children and attending to the husband and home. So, since it is incumbent on them to deal with so many things, a great number of them are led to abandon their careers, in order to become diligent housewives. In this light, it is impossible for a woman to "come into her own." And what really precipitates this decision is the way they are still reared; the values inculcated into them by former generations practically enjoin upon them love and sympathy towards men, along with a feeling of contrition and self-abnegation. In addition, women demean themselves by taking part in television commercials, unable to prove that they have intellect as well, and inveigled into believing that this is the best way to earn money.

**For questions 56-61, decide whether each of the following statements is True (T), False (F) or Not Given (NG). Write T, F, or NG in the corresponding numbered boxes provided.**

- 56. Most of the changes in women's lives worldwide were brought about by the removal of social restrictions on them.
- 57. One testament to women's victory in the right to vote was their increasing presence in paid employment.
- 58. The second half of the 19<sup>th</sup> century witnessed women's effortless escape from the clutches of men's power.
- 59. Women's initial success in enfranchisement bred their further success in other fields.
- 60. Despite having support with child care, working mothers are not entitled to paid leave schemes.
- 61. Women have supposedly overcome the stereotype of being their husbands' possessions.

**Your answers:**

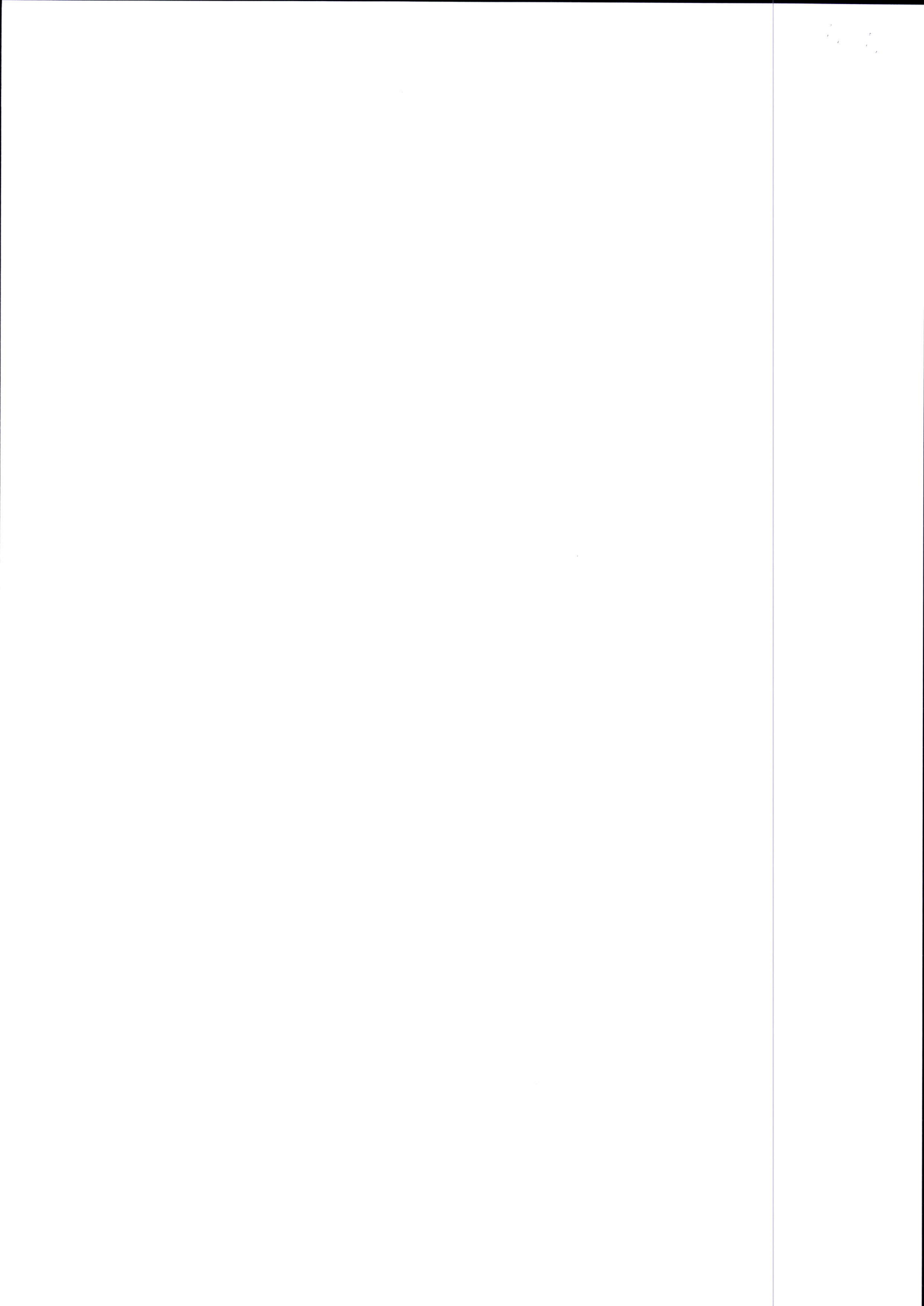
56.	57.	58.	59.	60.	61.
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**For questions 62-68, read the summary and fill in each blank with NO MORE THAN THREE WORDS taken from the passage. Write your answers in the corresponding numbered boxes provided.**

Ever since women no longer stayed submissive to be (62) \_\_\_\_\_ under men's complete domination and were pushed to rebel against "men's society," much progress has been made in women's quest for gender equality. However, despite supports from the society, the assumption of equal opportunities for men and women still remains a(n) (63) \_\_\_\_\_. Indeed, many women fall victim to men's (64) \_\_\_\_\_ and are demoralised to achieve their career goals. Discrimination against women has also extended beyond the workplace where many women are reportedly (65) \_\_\_\_\_ and under 20% of the leading posts are occupied by women. Even worse, women criminals are more likely to be imprisoned if they (66) \_\_\_\_\_ from their traditional roles. Given the hustle and bustle of the modern city life, many women have had to compromise their careers in embracing their (67) \_\_\_\_\_, a decision which is fuelled by the values instilled in them by (68) \_\_\_\_\_.

**Your answers:**

62.	63.
64.	65.
66.	67.
68.	





Part 3. In the passage below, seven paragraphs have been removed. For questions 69-75, read the passage and choose from paragraphs A-H the one which fits each gap. There is ONE extra paragraph which you do not need to use. Write the letters A-H in the corresponding numbered boxes provided.

### LESS IS MORE

*How do people cut down on their possessions in a digital age?*

The 17<sup>th</sup> century French artist Poussin is well-known for his paintings, usually set in serene and idyllic pastoral landscapes, which convey serious lessons for mankind. These messages are sometimes a bit obscure, and some continue to puzzle art historians, but in the picture *Landscape with Diogenes*, things seem relatively straightforward. The ancient philosopher Diogenes is depicted casting away his last possession, a drinking bowl.

69	
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There are hundreds of websites extolling the virtues of uncluttered living. "I can carry everything I own," says Kevin. "I have a few changes of clothing, laptop, two pots, bowl, spoon, fork, futon and flask. I like sitting on the floor eating fruits, nuts, vegetables and rice."

70	
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Everyone is trying to cut down on things these days. People are trying to reduce their carbon footprints, their waistlines, their monthly outgoings. What's more, there's a general fear that people are becoming asphyxiated by their possessions, and this is fuelled by the knowledge that, according to innumerable sociological surveys, the leading pastime these days seems to be shopping.

71	
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However, today's new minimalists don't urge us to burn our books and crush our CDs, but just make sure we have them as digital files. So, for example, I have digitised versions of some of my old vinyl LP records and haven't, as yet, stirred myself to take the LPs to the nearest charity shop – and I admit I shall probably go on keeping them.

72	
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We are not exactly suffering withdrawal symptoms as we try to break our addiction to objects. We are just acquiring new stuff that means we can bin or recycle our old stuff.

73	
----	--

A few years ago I wrote a piece predicting the demise of incredibly expensive watches, believing that they would inevitably be eclipsed by the amazingly more versatile mobile phone, no matter how beautifully crafted and elegant they might be, but they still seem to be covetable objects of conspicuous consumption. Clearly the ostensible function of a £20k watch is negligible enticement to owning it.

