

ĐỀ THI CHÍNH THỨC

Môn thi: **TIẾNG ANH**  
Thời gian: **180 phút** (không kể thời gian giao đề)  
Ngày thi: **04/3/2022**  
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)**

**HƯỚNG DẪN PHẦN THI NGHE HIỂU**

- Bài nghe gồm 4 phần; mỗi phần được nghe 2 lần, mỗi lần cách nhau 10 giây; mở đầu và kết thúc mỗi phần nghe có tín hiệu.
- Mở đầu và kết thúc bài nghe có nhạc hiệu. Thí sinh có 02 phút để hoàn chỉnh bài trước nhạc hiệu kết thúc bài nghe.
- Mọi hướng dẫn cho thí sinh đã có trong bài nghe.

**Part 1. For questions 1-5, listen to a conversation about sportsmen's payment and decide whether the following statements are True (T), False (F), or Not Given (NG) according to what you hear. Write your answers in the corresponding numbered boxes provided.**

1. David thinks he doesn't deserve the current wage.
2. The woman says that a popular view is that all footballers are overpaid.
3. David believes the woman is also overpaid for what she does.
4. According to David's colleagues, his career will be too short for him to make much money.
5. David thinks that many footballers are not well-paid.

**Your answers:**

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|----|----|----|----|----|
| 1. | 2. | 3. | 4. | 5. |
|----|----|----|----|----|

**Part 2. For questions 6-10, listen to part of a radio program about eating and answer the questions. Write NO MORE THAN TWO WORDS taken from the recording for each answer.**

6. What's the word used by experts to describe the feeling of being full?

\_\_\_\_\_

7. What takes time for one's body and his/her brain to complete?

\_\_\_\_\_

8. How were the 28 participants in the study in 2004 described?

\_\_\_\_\_

9. According to the study in 2004, in what kind of meal did the participants eat more?

\_\_\_\_\_

10. What was the study in 2006 said to yield?

\_\_\_\_\_

**Part 3. For questions 11-15, listen to two people, Paul and Judy, discussing an environmental report about coral reefs and choose the correct answer A, B, C, or D which fits best according to what you hear. Write your answers in the corresponding numbered boxes provided.**

11. What is Paul's opinion about the statistic given in the report?
  - A. Irresponsible tourists might deliberately damage coral reefs.
  - B. The statistic does not reflect what is going on in the diving business.
  - C. Tourists visiting the reefs should be lectured on protecting the environment.
  - D. His company should take the responsibility for the damage done to the reefs.
12. Judy is of the opinion that \_\_\_\_\_.
  - A. not all companies apply the same policies as Paul's
  - B. Paul should feel guilty about not educating his company's tourists well enough
  - C. tourism inevitably has a negative impact on the environment
  - D. whether to limit the number of tourists or not is a controversial issue
13. Both Judy and Paul agree that \_\_\_\_\_.
  - A. the reefs in Southeast Asia have been damaged beyond repair
  - B. the coral reefs under greater threat are in poor regions of the world
  - C. many travel companies have started to realise the danger of mass tourism
  - D. going on an eco-friendly tour may prove to be more expensive
14. Judy shares the same opinion with Paul on all of the following EXCEPT that \_\_\_\_\_.
  - A. banning tourism cannot solve all problems
  - B. agricultural practices can contribute to water pollution
  - C. tourism and healthy coral reefs can co-exist compatibly
  - D. the tourist industry does need an eternal apologist
15. What does Judy say about the fishing practices?
  - A. Many countries pay no attention to illegal fishing practices.
  - B. Legislation regarding fishing practices ought to be tighter.
  - C. She finds the motives behind such practices incomprehensible.
  - D. She believes Paul does a good job of mentioning them.

**Your answers:**

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|-----|-----|-----|-----|-----|
| 11. | 12. | 13. | 14. | 15. |
|-----|-----|-----|-----|-----|

**Part 4. For questions 16-25, listen to a talk about cyber security and complete the following summary. Write NO MORE THAN ONE WORD taken from the recording for each blank. Write your answers in the corresponding numbered boxes provided.**

The Internet is likened to a house whose residents are advised to be well-aware of possible (16)\_\_\_\_\_ before moving in. It is also impossible for residents to (17)\_\_\_\_\_ the house. The reason for the insecurity of the Internet lies in its original purpose. The development of the Internet is similar to that of a small room transformed into a (18)\_\_\_\_\_. From a network in which the originally bulky (19)\_\_\_\_\_ could transmit information to each other, the Internet has thrived since the advent of personal computers in the 1980s. This rapid development entails problems such as data erasure from a computer or personal identity being stolen caused by viruses and (20)\_\_\_\_\_. It is hard to get rid of such inherent (21)\_\_\_\_\_ in the architecture of the Internet. Such weaknesses are then exploited by criminals, authorities, and (22)\_\_\_\_\_ to serve their own goals. As wishful thinking, a perfectly secure Internet might require users to key in lengthy passwords besides their (23)\_\_\_\_\_ proof of identity and necessitate storing data in servers placed in well-protected (24)\_\_\_\_\_ built on another planet. For all mentioned (25)\_\_\_\_\_, the risk of hackers still exists. Luckily enough, though the Internet still has flaws, there are simple things users can do to protect themselves.

