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| **SỞ GD & ĐT CAO BẰNG**  **TRƯỜNG THPT CHUYÊN**  **-------------------------** | **HƯỚNG DẤN CHẤM**  **ĐỀ XUẤT ĐỀ THI HỌC SINH GIỎI**  **KHU VỰC DUYÊN HẢI – ĐBBB NĂM 2023**  **Môn: Tiếng Anh – Lớp 10** |

**A. LISTENING (50 points)**

**Part 1. Complete the table below. Write NO MORE THAN THREE WORDS for each answer. Write your answers in the corresponding numbered boxes. (10 points)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. China | 2. (the) ruling families | 3. colonisation | 4. tourism | 5. everyday life |

**TAPESCRIPTS**

**Part 1:**

Last week we looked at the traditional art of Japan. In this week’s lecture, we’re going to move south and look at the very special way in which art has developed in the beautiful island of Bali, which is now part of Indonesia. I’ll begin by giving you a brief historical overview.

It’s thought that the first inhabitants of Bali were farmers who arrived around 3000 BC … at the beginning of the Iron Age. They probably originally came from China, and in Bali they cultivated rice and built temples ornamented with wood and stone carvings and statues. The Hindu religion was introduced in the 14th century AD, and this has remained the main religion on the island. This was an important period in the artistic development of the island, when sculptors, poets, priests and painters worked together in the service of the ruling families. Rather than painting everyday scenes, artists concentrated on narrative paintings illustrating the epic stories of Hinduism. Bali’s rich natural resources have always made it an alluring goal for merchants, and from the 17th century onwards, Dutch ships visited the island to trade in spices and luxury goods. Gradually the old royal families lost their power, and eventually in 1906 the Dutch East Indies Company was founded and the island became a colony. In the 20th century, art then took on a very different role: as a tool accessible to everyone in the fight of the Balinese people against colonisation rather than as the property of a minority. Shortly after this, in the 1920s, stories of the beauty of the island of Bali began to spread around the world, and Balinese art underwent another vast transformation with advent of tourism to the island. At first, this was only on a small scale, but it had important effects. Expatriate artists from Holland and Germany settled on the island bringing paper, Chinese ink and other new materials with them. They worked with local artists, encouraging them to experiment with concepts like naturalism, expressionism, light and perspective, as well as to move away from the tradition focus on narrative painting towards something closer to their own experience. When independence came in 1945, this desire for an art to match a new national identity became stronger and the traditional narrative paintings started to give way to scenes showing the everyday life of the Balinese people –harvests, market scenes and daily tasks – as well as the myths and legends of their history.

**Part 2. You will hear part of a discussion between Velm and Andrews, a lawyer, and Sergeant William Bailey, a police officer. For questions 1-5, choose the answer (A, B, C or D) which fits best according to what you hear. ( 10 points)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. A | 2. C | 3. D | 4. B | 5. A |

**Part 2 (Exam essentials Practice Tests - CAE)**

***You will hear part of a discussion between Velma Andrews, a lawyer, and Sergeant William Bailey, a police officer. For questions 1-5, choose the answer, A, B, C or D which fits best according to what you hear.***

**Interviewer:** Today on *Legal Issues* we have Velma Andrews, a lawyer, and Sergeant William Bailey, a police officer who helps to run a scheme that trains police officers In the art of giving evidence In court. William, perhaps I can start by asking you why this training scheme is necessary.

**William:** Well, you must remember that in a criminal case, the police have gathered evidence to show that someone -the defendant - is guilty of a crime. And the defendant's lawyer is trying to show that this evidence Is wrong or unreliable. Now, the way the defense lawyer goes about doing this can be very tricky. For instance, the first time I gave evidence in court 25 years ago, the lawyer for the defense made me look like a right fool. He annoyed me by interrupting me all the time, and when I tried to argue with him I got confused, and the people in court laughed at me. That made my evidence look bad. I simply had no idea what I was up against.

**Interviewer:** Velma, you are a defense lawyer; do you agree with William?

**Velma:** Absolutely. A police officer has to learn how the system works. You must get used to the idea that the lawyers are just doing a job, and even if It seem s they are attacking your honesty in a rude or brutal manner, they have nothing against you as an individual. **Interviewer:** It must be hard to think like that when you're giving evidence and some lawyer is trying to trip you up.

**Velma:** It is, but a police officer has to develop the right attitude. You need to think of your evidence as one piece in a jigsaw puzzle, the picture being the whole case against the defendant. If you start giving opinions about other pieces, other parts of the case that aren't your responsibility, it weakens the case as a whole. Your piece of the puzzle is the only thing you should think about!