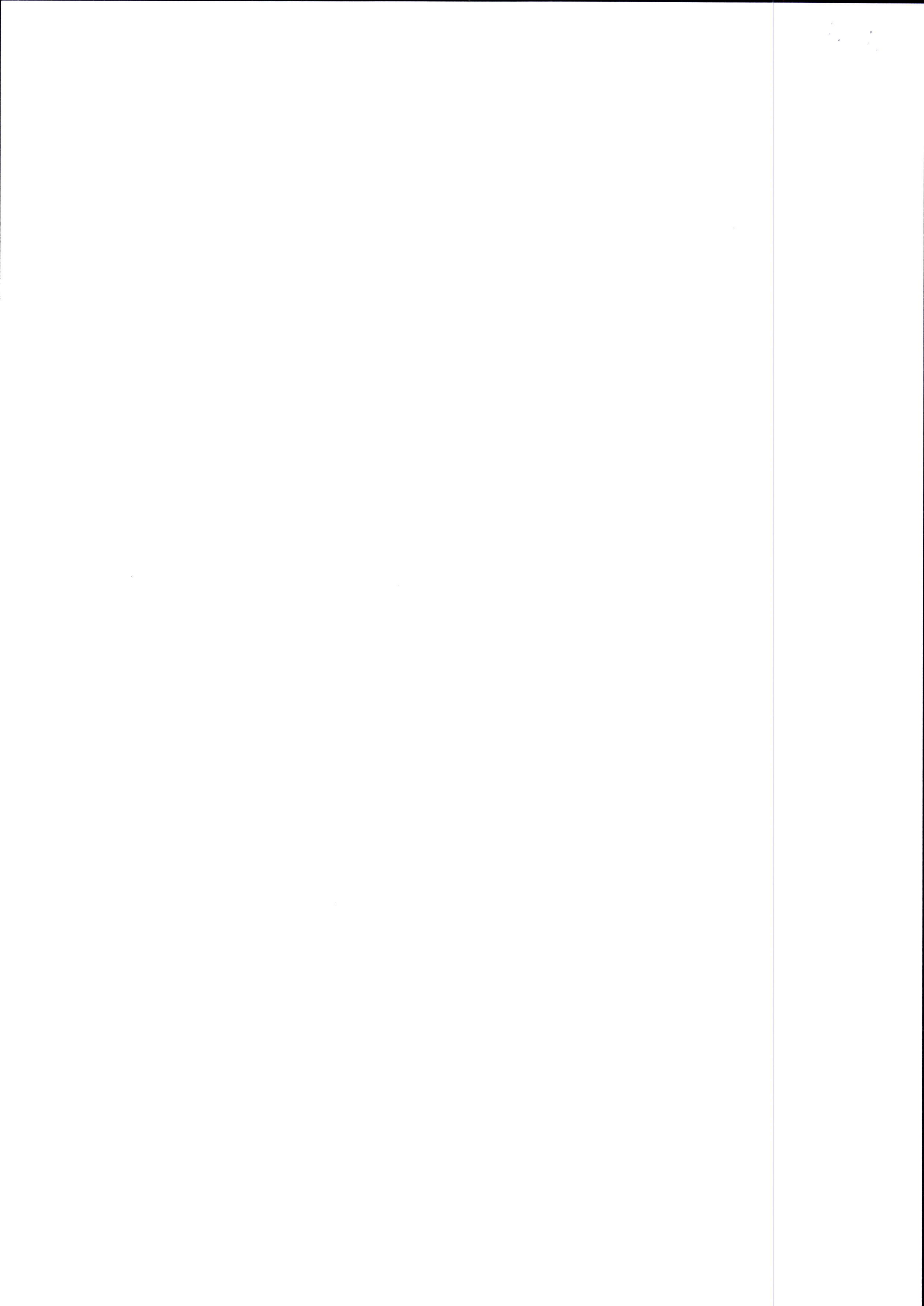
74	
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I'm happy to have found another website which seems to solve a whole lot of problems at once – a thriving online advice surgery offering storage solutions. The interior designer responsible for this does not counsel getting rid of stuff, but rather recommends buying more stuff (elegant flexible rugs, colourful lidded containers) to hide the first lot of stuff from view.

75	
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#### Missing Paragraphs:

- A. I love this philosophy – get that decluttered minimalist look, convince yourself you've got your desire for possessions under control, without having to lose a thing. There's no reason to think such bad faith will change soon: we aren't ruthless enough to emulate Diogenes and cast away all our possessions.
- B. Diogenes, who was quite the cynic philosopher, would have seen through this imposture in seconds. Those who can afford to, buy the kit to make the minimalist dream a reality, but they are still investing in commodities, just different ones from those they collected a decade earlier.
- C. Minimalism, however, will soon be a buzzword because most of us tend to develop a strong sense of attachment to our possessions that makes it really painful for us to part with them. Sooner or later we will end up filling our houses with fully-stuffed cabinets.
- D. It's true, sales of e-readers and e-books outstrip those of paperbacks, and we know that only losers and reactionaries buy camera film today. As a result, the need for bookshelves and photo albums is cut out.
- E. Here then is another manifestation of the lure of possessions – we are not only sentimental in our attachment to them, but also status driven.
- F. At this point I really hated Kevin, but I should have known better because he continued, "The nice thing about a bare room is that you begin to notice other things like the changing sunlight during the day. Many possessions





tend to tie one down mentally and physically – seeing too much permanence in inanimate objects rather than being aware of the vitality of the outside world of nature.”

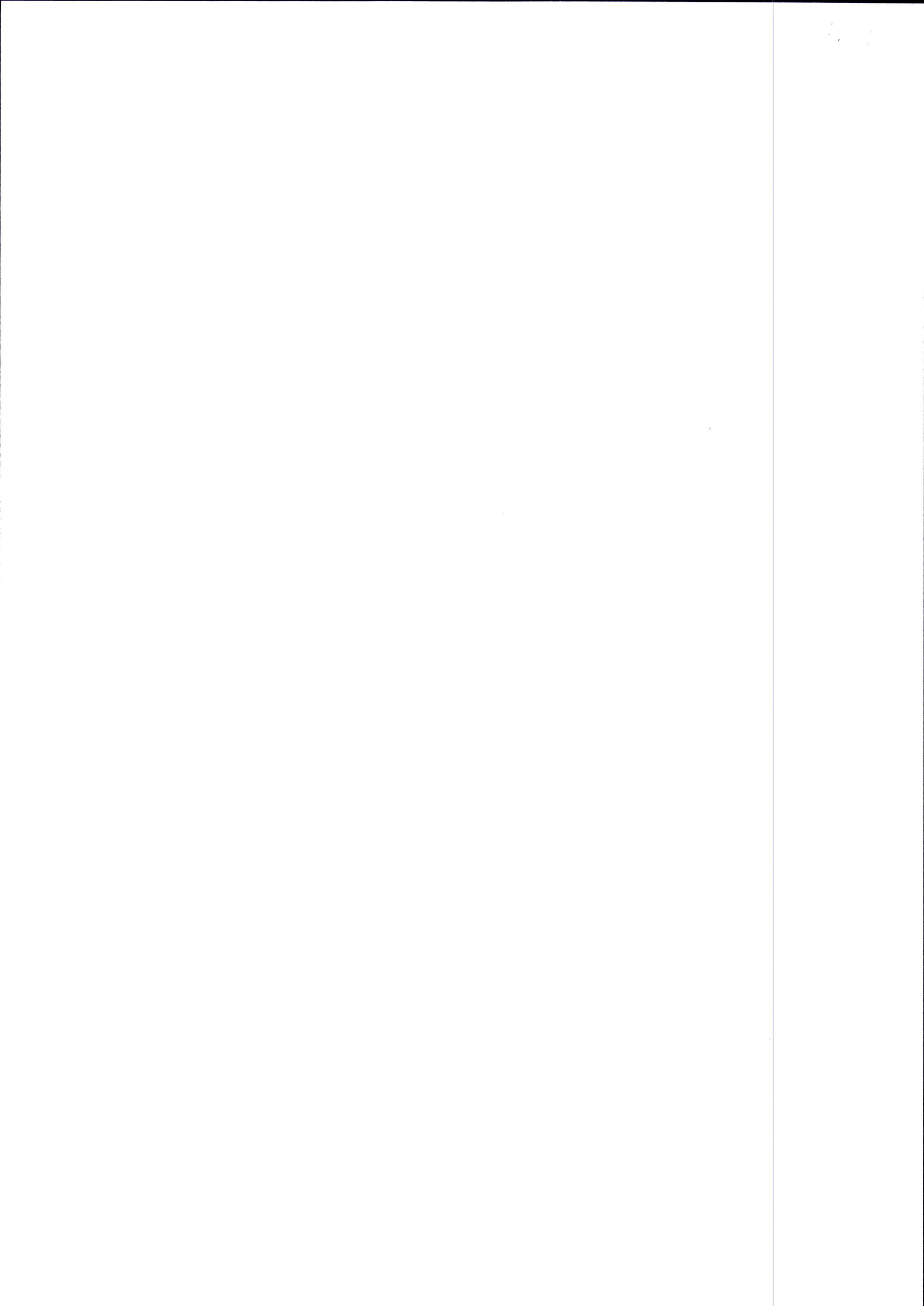
- G. He realises he doesn't need it after seeing a youth cupping a hand to drink from a river. The significance for us is that Diogenes' spiritual descendants known as 'new minimalists' are now everywhere, if not as radically possession-free as he was.
- H. Technology has, perhaps, gone beyond our dreams and there is always the lurking suspicion that our hard drives will crash and all will be lost. Far more important, however, is the fact that our memories are so inextricably tied to our possessions that we can't get rid of stuff. No matter how much glossy magazines insist that we should.