**Your answers:**

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

**II. LEXICO-GRAMMAR (2,0 points)**

**Part 1. For questions 26-40, choose the correct answer A, B, C, or D to each of the following questions. Write your answers in the corresponding numbered boxes provided.**

26. I was supposed to complete my research paper that night, but I got \_\_\_\_\_ by a gripping novel and could not meet the deadline.  
A. swayed                      B. sidetracked                      C. emulated                      D. prevailed
27. After he had spent many years studying, an honorary doctorate was \_\_\_\_\_ on him by a famous university.  
A. reflected                      B. reckoned                      C. descended                      D. conferred
28. Anyone who engages in any defined \_\_\_\_\_ act, for political reasons, will be under arrest.  
A. substandard                      B. subordinate                      C. subversive                      D. subliminal
29. Crazy with thirst, the children \_\_\_\_\_ wildly over the rocks to get to the river.  
A. scrambled                      B. stalked                      C. strolled                      D. strode
30. Abstract art is a(n) \_\_\_\_\_; no one is born knowing that Michelangelo is wonderful.  
A. acquired taste                      B. increasing liking                      C. growing taste                      D. improving flavour
31. Our kids are excited about our upcoming vacation with great \_\_\_\_\_.  
A. valour                      B. conduct                      C. virtue                      D. ardour
32. David has totally \_\_\_\_\_ himself into his work; I've never known anyone to be so immersed in what they do like him.  
A. thrown                      B. pursued                      C. devoted                      D. engrossed
33. Years of fiscal \_\_\_\_\_ have left the company deeply in debt.  
A. abundance                      B. profligacy                      C. profundity                      D. redundancy
34. That local computer company mainly \_\_\_\_\_ voice-recognition software.  
A. wrestles with                      B. dabs at                      C. deals in                      D. buys into
35. I think the laser printer will work well eventually, but it still needs a few \_\_\_\_\_.  
A. twists                      B. tweaks                      C. twirls                      D. twitches
36. The police are making a(n) \_\_\_\_\_ effort to tackle football hooliganism.  
A. emaciated                      B. exasperated                      C. compact                      D. concerted
37. Could I have a sip of your water just to \_\_\_\_\_ my thirst?  
A. mitigate                      B. quench                      C. diminish                      D. exacerbate
38. When the coffee shop in my neighbourhood tripled its prices, customers \_\_\_\_\_ and stopped going there.  
A. stuck their neck out                      B. washed their hands of  
C. voted with their feet                      D. looked down their nose
39. The forest authority just \_\_\_\_\_ allowed for deforestation and let all those forests burn to ashes.  
A. vehemently                      B. immaculately                      C. commendably                      D. flagrantly
40. My husband had gambled and won on many occasions, but one of these days he's \_\_\_\_\_ and lost everything, which places a large financial burden on me.  
A. turned the corner                      B. jumped the gun                      C. come a cropper                      D. dropped a clanger

**Your answers:**

|     |     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|-----|
| 26. | 27. | 28. | 29. | 30. | 31. | 32. | 33. |
| 34. | 35. | 36. | 37. | 38. | 39. | 40. |     |

**Part 2. For questions 41-45, write the correct form of each bracketed word in each sentence in the numbered space provided in the column on the right.**

- |  |                      |
|--|----------------------|
|  | <b>Your answers:</b> |
| 41. Flawed as the American dream may have become, its lure is _____ (RESIST) to many.  | 41. _____            |
| 42. According to a recent report by the Panel on Climate Change, human activities are _____ (EQUIVOCATE) to blame for the temperature rise.                      | 42. _____            |
| 43. It was believed that it was the duty of women to live for others in complete _____ (NEGATE) of themselves.   | 43. _____            |
| 44. If you want to be a(n) _____ (PHYSICS) one day, you'll have to use physical laws and ideas to explain the behaviour of the stars and other objects in space. | 44. _____            |
| 45. Residents will continue to be included on the electoral roll ensuring they are not _____ (ENFRANCHISE) from voting in any election or referendum.            | 45. _____            |

### III. READING (5,0 points)

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

Stimuli or impulses which fall below certain threshold conditions are said to be sub-liminal. Where a number of impulses must be received in order to (46) \_\_\_\_\_ threshold, the neuron summates the impulses. This (47) \_\_\_\_\_ may either be temporal (a succession of impulses) or (48) \_\_\_\_\_ (simultaneous repetition of impulses from different sources). (49) \_\_\_\_\_ a system obviously has great potential for controlling recognition and response. Conditions can be built (50) \_\_\_\_\_, before recognition of an environmental pattern is allowed or (51) \_\_\_\_\_ a response is set in motion. (52) \_\_\_\_\_ such condition is that neurons higher up in the system require greater stimulation than ones (53) \_\_\_\_\_ down before they will fire. Such a set-up ensures that (54) \_\_\_\_\_ important messages get through to disturb what is already being attended to. Discriminatory perception and action are founded on such (55) \_\_\_\_\_ arrangements.

**Your answers:**

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

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

#### **A COMPARATIVE STUDY OF INNOVATION PRACTICES IN BUSINESS**

*Companies want to be innovative, but what does innovation mean?*

Results of interviews with corporate executives and senior innovation officers in four of the largest publicly-traded companies and one government agency in the Chicago-area, provide some insights into how businesses approach innovation.