**Interviewer:** Do you find Velma's advice helpful for police officers on your training scheme, William?

**William:** Definitely. For a young officer, appearing in court is an intimidating experience. It's hard to get used to the system. I mean, there are two lawyers, one acting for the defendant and one for the crown, and in the courtroom they are adversaries but they probably know each other professionally. They may even go off together after the trial and have dinner. As if it were all a game!

**Interviewer:** Would you advise William's trainees to treat a court case as a game, Velma?

**Velma:** I would tell them to remember that the defence lawyer is trying to discredit them and their evidence. One tip to help you develop the right attitude so you don't get drawn into an argument with the lawyer is to stand so you're facing the judge, and direct all your answers to the bench. That should make it easier to avoid any sort of personal exchange with the lawyer.

**Interviewer:** William , is your training scheme having results?

**William:** Yes. I think police officers are more confident in court. And this is not just about making people less nervous!

I've seen some pretty terrible things happen in court. You get an inexperienced officer who starts arguing with the lawyer and ends up making the judge and jury think there's something wrong with the police case ” there's a risk that dangerous criminals might be found not guilty and set free.

That's the main reason why officers need this training.

**Interviewer:** Velma Andrew s and William Bailey, thank you.

***Part 3: You will hear two students, Bella and Tom, discussing an article they have read about a woman astronaut. For questions 1-5, decide whether the following statements are True (T) or False (F). (10 points)***

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

**Tapescript part 3**

**Tom:** That was a really interesting article the tutor recommended about Ellen Ochoa, wasn't it, Bella?

**Bella:** It certainly was, Tom. I used to dream of going into space when I was a kid. Though I know now I wouldn't be the right kind of person for the job.

**Tom:** But surely they need all sorts of different types of people?

**Bella:** Mm. I'm not sure about that I’d get too panicky if there were problems I think. (1) *Anyway,I found if particularly interesting to read about a spacewoman. There aren't too many of those around*

**Tom:** *You're right there!*

Bella: Anyway. I'm sure they'd be just as able as men to cope with all the challenges of the job. The article certainly suggests that Ellen was something special, the way she defied all the odds in her determination to do what she’d wanted to do ever since she was small. (2) *What I liked best were the sections that quoted her – I thought she was amazingly good at conveying what it was like to go into space.*

**Tom:** True. And she's also obviously a very talented scientist

**Bella:** Yes, she did amazing work and I think she sounds as if she must have been a wonderful colleague for the others in her team.

**Tom:** Absolutely, Bella. I also found the article interesting in what it said about the requirements for becoming an astronaut. I knew you'd have to have done loads of flight hours as an ordinary aircraft pilot of course. And l suppose it's not that surprising they want people who are good at sport and who aren't either too small or too tall.

**Bella:** Mm. well, I was surprised, Tom that being shorter than the average was not acceptable I wouldn't have expected that to be an issue. (3) *But I never imagined that you needed to have a post-graduate degree I don't think l even realised you had to be a graduate.*

**Tom:** *Me neither. I never imagined that*. Anyway, she does have an interesting life, doesn't she?

**Bella:** Yes, Tom I know. Imagine walking in space and having to work inside and outside the capsule when you're weightless.

**Tom:** Yes, that must be extraordinary. For me I think the most interesting bit would be having to deal with all the little unexpected problems that arise, having to sort things out within your little team. That must be amazing.

**Bella:** Yes, it must. (4) *But I was particularly intrigued by her account of the role she sometimes has as one of the people on earth who are in control of the mission. You know when she helps them communicate with other astronauts in space.* I thought that sounded really fascinating. Being the one person present on the ground who really understands what life is like for the space crew. She must be able to make things go much more smoothly Anyway, all in all I thought it was a brilliant article.

**Tom:** Yes. it was. *Though I thought it was a pity it didn’t tell us as much as it might have done about the less pleasant sides of being in space. I can't believe that it's always straightforward,* that all they do is admire the views and carry out lots of ground-breaking scientific research There must be some low points - even if it’s only being irritated by some annoying habit of a fellow crew member or getting fed up with the same old food.

**Bella:** Well, we could always try to do a bit more research into that sort of area, if you liked. Tom. I wondered even If Ellen Ochoa’s experiences might make a topic for that science coursework we’ve got to do next term. Or, you know, we could see what we could learn about everyone who’s gone into space from Yuri Gagarin to the present day.