**Your answers:**

69.	70.	71.	72.	73.	74.	75.
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**Part 4. For questions 76-85, read a passage on the far North and write A, B, C or D in the corresponding numbered boxes provided to indicate the correct answer which fits best according to what is stated or implied in the text.**

- The far North seems to have a special fascination for all peoples whose nations encompass northern lands. For Americans, Alaska represents the last frontier and the most **forbidding** wilderness. Canadians have comparable perceptions about the vast Canadian north, characterised by a similar contradiction – the North is at once a homeland and a distant foreign land. Northern Scandinavia fulfils the same role for Europeans, while for Swedes, the northern part of their country is a place of hopes and dreams.
- One of the most interesting things about the far North is that academics do not seem to be able to agree on precisely where it is, something you may have thought was a fairly straightforward issue. But those people studying the North at the various institutes of Northern or Polar or Arctic Regions Studies (who, incidentally, are more numerous than you might imagine) are having quite a tough time of it. The trouble is not, primarily, that they are unable to reach a consensus on its geographical boundaries, although this may be partly true. The real problem is that the North is not simply a place, but also an idea.
- Perhaps the most concrete and **mercenary** idea of the North is as a sort of colony of southern-based national governments. In this view, the northern hinterland is portrayed as a place overflowing with natural resources ripe for exploitation; it is not a place which has any real existence independent of the mother country. This is the concept of the industrialist, whose goals are the promotion of industry, the extraction of raw materials, and the making of money. For decades, these ideas have underpinned the exploitative and destructive activities of governments whose territory includes Arctic regions.
- This concept of the North, though slightly outdated now, has always existed in spite of the romantic view of the North as the last bastion of wilderness. In this latter view, the North is a place of extremes: stark, barren land; blinding, never-ending days in summer and endless dark nights in winter; biting winds and sub-zero temperatures; extraordinary solitude. But even all this is seen as having a breath-taking beauty – the barren land is awe-inspiring; the creatures majestic and resilient; the cold crisp and invigorating; the solitude liberating. The North spells escape, wonder, freedom, and offers us the dream of a chance to assert our very humanity because, in our imagination, it is there that we can be pitted against the elements in an exhilarating us-against-nature struggle. The North challenges our very existence as human beings and, there, surviving is our greatest achievement.
- Comprehensive studies of various national literatures reveal that the image of the North as described above is widespread. A prime example of this is the role that Siberia plays in the Russian psyche. As with the other regions mentioned previously, there is a duality in the fictional portrayal of Siberia – for Russians, it is the land of both plenty and of darkness.
- And, what of the reality? Outside of fiction, what do those who have had real-life experience of the North say about it? Library shelves and lifestyle magazines are full of factual accounts of life in the North, ranging from nineteenth-century explorers' accounts to interviews with nurses who, enticed by supplementary pay, have gone there to work. Their tales all echo the sentiments expressed in literature: the contrast between the terrible frozen wasteland and the final innocent frontier, the myth of the great escape into the unknown and the venue for the glorious triumph of the human spirit.
- Academics are not much different, in the sense that they are equally likely to create subjective definitions of the North. Every researcher is governed by his or her own individual interests and inclinations, and every discipline has its own criteria for defining the far North. When it comes to the North, it seems even scholarly writing is replete with **flowery prose and metaphors**.
- The prevalence of the myth of the North testifies to its necessity. Even as humankind slowly and systematically brings nature under its control in **a short-sighted brutish** display of strength, people continue to fabricate a dream of untouched wilderness – another final frontier. Those who actually live the dream, the Inuit, have a theory. They believe that all physical beings have a spirit, called *inua*, and that this spirit characterises its host, but is essentially





independent of it. People, animals and even the weather have spirits which live a life apart from the material one. In the light of this conviction, it seems fitting that our image of the far North has a life of its own, which exists independently of the actual place.

76. What can be inferred from paragraph 1?  
 A. The concept of "the North" varies among different northern countries.  
 B. Northern countries are distinctive in their own way.  
 C. It's challenging to explain the existence of the north-south divide in many countries.  
 D. The North has great widespread attraction.
77. The word **forbidding** in paragraph 1 is closest in meaning to \_\_\_\_\_.  
 A. unfamiliar                      B. unexplored                      C. inadmissible                      D. inhospitable
78. In paragraph 2, the writer \_\_\_\_\_.  
 A. expresses her disappointment with the contribution of the academics  
 B. shows surprise that the public are unaware of the scientific community studying the North  
 C. offers a possible explanation for academics' inability to reach a consensus view  
 D. challenges the value of conducting further research on the North
79. The word **mercenary** in paragraph 3 is closest in meaning to \_\_\_\_\_.  
 A. materialistic                      B. idealistic                      C. altruistic                      D. opportunistic
80. The writer implies that she \_\_\_\_\_.  
 A. shares a similar view of the North with industrialists  
 B. sympathises with justification for the destruction and exploitation of the North  
 C. deems strategies employed by governments towards the North unwarranted  
 D. regards the evaluation of natural resources in the North as an overstatement
81. What is **NOT** mentioned about the romanticised view of the North?  
 A. It characterises the North as a land of great contrasts.  
 B. It glamorises the hardships of living in the North.  
 C. It thrives at the expense of the outdated concept of the North.  
 D. It mostly describes the North in absolute terms.
82. The writer mentions **flowery prose and metaphors** in paragraph 7 to imply that academic writing \_\_\_\_\_.  
 A. employs rhetorical devices of other writing genres when mentioning the North  
 B. describes the North in all positive terms as used in factual accounts of life there  
 C. differs in subjects as academic writers vary in their interests and inclinations  
 D. shares similar sentimental narrative elements with other literary genres
83. What does the phrase **short-sighted brutish** in paragraph 8 mostly mean?  
 A. systematic and thoughtful                      B. radical and authoritarian  
 C. impulsive and brutal                      D. favourable and supportive
84. Which of the following statements can be made about the writer?  
 A. She anticipates the likelihood of environmental consequences entailed by human conquest of the North.  
 B. She believes in the proliferation of more in-depth empirical studies about the Inuit's theory about the North.  
 C. She calls for the production of more contemporary fiction with the setting in the North.  
 D. She believes in a fundamental change in the public perception of the North.
85. With which of the following conclusions does the writer mostly agree?  
 A. The exploitation of the North is justifiable and thus is inevitable.  
 B. Literary portrayals of the North have misled academics in their research inclinations.  
 C. The North provides a shelter for those brutally battered in the fight against nature.  
 D. The North exists as an intangible entity, mythically and factually inclusive.