The dictionary defines innovation as 'the introduction of something new'. Regardless of the type of innovation – whether it be product, process or service – it results in significant change. This change could be as simple as 'changing the way we do something routine', a breakthrough which provides a substantial benefit to the customer, or one that dramatically increases the revenue or profitability of the company.

Participants interested in breakthrough innovation believe 'if innovation doesn't deliver bottom-line results, it is just creativity'. Indeed, the very definition of innovation for Afuah (2003) is 'invention plus commercialization'. The relationship of innovation to financial performance was well demonstrated by Kirn and Mauborgne (1997). In manufacturing environments, they found that while 86% of product launches involved some small improvements to existing models – that is, incremental changes – they accounted for only 62% of total revenues and 39% of total profits. The remaining 14% of launches – the real breakthrough innovations – generated 38% of total revenues and a huge 61% of total profits.

Innovation may offer one significant way that companies can gain advantage. Utterback's (1994) concept of 'dominant design' provides insight into how an innovation can create a temporary monopoly situation that will weaken competitive forces; however, when an innovative product or service is launched, rivals typically begin to copy it (once patents run out). Hence, it is necessary for the company to continuously seek further ways to innovate.

Every innovation process has its strengths and weaknesses, but it seems that when a company sets up a systematized innovation process, it communicates the importance of innovation to the entire organization. In these companies, more resources are devoted to development. The best companies have learned to systematize the process (Hargadorn & Sutton, 2000).

The primary disadvantage to having a structured innovation process is speed to market – the more structure, the longer the lead time is from idea to product. The only company that described its process as 'quick' did not have such a process. Employees were empowered to solve problems and create new products for the customer by responding to demand. While this benefits customers, the company stated it lacks systems to share learning with other segments of the organization. A potential disadvantage of this approach, according to Utterback, is that evolutionary change can be missed when companies are too focused on pleasing customers.

The most challenging aspect of any innovation is determining marketability. No company said it lacked creative ideas or creative people, but many ideas require significant resources to test, develop, and launch. Millions of dollars are at stake, so an element of risk-taking is required.

Taking risks is generally defined as being able to drive new ideas forward in the face of adversity. Publicly-traded companies have a major dilemma. To guarantee a leadership position, they have to stay on the leading-edge of innovation. This requires a long-term approach and a high tolerance for risk. Investors, especially in a down economy, want short-term results. As investors' tolerance for risk decreases, so does the company's ability to take the significant financial risk necessary to create breakthrough change; however, most recognize that investing in innovation is the 'right thing to do'.

One company actively pursues a rather unusual strategy of 'acquiring' innovation by purchasing other smaller companies or partnering with specialized companies. This enables the acquiring company to bring a product to market more quickly and gives the smaller company access to funds it might not otherwise have.

How can a company involve all its employees in the innovation process? It may be as simple as requesting new ideas. A brainstorming session during a staff meeting need only take 30 minutes. Another system is to use

existing 'suggestion box' processes. Involving employees in idea-generation can reap some large benefits at a very low cost. Only modest monetary rewards are necessary for successful innovation ideas, especially since many companies have found that employees place high value on recognition.

In most organizations, teams are extensively used to evaluate ideas, but rarely to generate them. Companies need to learn how to construct teams for the purpose of innovation. A team member should be selected based on their tendency to be more creative or more risk-taking. This could markedly increase innovation output. According to Hargadorn and Sutton, using teams to capture and share ideas is one method of keeping ideas alive – a key step in the innovation process. Good ideas need to be nurtured by teams and incorporated into the information and communication systems of the company.

In conclusion, innovation can be difficult to structure. It is the authors' perception that even the most innovative companies in the sample underinvest in market research during the concept refining phase. Risk could be reduced considerably by adoption of this strategy, but, of course, it could not be eliminated.

Most of the 'problems' cited by participants were due to a low tolerance for risk – by employees (what they would or would not say), and by committees (being afraid to invest money without knowing the return on investment). Raising the risk tolerance would reduce the amount of analysis required to bring a new idea to market, thus shortening the cycle time of new product/service development. According to psychologists Kahn and Hirshorn, people come alive when they feel safe. It is threat and anxiety that inhibit them. It would follow that in order for people in organizations to take risks, lack of success must be tolerated. The organizations that manage risk most effectively transform those risks into challenges and opportunities.

**For questions 56-62, decide whether the following statements are True (T), False (F) or Not Given (NG). Write your answers in the corresponding numbered boxes provided.**

56. A recommendation for companies already committed to innovation would be that they should have abundant resources.
57. An innovation process, if not systematized enough, entails a shorter period between initial concept and launch.
58. One of the most difficult issues in innovation can be to work out the saleability of an existing product.
59. Companies wanting to maintain a leading position in business must put time and money into innovation.
60. A different approach to achieving innovation might involve collaboration with another company with particular expertise.
61. Getting staff to come up with new ideas can be a very costly way of achieving innovation.
62. Problems experienced by companies participating in the study could be attributed to an unwillingness to accept risk.

**Your answers:**

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|-----|-----|-----|-----|-----|-----|-----|
| 56. | 57. | 58. | 59. | 60. | 61. | 62. |
|-----|-----|-----|-----|-----|-----|-----|

**For questions 63-68, read the following sentences and fill in each blank with NO MORE THAN THREE WORDS taken from the passage. Write your answers in the corresponding numbered boxes provided.**

63. The definition of innovation in business goes beyond \_\_\_\_\_.
64. Radical innovations are said to have provided greater \_\_\_\_\_ than minor ones.
65. A business cannot rely on the success of one good innovation as later on competing companies may \_\_\_\_\_ it.
66. A business that concentrates on responding to clients' needs may overlook the need for \_\_\_\_\_.
67. In the majority of companies, employees often work in collaboration to \_\_\_\_\_ rather than come up with new ones.
68. Tolerance for \_\_\_\_\_ should be promoted so that people in organizations would feel secure when taking risks.