**Tom:** Well, I’m not sure about that. I was quite keen to do something on the funding of space research. Anyway, I suppose we could bear it in mind. (5) *But what I do fancy doing is going to a series of lectures I've seen advertised on astronauts and how they’re portrayed in the cinema and in books.*

**Bella:***Wow! That sounds brilliant! Do you mind it I come along too?*

**Tom:***Of course not, Bella. It'd be good to do it together.*

***Part 4.* For questions 1-10, listen to a piece of news from BBC about “What to wear?” and supply the blanks with the missing information. Write NO MORE THAN THREE WORDS and/or A NUMBER taken from the recording for each answer in the spaces provided.**

***20 points***

1. Behind the time
2. Finished off
3. Rocker look
4. Go sporty
5. Beach sandals
6. Girly look
7. flared jeans
8. waistcoat
9. feel out of place

10. one of the crowd

**B. LEXICO-GRAMMAR (40 points)**

**Part 1: *For questions 1 - 20, choose the correct answer (A, B, C, or D) to each of the following questions and write your answers in the corresponding numbered boxes. (20 points)***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. B | 2. A | 3. C | 4. B | 5. A |
| 6. C | 7. B | 8. C | 9. C | 10. A |
| 11. B | 12. B | 13. A | 14. C | 15. C |
| 16. A | 17. D | 18. D | 19. C | 20. B |

***Part 2: Write the correct form of each bracketed word in corresponding numbered boxes. (10 points)***

1. pacify

2. instability

3. regularity

4.outbreak  
5. expressionless

6. significantly

7. pleasant

8. incredible

9. inconclusive

10. solitary

***Part 3: Fill in the blank with a suitable preposition or a particle to complete the following sentences.***

***(10 points)***

|  |  |
| --- | --- |
| 1.on  2.away  3. on  4. off  5. on | 6. in  7. at  8. for  9. through  10. in |

***C. READING* (60 points)**

**Part 1: *(15 points)***

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

**Part 2: Fill in the blank with one suitable word. *(15 points)***

1. stand. 2. highly 3. steps 4. which/that 5. curiosity

6. Independently 7. on 8. sake 9. contribute 10. touch

**Part 3: Read the passage below and choose the best answer to each question.**

***(15 points)***

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

**Part 4: Read the passage and do the tasks that follow. (15 points)**

1. vi

2. v

3. iv

4. ix

5. viii

6. dry season/hot season/ dry period

7. four months

8. water

9. body mass

10. dehydration

**D. WRITING**

***Part 1: Chart description. (20 points)***

***Contents (12 points):***

* The report MUST have at least 2 paragraphs covering the following points:
* Introduce the charts *(2 points)* and state the overall trends & striking features *(2 points)*
* Describe the main features with relevant data from the charts and make relevant comparisons   
  *(6 points)*
* The report MUST NOT contain personal opinions. (A penalty of 1 point to 2 points will be given to personal opinions found in the answer.)

***Language use (8 points)***

The report:

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

***Sample:***

The table gives information about poverty rates among six types of households in Australia in the year 1999.

It is noticeable that levels of poverty were higher for single people than for couples, and people with children were more likely to be poor than those without. Poverty rates were considerably lower among elderly people.

Overall, 11% of Australians, or 1,837,000 people, were living in poverty in 1999. Aged people were the least likely to be poor, with poverty levels of 6% and 4% for single-aged people and aged couples respectively.

Just over one-fifth of single parents were living in poverty, whereas only 12% of parents living with a partner were classed as poor. The same pattern can be seen for people with no children: while 19% of single people in this group were living below the poverty line, the figure for couples was much lower, at only 7%.

***Part 2: Write an essay of about 250 words to express your opinion on the following topic.***

***(30 points)***

1. ***Task achievement: (10 points)*** 
   1. ALL requirements of the task are sufficiently addressed.
   2. Ideas are adequately supported and elaborated with relevant and reliable explanations, examples, evidence, personal experience, etc.
2. ***Organization: (10 points)***
3. Ideas are well organized and presented with coherence, cohesion, and unity.
4. The essay is well-structured:

* *Introduction* is presented with clear thesis statement.
* *Body paragraphs* are written with unity, coherence, and cohesion. Each body paragraph must have a topic sentence and supporting details and examples when necessary.
* *Conclusion* summarises the main points and offers personal opinions (prediction, recommendation, consideration,…) on the issue.

1. ***Language use: (5 points)*** 
   1. Demonstration of a variety of topic-related vocabulary
   2. Excellent use and control of grammatical structures
2. ***Punctuation, spelling, and handwriting (5 points)***
3. Correct punctuation and no spelling mistakes
4. Legible handwriting

**-The end-**