Your answers:

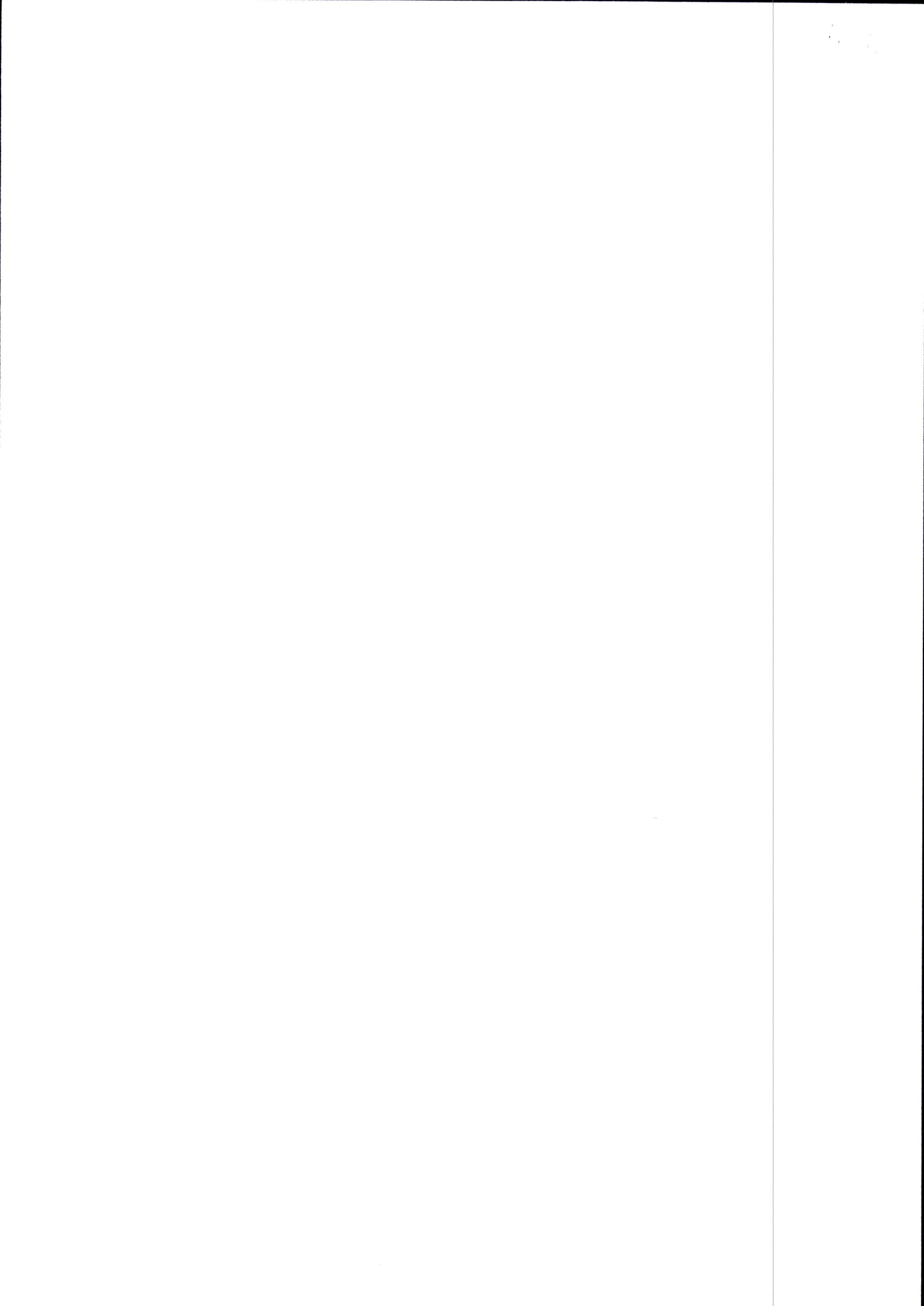
76.	77.	78.	79.	80.
81.	82.	83.	84.	85.

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

### FOOD BUDGETING

*Five people tell us about different approaches to getting their weekly food shopping.*

- A.** As a devoted advocate of "freeganism", I wholeheartedly embrace a unique approach to food budgeting that focuses on minimising waste and maximising resourcefulness. For me, it is a lifestyle choice aimed at reducing my ecological footprint while keeping my expenses in check. Instead of succumbing to the lure of consumerism, I actively seek out discarded food items that are still perfectly edible but have been put in waste bins nevertheless. Through activities such as collecting edible food from waste bins and participating in food-sharing networks, I am able to obtain a fantastic range of nourishment that would otherwise go to waste. My commitment to freeganism





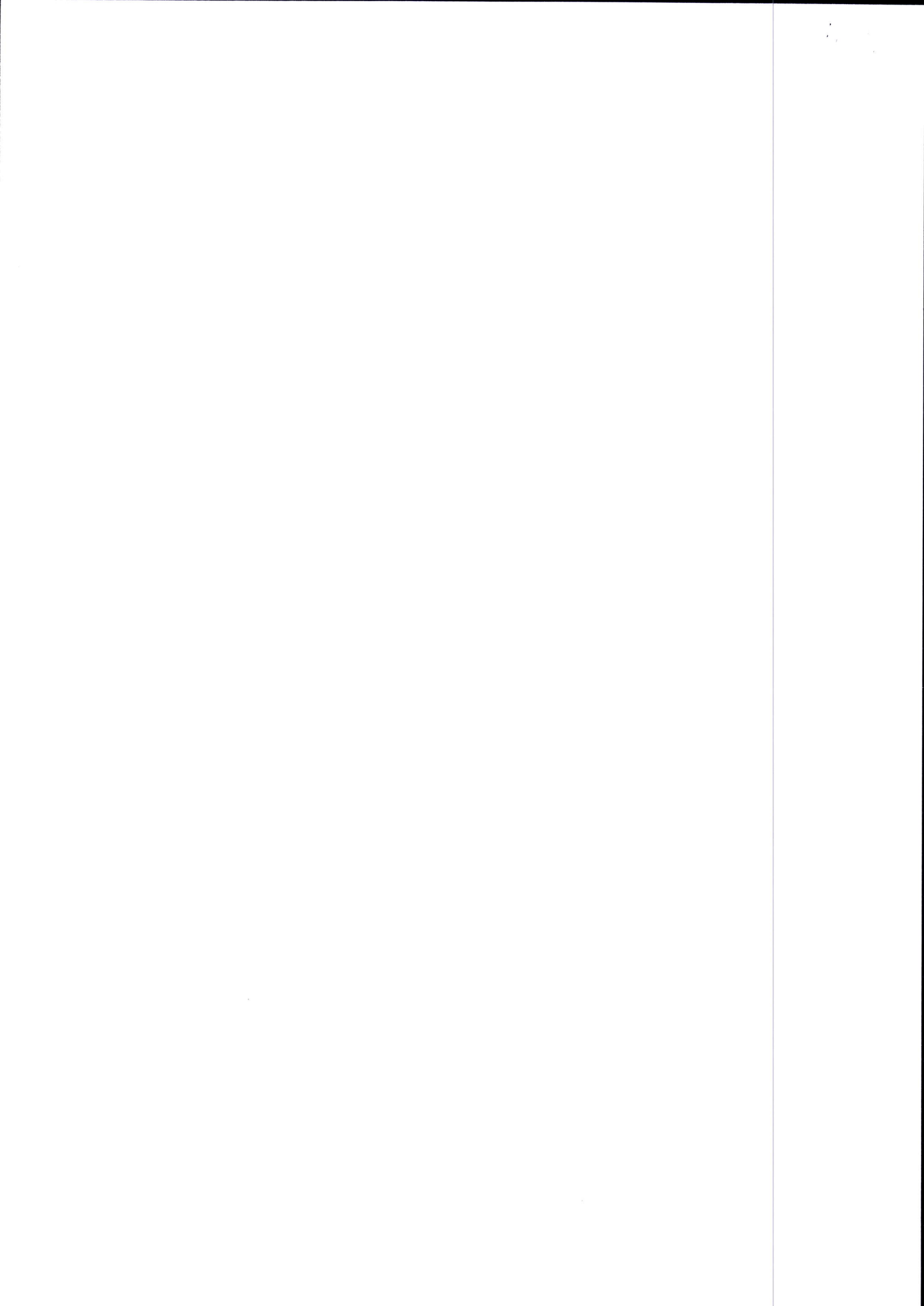
requires a keen eye for understanding the difference between spoiled food and food that can be eaten, thus ensuring that I consume only safe and healthy provisions. By reframing my perception of waste and adopting a resourceful mindset, I am able to enjoy fewer limitations on the food I can eat. This approach also fosters a profound sense of belonging to a community of freegans who stay in touch with and support each other.