**Your answers:**

|     |     |     |
|-----|-----|-----|
| 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 your answers in the corresponding numbered boxes provided.**

### WOMEN IN THE SCIENCES

The expression 'behind every great man is a great woman' has been in use since the mid-1940s, but undoubtedly the meaning behind this saying has been true for centuries. This phrase more literally refers to both the practical and emotional support women can give to their significant others who toil for success, yet it also infers the disheartening idea that perhaps women haven't previously had the opportunity to revel in their own successes.

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| 69 |  |
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Rosalind Franklin is a name you might recognize now, but just seventy years ago her research was overlooked in terms of its instrumental contribution to the discovery of the structure of DNA. The acclaim for the discovery, however, and even the Nobel Prize, went to three men, Francis Crick, James Watson and Maurice Wilkins, without any reference to Franklin's input.

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Incidents like this have occurred so often within the field that the term 'the Matilda Effect' was coined in 1993 by Margaret W. Rossiter, a scientist who has devoted her career to shining a light on the generally overlooked female scientists who were rather brazenly excluded from the history books. One of Rossiter's aims has been that a renewed focus on successes of female scientists in history may encourage more women to enter the field of science.

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Still, efforts continue to publicise the overlooked female scientists in history. From a series of pop art posters showcasing pioneering scientists like Ada Lovelace and Chien-Shiung Wu, to even rectifying past injustices by amending search-engine results to reflect real contributions, the cause of female scientists is gradually strengthening.

72

However, perhaps scientific traditions need to be rectified not just by the gender divide but by using a broader lens. There is plenty of discussion nowadays about how women have frequently been underestimated and overlooked by their male colleagues, as illustrated by the examples above. However, rather than this being a pure case of gender inequality, perhaps the defining factor is simply the historically unequal power relationship between parties.

73

While we see efforts to shine a light on the females whose contributions have been unnoticed by the general scientific community, maybe it will be a little harder to find those men who were overlooked in favour of someone with a greater stature. After all, it is near impossible to explore these kinds of power relationships so long after the event.

74

Perhaps science will never reach an ideal world of an individual's contribution being equal to their reward, but opening this subject up for reflection and discussion is essential, and equal input for equal credit is just one aim to strive for. It has encouraged females into the sciences already, and both the terms 'the Matilda Effect' and 'the Matthew Effect' by their very use are making inroads into highlighting inequalities.

75

**Missing Paragraphs:**

- A. Even in one of the winner's memoirs, we can see the attitude displayed towards her, with the mentioned colleague even failing to call her by her proper name, preferring nicknames that served to belittle her role in this ground-breaking finding. The author did acknowledge her achievements in his book, but this admission was fifteen years too late.
- B. The Matthew Effect can be summarised as the way in which disproportionate recognition is attributed to someone who is more famous or in a position of power. So, for example, an acclaimed scientist will naturally get more credit than a lesser-known researcher, even if their work is comparable. This may seem a given, as the most powerful or famous team member often leads the research, but that doesn't mean there isn't a talent in the background contributing the lion's share of the scientific endeavour.
- C. Never has this bleak interpretation been more accurate than in the field of science, where women have usually taken a back seat, and not by choice. Examples of this can be observed throughout history, as far back as the 12th century, when physician Trotula of Salerno had her groundbreaking work attributed to men, and in the modern day where female science professionals still sometimes struggle for appropriate recognition.
- D. One effort we can all make is to encourage a shift in people's attitudes in general and ensure that this shift is also reflected in the world of science. We can see flaws in the past and the present, as illustrated, and research shows that male and female stereotypes still exist when it comes to the perceived quality of female work, and common sense can tell us that the most powerful names get the most credit. However, that doesn't mean things should remain the same in the years to come.
- E. For instance, try finding out about 'the Dean Method' online. A quick google will offer you little mention of that particular term, but instead it will return a multitude of results for scientist Alice Augusta Ball. The Dean Method, published by chemist and academic Arthur L. Dean, was widely known as the cure for leprosy, an infectious condition that used to cause severe skin sores and often resulted in limbs withering. However, it eventually transpired that, upon the death of Alice Augusta Ball in 1916, Arthur Dean had taken her efforts and claimed them as his own.
- F. However, perhaps the views on female scientists are too deeply embedded in the scientific community for the situation to be rectified overnight. A 2013 paper found that male scientists and more masculine topics, regardless of who wrote them, are perceived as being of higher scientific quality. In the investigation, graduate students of both sexes rated abstracts of papers that were assigned a fake male or female name, and the fake

male names were more highly rated overall. In addition, the same study indicated that men are more desirable as collaboration partners.