- B.** As a clever practitioner of the art of using coupons to save money on food – also known as couponing – I have honed my skills in the pursuit of effective food budgeting. Armed with a range of meticulously collected and organised coupons, I embark on my shopping ventures with a steady determination to extract maximum value from every penny spent. My tireless efforts in looking through newspapers, magazines and online platforms enable me to benefit from numerous discounts, special offers and promotional deals. With a discerning eye for strategic savings, I meticulously plan my grocery shopping list to align with the available coupons. By skilfully combining these tangible vouchers with ongoing store discounts, I am able to obtain as many price reductions as possible at the checkout counter. Such careful planning translates into tangible monetary savings that accumulate over time, enabling me to stretch my food budget far beyond the limits that would otherwise be on it.
- C.** The art of bulk buying has become my hallmark when it comes to smart food budgeting. By purchasing wholesale quantities of food, I am able to achieve substantial savings while maintaining well-stocked food cupboards. I recognise that economies of scale can allow me to secure essential food items, things that don't go off for a long time, and household necessities at significantly reduced prices. In my quest for the best savings, I meticulously compare prices and seek out wholesale suppliers, whether online or at brick-and-mortar establishments. By purchasing larger quantities of goods, I am not only able to negotiate better deals but also reduce the frequency of my shopping trips, which saves me both time and money. However, the rewards of my bulk-buying endeavours are, above all, enhanced cost efficiency and peace of mind. I know that my provisions are readily available at a fraction of the regular cost.
- D.** I diligently practise the art of shopping around to master the realm of food budgeting. Rather than succumbing to the convenience of shopping at a single store, I enjoy the adventure of exploring multiple establishments in pursuit of the best deals and the most favourable prices. Armed with a discerning eye and a carefully compiled shopping list, I make my way around the bustling aisles and vibrant marketplaces, adeptly comparing prices, scrutinising quality and weighing up the overall value offered. Through this relentless pursuit of amazing savings, I am able to capitalise on the dynamic nature of the food market. By keeping my finger on the pulse of prevailing prices and staying informed about discounts and promotions, I can artfully coordinate my purchases to secure the most advantageous deals. I am not only limited to physical stores but also love the convenience and accessibility of online platforms. By making use of the internet, I can effortlessly compare prices across various retailers, read customer reviews and make informed decisions that align with my budgetary goals.
- E.** One effective approach to food budgeting is meal planning. This involves carefully designing and organising your meals for a specific period of time, such as a week or a month. This method allows you to make the most of your budget by efficiently utilising ingredients and minimising waste. When practising meal planning, start by creating a menu for the desired time frame. Consider the number of meals you need to prepare and the dietary requirements of your household members. Next, make a detailed grocery list based on the planned meals, taking stock of the ingredients you already have at home to avoid unnecessary purchases. Meal planning provides several benefits beyond budgeting. By having a clear plan in advance, you can shop for ingredients in bulk, taking advantage of cost-effective options and discounts. Additionally, it helps to eliminate the costs associated with impulsive purchases and minimises food waste, as you only buy what you truly need. To further improve your meal planning, consider incorporating versatile ingredients that can be used in multiple dishes. This allows you to stretch your budget even further and create diverse meals from a limited number of items.

***In which section are the following mentioned?***

***Your answers:***

- |   |           |
|---|-----------|
| • forging a close bond among like-minded individuals                                  | 86. _____ |
| • leading a worry-free life without paying the earth                                  | 87. _____ |
| • the benefits that might go beyond financial aspects                                 | 88. _____ |
| • being economical without sacrificing one's well-being                               | 89. _____ |
| • using past shoppers' experiences as a source of reference                           | 90. _____ |
| • a method that involves being environmentally aware and financially conscious        | 91. _____ |
| • preparing foods in an orderly fashion   | 92. _____ |
| • financial rewards gradually increasing proportionally to time                       | 93. _____ |
| • the ability to use the changing characteristic of the market to one's own advantage | 94. _____ |
| • improvising dishes from a narrow range of resources available                       | 95. _____ |





**IV. WRITING (6.0 points)**

**Part 1. Read the following extract and use your own words to summarise it. Your summary should be between 100 and 120 words.**

Our obsession with taking photos these days cannot be denied. It is fuelled by social media and the need to document our experiences in order to remember them better. The question is: do we actually remember them better or do photos distract us from truly storing details of our experiences? The answer is not simple in that there are various aspects that shape a memory. These inputs require our attention in order to be encoded and stored by our brains as a memory.

While recent research does conclude that taking pictures helps us remember an experience, this is limited to the visual aspects of an experience and ironically it reduces the non-visual details of our memories. These findings are derived from a study that involved subjects participating in a museum tour while listening to an audio guide. Half of the subjects were given a camera and told to photograph the exhibit. Upon the completion of the tour, all subjects answered a series of multiple choice questions about the objects they had seen. Those who had cameras recognised more objects compared to those without. At the same time, the subjects with cameras recalled less auditory information. Interestingly, researchers found that subjects with cameras had a better visual recollection than camera-less ones even for the items they had not photographed, suggesting that the intention to take pictures also sharpened their focus on visual details and improved memory of them.

In contrast, earlier studies had suggested that taking photographs impairs our ability to remember all details. The explanation is that we rely on the photograph and thus outsource the memory to free up space in our brains: a concept referred to as cognitive offloading. We intentionally forget the information as we no longer need to store it. This offloading can be extended beyond using cameras to computers and our cell phones. Basically, any gadget that we can offload our cognitive work to and reduce the demand on our brain can be used. Researchers now conclude that this is the case for factual information but it does not apply when it comes to experiences we want to photograph. These are meaningful to us and, as a result, we pay attention to the visual details of the experience and recall them better after the fact. The more visual input we focus on, the less auditory information we retain, explaining the poor recollection of these non-visual details.

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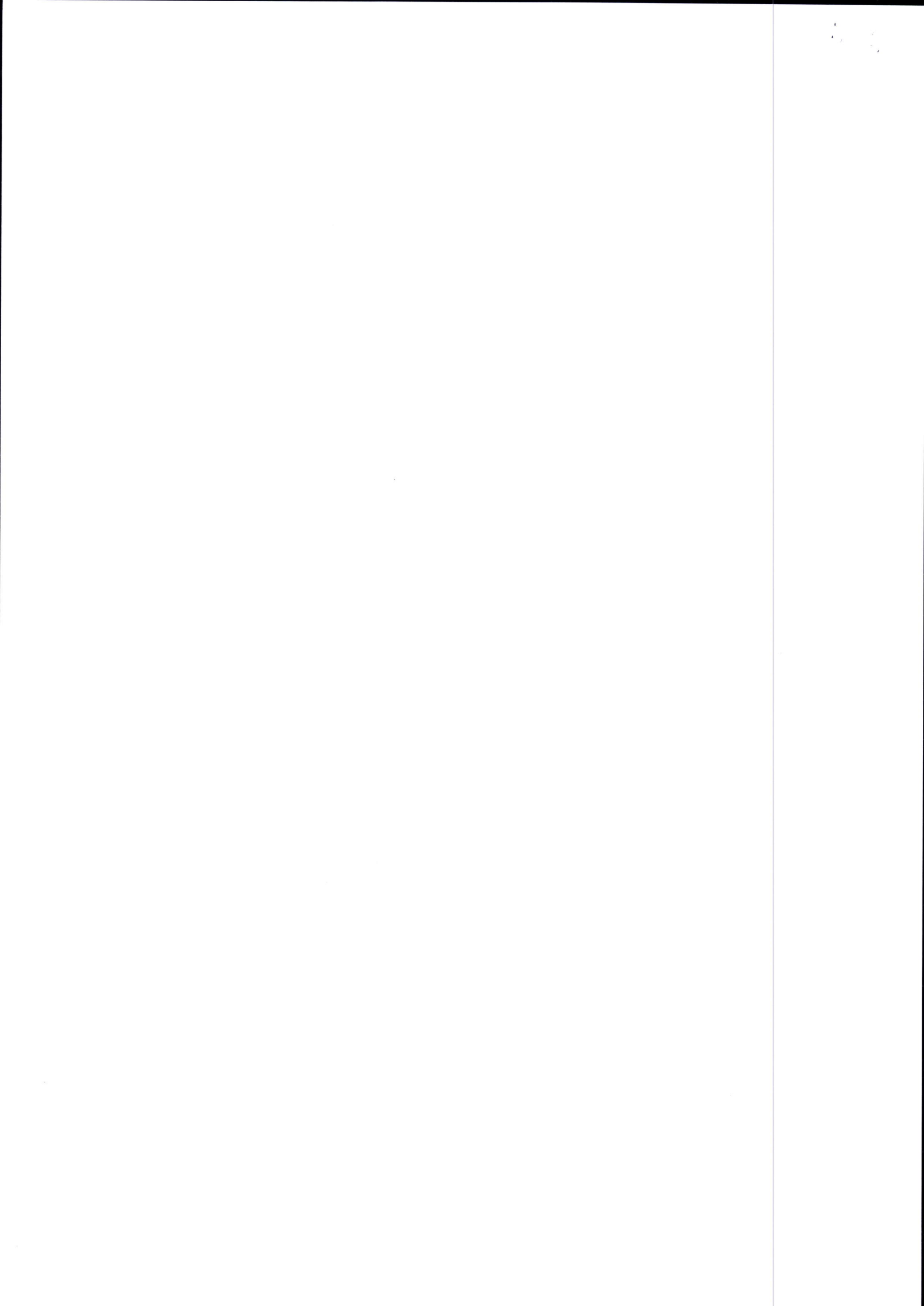
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**Part 2. The table and pie charts below provide information about school attendance rates together with causes of poor school attendance in a particular city in 2007 and 2012. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. You should write about 150 words.**