- G. You may be reading this article thinking that this is an issue you are powerless to change, but you make up part of the world we share, and a sea change only happens through the individual shifts in people's opinions. So, the next time you read about the latest greatest discovery or the history of science, it might well be worth remembering that behind every big name, there are many others who make valuable, if not the *most* valuable contributions to research.
- H. Due to this growing number of complaints, especially those from female research scientists at universities, some institutions are now addressing the issue. They are doing this in a twofold manner: by shining a light on incidences in their own institutions that have been caused by a gender power inequality and offering further opportunities and support to women in the sciences. This has been heartily welcomed by the wider scientific community.

Your answers:

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|-----|-----|-----|-----|-----|-----|-----|
| 69. | 70. | 71. | 72. | 73. | 74. | 75. |
|-----|-----|-----|-----|-----|-----|-----|

**Part 4. For questions 76-85, read a passage on language acquisition and choose the answer A, B, C or D which fits best according to the text. Write your answers in the corresponding numbered boxes provided.**

1. Language acquisition is one of the central topics in cognitive science. Every theory of cognition has tried to explain it; probably no other topic has aroused such controversy. Possessing a language is the quintessentially human trait: all normal humans speak, no nonhuman animal does. Language is the main vehicle by which we know about other people's thoughts, and the two must be intimately related. Every time we speak we are revealing something about language, so the facts of language structure are easy to come by; these data hint at a system of extraordinary complexity. Nonetheless, learning a first language is something every child does successfully, in a matter of a few years and without the need for formal lessons. With language so close to the core of what it means to be human, it is not surprising that children's acquisition of language has received so much attention. Anyone with strong views about the human mind would like to show that children's first few steps are steps in the right direction.
2. Is language simply grafted on top of cognition as a way of sticking communicable labels onto thoughts? Or does learning a language somehow mean learning to think in that language? A famous hypothesis, outlined by Benjamin Lee Whorf, asserts that the categories and relations that we use to understand the world come from our particular language, so that speakers of different languages conceptualize the world in different ways. Language acquisition, then, would be learning to think, not just learning to talk.
3. This is an intriguing hypothesis, but virtually all modern cognitive scientists believe it is false. Babies can think before they talk. Cognitive psychology has shown that people think not just in words but in images and abstract logical propositions. And linguistics has shown that human languages are too ambiguous and schematic to use as a medium of internal computation: when people think about "spring", surely they are not as confused as to whether they are thinking about a season or something that goes "boing" – and if one word can correspond to two thoughts, thoughts can't be words.
4. But language acquisition has a unique contribution to make to this issue. As we shall see, it is virtually impossible to show how children could learn a language unless you assume they have a considerable amount of non-linguistic cognitive machinery in place before they start.
5. All humans talk but no house pets or house plants do, no matter how pampered, so heredity must be involved in language. But a child growing up in Japan speaks Japanese whereas the same child brought up in California would speak English, so the environment is also crucial. Thus there is no question about whether heredity or environment is involved in language, or even whether one or the other is "more important". Instead, language acquisition might be our best hope of finding out how heredity and environment interact. We know that adult language is intricately complex, and we know that children become adults. Therefore, something in the child's mind must be capable of attaining that complexity. Any theory that posits too little innate structure, so that its hypothetical child ends up speaking something less than a real language, must be false. The same is true for any theory that posits too much innate structure, so that the hypothetical child can acquire English but not, say, Bantu or Vietnamese.
6. And not only do we know about the output of language acquisition, we know a fair amount about the input to it, namely, parents' speech to their children. So even if language acquisition, like all cognitive processes, is essentially a "black box", we know enough about its input and output to be able to make precise guesses about its contents.
7. **[A]** The scientific study of language acquisition began around the same time as the birth of cognitive science, in the late 1950s. **[B]** The historical catalyst was Noam Chomsky's review of Skinner's Verbal Behaviour. At that time, Anglo-American natural science, social science, and philosophy had come to a virtual consensus about the answers to the questions listed above. **[C]** The mind consisted of sensorimotor abilities

plus a few simple laws of learning governing gradual changes in an organism's behavioural repertoire. [D] Therefore, language must be learned; **it cannot be a module**; and thinking must be a form of verbal behaviour, since verbal behaviour is the prime manifestation of "thought" that can be observed externally. Chomsky argued that language acquisition falsified these beliefs **in a single stroke**: children learn languages that are governed by highly subtle and abstract principles, and they do so without explicit instruction or any other environmental clues to the nature of such principles. Hence language acquisition depends on an innate, species-specific module that is distinct from general intelligence. Much of the debate in language acquisition has attempted to test this once-revolutionary, and still controversial, collection of ideas. The implications extend to the rest of human cognition.

76. The passage as a whole is best described as \_\_\_\_\_.
- A. a definition of a linguistics term  
B. biographical sketches of several scientists  
C. a refutation of an experimental method  
D. a discussion of a particular human ability
77. The word **data** mentioned in paragraph 1 most likely includes information regarding \_\_\_\_\_.
- A. the contents of our utterances  
B. the features of first language acquisition  
C. the structure of the human brain  
D. the intricacy of the expression of human language
78. What can we learn from paragraph 1?
- A. Most parents are concerned about their children's ability to read and write correctly.  
B. Language theorists tend to focus on language acquisition more than later language development.  
C. Scientists are inclined to disregard evidence that suggests that nonhuman animals can use language.  
D. More should be done to help children who encounter difficulty learning language.
79. What can be inferred from paragraph 3?
- A. It is sometimes challenging to learn to talk.  
B. Infants' desires should be taken into consideration.  
C. Verbal skill is not necessary to children's cognition.  
D. Language and thoughts are inextricably intertwined.
80. What can be inferred from paragraph 5?
- A. The ability to speak is a great asset to the survival of human species.  
B. The study of linguistics is helping to make cognitive science a more popular subject.  
C. Studying how language is learned will help answer deeper questions about the relationship between heredity and environment.  
D. The theory emphasizing heredity over environment in language acquisition is more likely to be accepted.
81. What does the word **structure** mentioned in paragraph 5 pertain to?
- A. Cognitive machinery  
B. The grammatical rules of a language  
C. The derivations of particular words  
D. A person's linguistic environment
82. The phrases **natural science, social science, and philosophy** in paragraph 7 are mentioned to \_\_\_\_\_.
- A. exemplify the disciplines that mutually accepted a single theory of how language is acquired  
B. question the need to study cognitive science as a separate discipline  
C. regard an understanding of language acquisition to be beyond the scope of the scientific method  
D. provide the disciplines that disagreed about the manner in which human languages should be studied
83. Which of the following square brackets [A], [B], [C], or [D] best indicates where in the paragraph the sentence "**We can see now why that is not a coincidence.**" can be inserted?
- A. [A]                      B. [B]                      C. [C]                      D. [D]
84. Which of the following would most likely agree with the statement **it cannot be a module** in paragraph 7?
- A. Noam Chomsky  
B. Modern cognitive scientists  
C. Philosophers in the late 1950s  
D. Modern comparative linguists
85. What does the phrase **in a single stroke** in paragraph 7 mostly mean?
- A. Completely                      B. Gently                      C. Non-verbally                      D. Visually

Your answers:

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

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

#### ANIMAL BREEDING

- A. It has recently been proven what used to be considered insane a while ago. Nomadic animal breeding is necessary for the vegetation and water resources of a particular area and, if it ceases to exist, this area will be threatened with desertification! Nomadic grazing in the way man performed it thousands of years ago helps the soil come alive, and boosts its ability to retain the precious rainwater. This is graphically explained in an 18-



minute video by Allan Savory, a scientist who has been studying this topic for years. Among other things, it is mentioned that the manure of animals constantly on the go – not the ones stationed in big stock breeding units – revives the soil, helps retain rainwater and, finally, gives life to the area. The method is still used, even for reviving deserted places in Africa. Another study showed that the disappearance of huge animals, such as mammoths and some felines, several thousand years ago made the earth more arid. This was because these gigantic species played a pivotal role in the operation of ecosystems as they transferred nutrients across long distances through their manure, as well as through the decomposition of their bodies after death. The research group used mathematical models to calculate that the disappearance of animals weighing over 44 kilos reduced the spreading of phosphorus across the most arid places by 98%.

- B.** As for methane emissions, as shown by recent studies, these are neutralised by free-range grazing in two ways. The first one is that in pastures there is observed a great increase in microorganisms that consume methane, more specifically they draw it from the atmosphere! A study conducted by Sidney University showed that the bacteria found in a hectare where free-range animals graze extract from the atmosphere the methane produced by 162 beefs, many more than those grazing in a hectare. But, even if there were atmosphere contamination, it would be annihilated by the beneficial impact on vegetation that consumes CO<sub>2</sub>, and produces oxygen, which acts as an antidote to the greenhouse gases. Free-range animals eat grass and wild vegetation, not agricultural production of grains. Pastures are usually places of free cultivations, so the water consumed by animals through vegetation, and the land used have no effect on natural resources. Manure is of higher quality and is sprinkled over great stretches of land, which it contaminates, rather than getting rejected in thousands of tonnes, just like in industrial breeding. This way, neither the soil nor the aquifer is contaminated. Thanks to animals' natural fertilisers, pastures become heavens of wild vegetation or cultivation that does not need any chemical fertilisers. Thus, the use of these lands for cultivation of free-range grazing becomes the perfect self-sufficient system of production and natural animal food of higher quality.
- C.** All this presupposes the existence of knowledgeable and sensitive farmers and breeders. Thankfully, there are more and more of them by the day. They are remarkable professionals that reject the ease of chemical poisoning of the land and their animals for the sake of a cheaper production of inferior food. Their effort, however, is not enough. We have to aid them financially with our choices because it is in our best interests. "The goat is the only animal that humans haven't forced to eat food of their own making, just like sheep and cows, so they have to take them out to graze." These are the words of a shepherd regarding the difficulties of the profession. Those free-range animals feeding nomadically, like goat (female goat, male billy goat, or their kid), provide an infinitely better kind of meat. The reason is that they are constantly on the go, they lead a happy life, and mainly eat grass, which has an effect on their health and chemical composition. So, they don't need as much medicine as others, they have less fat, and their meat is richer in Omega-3 fats. If you didn't know that, let me inform you that red meat is an optimal source of Omega-3 fats, which some people think are only contained in fish. Sheep (lamb) comes second, its meat equally nutritional. Although it feeds more often on grains, especially in winter, a great part of its nutrition comes from free-range grazing. There are other free-range animals (cows, deer, buffalo, chase) with quality meat. There is a different kind of wild meat in every country, depending on the climate, habits, and so on.
- D.** As for free-range chickens, not only are they highly recommended, but they are also the ONLY chickens that you must consume. Avoid these monstrosities created by industrial production served at the supermarket at extremely low prices. Avoid these beings that are squeezed in cramped cages, and "magically" grow gigantic within a few weeks, and go for the free-range ones, no matter how expensive. A couple of household hens or cocks a month are the perfect addition to your diet. We don't throw anything away! Using the bones of free-range animals, we can make great broth rich in gelatine and minerals, which is beneficial for the body. Simmering a hen's bones and legs, you can get this precious broth. Quite a few jars of broth can be kept in the freezer. This is added to all kinds of food, giving it taste, and nourishing the body. Quality-wise, it is light years away from any ready-made stock found at the supermarket. Don't forget to follow this recipe. It is one of the basic ones found in the book that you have bought. In it, you will find an easy recipe for tasty and nutritional broth.
- E.** Fat, the delicious! While fat is the unhealthiest part of industrial meat, since this is where all the toxins and excessive number of Omega-6 fats are concentrated, the fat of naturally bred animals is both their most delicious and healthiest part! I know you find it hard to believe this, but it is a reality that all predators instinctively know. First, they consume the fat and the organs (for example, the liver) of their prey, then leave the muscles for later on (if they are hungry). Fat won't fatten you as it reduces appetite.