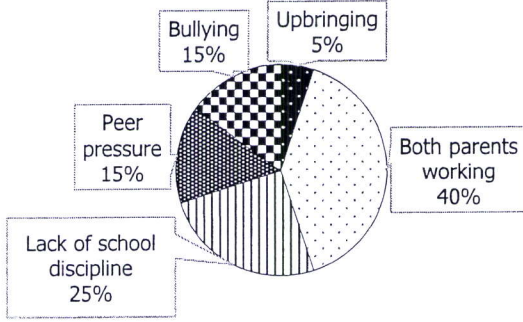
<b>Attendance rates (*)</b>	<b>2007</b>	<b>2012</b>
Primary schools	91	98
Lower secondary schools	83	95
Higher secondary schools	75	95
Vocational schools	71	88

(\*): In percentage

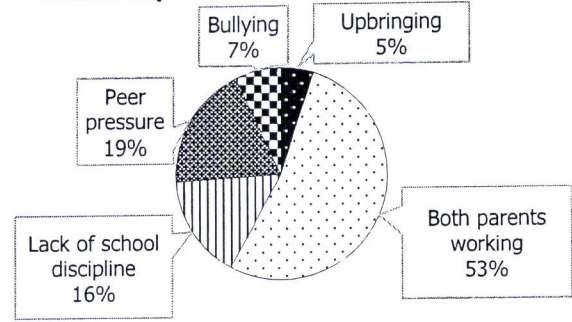




**Causes of poor school attendance in 2007**



**Causes of poor school attendance in 2012**



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**Part 3. Write an essay of about 350 words on the following topic.**

*People should never compare their own lives with those glamorously portrayed on social media; otherwise, they will always feel discontented and inferior.*

To what extent do you agree or disagree with the statement? Give reasons for your answer and include any relevant examples from your own knowledge or experience.

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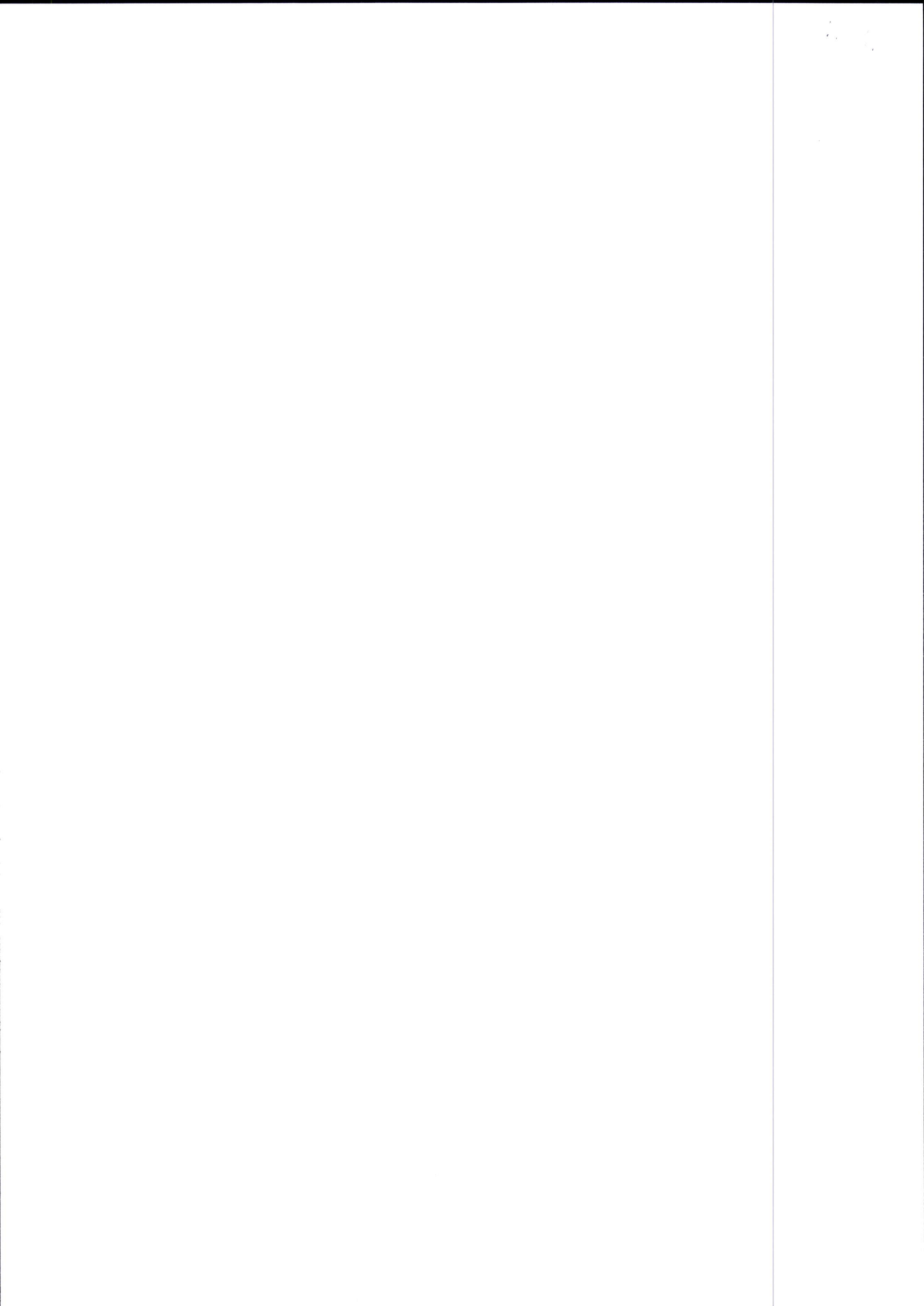
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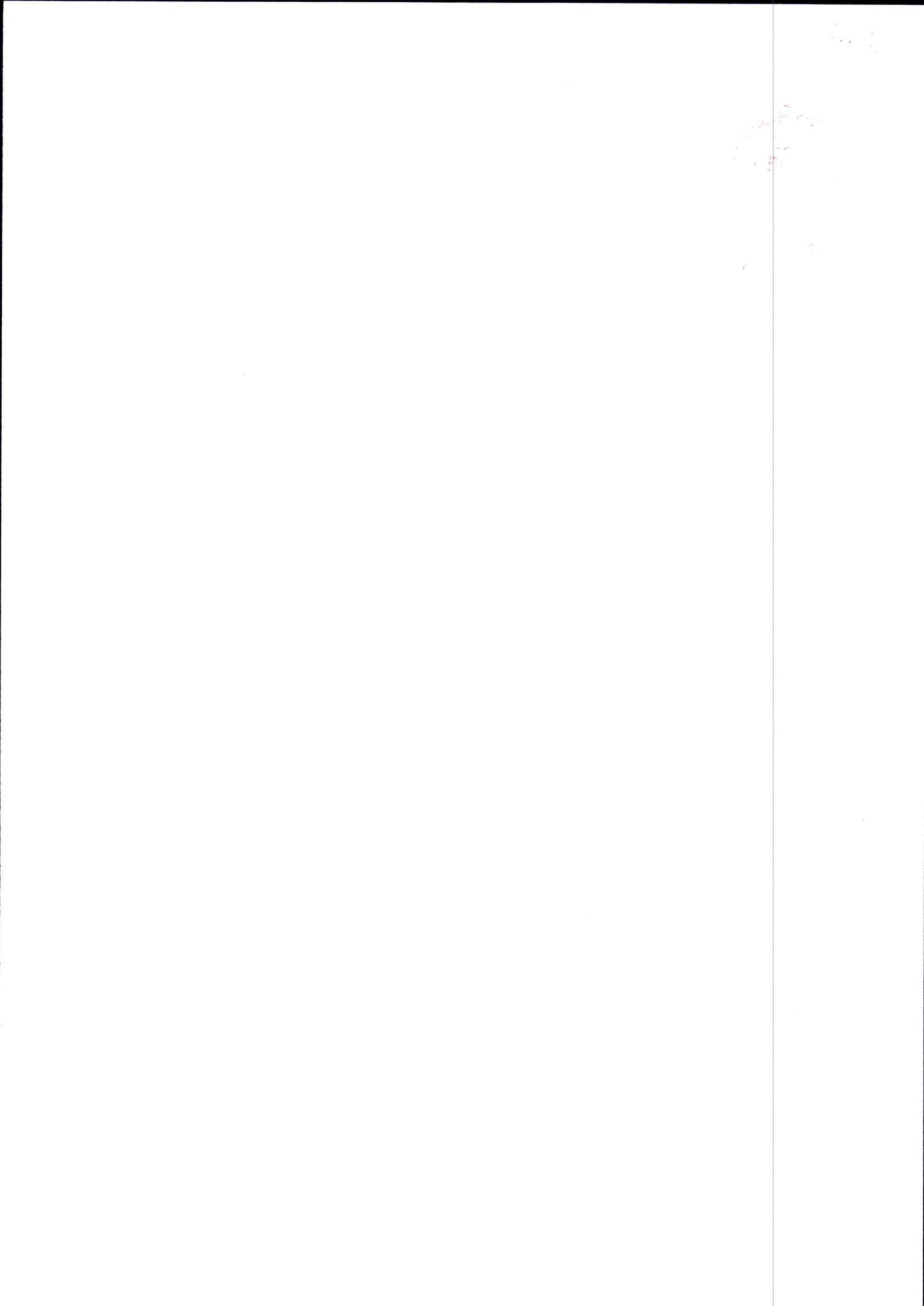


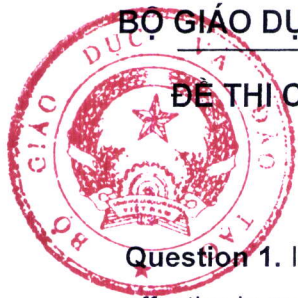
Lined area for writing with horizontal dotted lines.

(You may write overleaf if you need more space.)

- THE END -







**BỘ GIÁO DỤC VÀ ĐÀO TẠO**

**ĐỀ THI CHÍNH THỨC**

**KỶ THI CHỌN HỌC SINH GIỎI QUỐC GIA  
TRUNG HỌC PHỔ THÔNG  
NĂM HỌC 2023 – 2024**

**Môn thi: Tiếng Anh (Đề thi Nói)  
Ngày thi: 06/01/2024**

**Question 1.** In any educational institute, the system of rewards and punishments is deemed effective in encouraging good behaviour among students. Discuss the statement and give your opinion.

**Question 2.** Parents are supposed to respect their children's privacy in both virtual and real worlds. To what extent do you agree or disagree with this view?

**Question 3.** Some people say that foreign language learning applications are a sufficient replacement for human interaction in language learning, while others believe that they lack interactive elements essential for such process. Discuss both views and give your opinion.

**Question 4.** Green spaces and eco-friendly infrastructure should be the top priority in the planning of sustainable cities. To what extent do you agree or disagree with this view?

**Question 5.** School students should be grouped into classes on the basis of their talent and intelligence instead of their age. To what extent do you agree or disagree with this view?

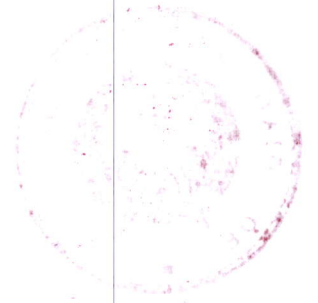
**Question 6.** Stressful situations at school or at work should be regarded as an indispensable part of one's life. Discuss the statement and give your opinion.

**Question 7.** One downside of mass tourism is that it leads to the excessive exploitation of cultural heritage for commercial purposes. Discuss this statement and give your opinion.

**Question 8.** Schools should focus more on teaching practical, job-specific skills to prepare school leavers for their future jobs. To what extent do you agree or disagree with this view?

**Question 9.** Young people should be proficient in digital literacy skills to be able to orient themselves in the current digital landscape. Discuss the statement and give your opinion.

**Question 10.** People who agree with us bring us comfort, but those who disagree help us grow. Discuss the statement and give your opinion.





HƯỚNG DẪN CHẤM THI  
Đề thi chính thức

Môn: TIẾNG ANH

I. HƯỚNG DẪN CHUNG

1. Giám khảo chấm đúng theo Đáp án – Thang điểm của Bộ Giáo dục và Đào tạo.
2. Nếu thí sinh có cách trả lời khác đáp án nhưng đúng thì giám khảo vẫn chấm điểm theo biểu điểm của Hướng dẫn chấm thi.
3. Giám khảo không quy tròn điểm thành phần của từng câu, điểm của bài thi.

II. ĐÁP ÁN – THANG ĐIỂM

A. NGÀY THI THỨ NHẤT

BẢNG PHÂN BỐ ĐIỂM

STT	Phần thi	Số câu hỏi	Điểm
1.	Listening	25	5,0
2.	Lexico-grammar	20	2,0
3.	Reading	50	5,0
4.	Writing	03	6,0
5.	Speaking	01	2,0
Điểm toàn bài			20,0

ĐÁP ÁN

LISTENING

Part 1.

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

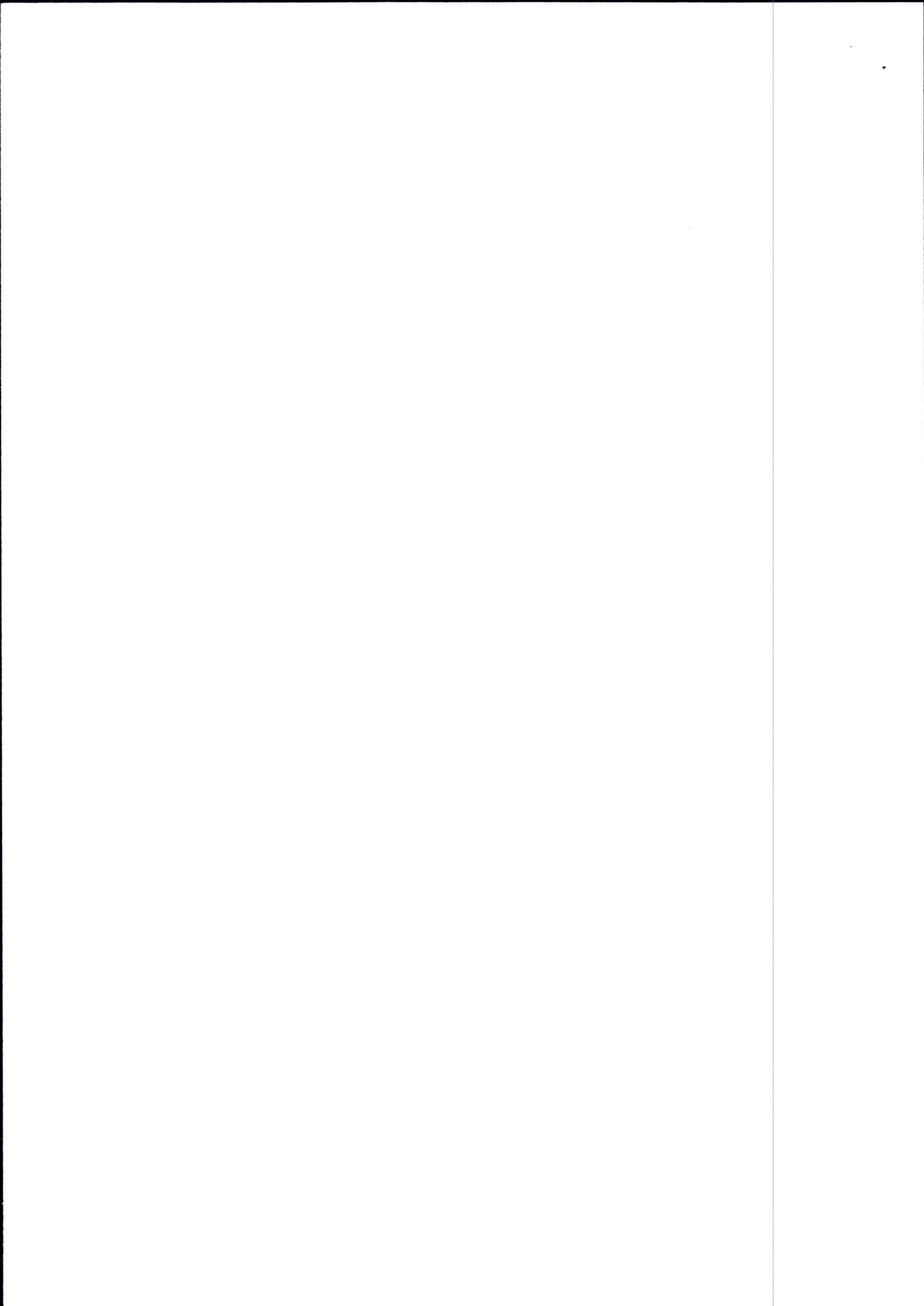
6. cooked rice
7. rice vinegar
8. maki / rolled sushi
9. (Philadelphia) cream cheese
10. squeamishness