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

- Wastes from animals do wonders for the soil.
- Wild animals appear conscious of the benefits of fat.

**Your answers:**

86. \_\_\_\_\_  
87. \_\_\_\_\_

- Consumers should avoid buying things off the shelf. 88. \_\_\_\_\_
- There is a false assumption about the richest source of fats. 89. \_\_\_\_\_
- Animals are kept in uncomfortable conditions. 90. \_\_\_\_\_
- Nomadic animal breeding helps reduce the effects of a toxic gas. 91. \_\_\_\_\_
- The reasons for the availability of specific kinds of meat vary across nations. 92. \_\_\_\_\_
- The number of educated farmers is on the rise. 93. \_\_\_\_\_
- It is implied that chemical fertilisers destroy the environment. 94. \_\_\_\_\_
- A crazy idea in the past has been visually elucidated. 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.**

In his theory of intellectual evolution, Bruner has suggested that we learn to represent the environment to ourselves in three successive development stages. These three stages have three evolutionary counterparts in man's technological process, since man has produced implements to amplify his own developing abilities. The first tools he used were spears and knives. Later, agricultural tools helped him plough, while the invention of the wheel saw the advent of transport. A second amplification extended the use of his senses. Binoculars, telescopes, telephones and microscopes are all present-day examples of this. The third system involved an extension of thought processes through language, theory, mythology and scientific explanation. The point is that none of these systems could have developed without the corresponding skills to employ them. Similarly, the facet of language that Korzybski calls 'time binding' was essential for such progress. This is the ability to associate symbol with physical process over a period of time. Without it, knowledge could not have been perpetuated from generation to generation in the absence of records.

It is all too easy to think of knowledge passing from person to person or from generation to generation, like a physical object. To avoid this reification of the process, it helps to think of speech as a transducer evoking relevant and similar activity in the brains of both speaker and listener. Such a system must work largely on what has been called 'shared perpetual hypotheses' and the common linguistic abilities.

In prehistoric times, the change from being a nomadic hunter to adopting the settled life of the farmer was of immense importance as it implied sufficient technology to cope with a new life and heralded the advent of modern society. Permanent homes had to be built, a new way of life established. Instead of all the men working together, they could now rely on a few to supply the food. The rest could now be employed in specialist jobs to cope with other aspects of this new life. The amount of food was limited largely in the area of land under cultivation. The population increased as more intensive methods of farming produced greater quantities of food. The population explosion was under way.

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(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 2021 – 2022**

**Môn thi: Tiếng Anh (Đề thi Nói)**  
**Ngày thi: 05/3/2022**

**Question 1.** Some people say that because teenagers haven't seen much of the world, their world views are almost unrealistic. Others think otherwise, claiming that nowadays young people have greater access to the media, so their world views are quite realistic and practical. Discuss both these views and give your opinion.

**Question 2.** Some people think that teenagers' use of smartphones and other electronic devices is spoiling their life. Others think otherwise, saying that children should be familiarized with these gadgets to keep up with this modern world. Discuss both these views and give your opinion.

**Question 3.** Some people think that students will learn better when they are grouped according to their ability. Others think otherwise, saying that students will learn better when they are taught in a mixed-ability class. Discuss both these views and give your opinion.

**Question 4.** Some people claim that shopping online does them a lot of good. Others think otherwise, claiming that it causes them a lot of trouble. Discuss both these views and give your opinion.

**Question 5.** Some people think that the best way to minimize bullying in schools is of parents' responsibility. Others think otherwise, suggesting that the best way to minimize it is of the school's. Discuss both these views and give your opinion.

**Question 6.** Some people think that too much parental pressure over children's academic performance has negative impacts on their development. Others think otherwise, saying that parental pressure can bring children more success at school. Discuss both these views and give your opinion.

**Question 7.** Some people think that success in foreign language learning depends largely on the learner's language aptitude. Others think otherwise, saying that it depends mostly on the learner's hard work. Discuss both these views and give your opinion.

**Question 8.** Some people think that online learning brings lots of benefits to students. Others think otherwise, saying that it brings more harm than good. Discuss both these views and give your opinion.

**Question 9.** Some people think that robots are important for our future development. Others think otherwise, saying that robots bring more negative than positive effects. Discuss both these views and give your opinion.

**Question 10.** Some people believe that serious environmental problems can be solved by technological inventions and developments. Others think otherwise, saying that these environmental problems can be solved by our consuming less and living a simpler lifestyle. Discuss both these views and give your opinion.

**HƯỚNG DẪN CHẤM THI**  
**Đề thi chính thức**  
(gồm 03 trang)

**Môn: TIẾNG ANH**  
**Ngày thi: 04/3/2022**

**A. HƯỚNG DẪN CHUNG**

1. Giám khảo chấm đúng theo hướng dẫn 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.

**B. 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         |
| <b>Điểm toàn bài</b> |                |            | <b>20,0</b> |

**C. ĐÁP ÁN VÀ BIỂU ĐIỂM**

**I. LISTENING (5,0 điểm)**

**Part 1. (0,2 điểm cho 1 câu trả lời đúng)**

|      |      |       |       |      |
|------|------|-------|-------|------|
| 1. F | 2. T | 3. NG | 4. NG | 5. T |
|------|------|-------|-------|------|

**Part 2. (0,2 điểm cho 1 câu trả lời đúng)**

6. Satiety
7. Communication exchange
8. Overweight
9. Free-form (meal)
10. Similar results

**Part 3. (0,2 điểm cho 1 câu trả lời đúng)**

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 11. A | 12. C | 13. B | 14. D | 15. B |
|-------|-------|-------|-------|-------|

**Part 4. (0,2 điểm cho 1 câu trả lời đúng)**

- |                    |                     |
|--------------------|---------------------|
| 16. hazards        | 21. vulnerabilities |
| 17. fortify        | 22. hacktivists     |
| 18. skyscraper     | 23. genetic         |
| 19. supercomputers | 24. fortresses      |
| 20. malware        | 25. safeguards      |

**II. LEXICO-GRAMMAR (2,0 điểm)**

**Part 1. (0,1 điểm cho 1 câu trả lời đúng)**

|       |       |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 26. B | 27. D | 28. C | 29. A | 30. A | 31. D | 32. A | 33. B |
| 34. C | 35. B | 36. D | 37. B | 38. C | 39. D | 40. C |       |

**Part 2. (0,1 điểm cho 1 câu trả lời đúng)**

41. irresistible
42. unequivocally
43. abnegation
44. astrophysicist
45. disenfranchised

### III. READING (5,0 điểm)

#### Part 1. (0,1 điểm cho 1 câu trả lời đúng)

|            |               |                      |          |            |
|------------|---------------|----------------------|----------|------------|
| 46. reach  | 47. summation | 48. spatial/ spacial | 49. Such | 50. in     |
| 51. before | 52. One       | 53. lower            | 54. only | 55. neural |

#### Part 2. (0,1 điểm cho 1 câu trả lời đúng)

|        |        |       |       |       |       |       |
|--------|--------|-------|-------|-------|-------|-------|
| 56. NG | 57. NG | 58. F | 59. T | 60. T | 61. F | 62. T |
|--------|--------|-------|-------|-------|-------|-------|

|                         |                    |                     |
|-------------------------|--------------------|---------------------|
| 63. invention           | 64. profits        | 65. copy            |
| 66. evolutionary change | 67. evaluate ideas | 68. lack of success |

#### Part 3. (0,1 điểm cho 1 câu trả lời đúng)

|       |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|-------|
| 69. C | 70. A | 71. F | 72. E | 73. B | 74. D | 75. G |
|-------|-------|-------|-------|-------|-------|-------|

#### Part 4. (0,1 điểm cho 1 câu trả lời đúng)

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

#### Part 5. (0,1 điểm cho 1 câu trả lời đúng)

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

### IV. WRITING (6,0 điểm)

#### Part 1. (1,5 điểm)

##### Contents (1,0 điểm)

The summary should:

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

##### Language use (0,5 điểm)

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. (1,5 điểm)

##### Contents (1,0 điểm)

The report should:

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

##### Language use (0,5 điểm)

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. (3,0 điểm)

##### Task achievement (1,0 điểm)

The essay should:

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

**Organization (1,0 điểm)**

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 (1,0 điểm)**

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.

**Markers should discuss the suggested answers and the marking scale thoroughly before marking the papers.**

**Thank you for your cooperation.**

**– THE END –**



**BỘ GIÁO DỤC VÀ ĐÀO TẠO**

**KỶ THI CHỌN HỌC SINH GIỎI QUỐC GIA  
TRUNG HỌC PHỔ THÔNG  
NĂM HỌC 2021 – 2022**

**HƯỚNG DẪN CHẤM THI NÓI**  
**Đề thi chính thức**  
(gồm 01 trang)

**Môn: TIẾNG ANH**  
**Ngày thi: 05/3/2022**

## **HƯỚNG DẪN CHẤM THI**

### **A. Tiêu chí đánh giá**

- 1. Độ lưu loát, mạch lạc, chặt chẽ (0,4 điểm)**
  - Trình bày lưu loát.
  - Bố cục mạch lạc, chặt chẽ (Có mở đầu, phát triển ý và kết luận).
- 2. Nội dung (0,6 điểm)**
  - 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 (0,6 điểm)**
  - 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 (0,4 điểm)**
  - Trình bày tự nhiên, tự tin.
  - Biết sử dụng kỹ năng diễn thuyết.

### **B. Tổng số điểm Nói:**

**2,0 điểm**