Part 3.

11. D	12. C	13. A	14. B	15. B
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Part 4.

16. data traffic
17. soda can
18. petroleum jelly
19. (confused) sharks
20. tiny groove
21. mind-blowingly
22. cutting edge / cutting-edge
23. railroad lines
24. in spurts
25. Facebook satellites



## LEXICO-GRAMMAR

### Part 1.

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

### Part 2.

36. evocation(s)  
 37. willful / wilful  
 38. Entry / Entrance  
 39. unauthorised / unauthorized  
 40. trappings

### Part 3.

41. including → include  
 42. speeds → speeding / which speeds  
 43. everyday → every day  
 44. that added → that has been added / added / that is added  
 45. rewarding → reward

## READING

### Part 1.

46. meant	47. unable	48. former	49. conscious	50. particularly / especially / specifically
51. least	52. of	53. acquired	54. accuracy	55. distinction

### Part 2.

56. NG	57. NG	58. F	59. T	60. NG	61. F
62. objects of desire	63. moot point	64. indecorous behavio(u)r / misconduct		65. harassed and molested	
66. deviate	67. onerous responsibilities	68. former generations			

### Part 3.

69. G	70. F	71. D	72. H	73. B	74. E	75. A
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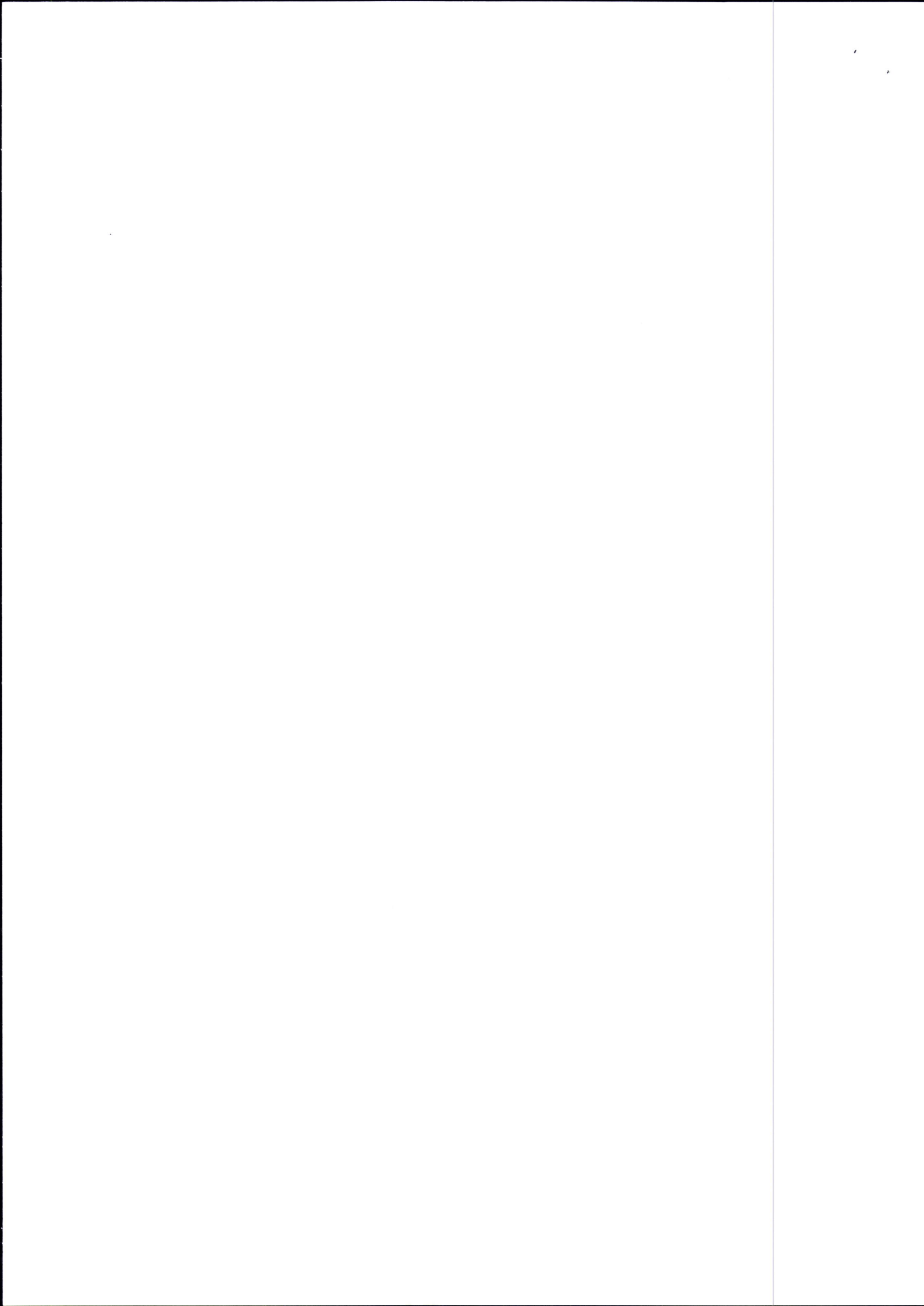
### Part 4.

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

### Part 5.

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





## WRITING

### Part 1.

**Contents:** The summary should:

- introduce the topic of the passage,
- present the main ideas of the passage.

**Language use:** The summary should:

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

### Part 2.

**Contents:** The report should:

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

**Language use:** The report should:

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

### Part 3.

**Task achievement:** The essay should:

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

**Organization:** The essay should have:

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

**Language use:** The essay should:

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

## B. NGÀY THI THỨ HAI

### SPEAKING

#### 1. Độ lưu loát, mạch lạc, chặt chẽ

- Trình bày lưu loát.
- Bố cục mạch lạc, chặt chẽ (Có mở đầu, phát triển ý và kết luận).

#### 2. Nội dung

- Các ý tưởng liên quan đến chủ đề được chuyển tải đầy đủ, hiệu quả.
- Ý tưởng phong phú, sáng tạo.

#### 3. Độ chính xác

- Phát âm chính xác, rõ ràng, ngữ điệu phù hợp.
- Sử dụng từ ngữ và cấu trúc ngữ pháp chính xác, phù hợp với chủ đề.

#### 4. Phong cách trình bày/diễn đạt

- Trình bày tự nhiên, tự tin.
- Biết sử dụng kỹ năng diễn thuyết.

