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|  |  **HƯỚNG DẪN CHẤM ĐỀ ĐỀ XUẤT** **MÔN TIẾNG ANH – LỚP 10** **THPT CHUYÊN TRẦN PHÚ HẢI PHÒNG** |
|  |  |

**A. LISTENING (50 points)**

***Part 1. You will listen to a short conversation about an enquiry about booking hotel for event. For questions 1-5, complete the form below by writing NO MORE THAN ONE WORD OR A NUMBER for each answer. Write your answers in the corresponding numbered boxes provided on the answer sheet. (10 points – 2 points/a correct answer)***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. 85 | 2. roses | 3. trees | 4. stage | 5. support |

***Part 2. You will listen to a recording about Jupiter. For questions 6-10, decide whether the following statements are true (T) or false (F). Write your answers in the corresponding numbered boxes provided on the answer sheet. (10 points)***

 ***(10 points – 2 points/a correct answer)***

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

***Part 3: You will listen to part of an interview with two students called Jolie and Alan about a TV series they watch called ‘The Sensing Brain’. For questions 11-15, choose the answer (A, B, C or D) which fits best according to what you hear****.* ***Write your answers in the corresponding numbered boxes provided. (10 points – 2 points/a correct answer)***

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

***Part 4: You will* listen to a radio presenter named Finbarr Baird discussing reports in the news about first-born children being the smartest siblings*. For questions 16-25, complete the summary by writing NO MORE THAN THREE WORDS******in each gap. Write your answers in the corresponding numbered boxes provided on the answer sheet.***

 ***(20 points – 2 points/a correct answer)***

16. headlines 21. birth order effect

17. higher innate intelligence 22. intellectual stimulation

18. slightly more relaxed 23. emotional support

19. extra focus 24. time and effort

20. IQ tests 25. (the) shabby reporting

**B. LEXICO – GRAMMAR (40 points)**

***Part 1. For questions 26-45, choose the best option A, B, C, or D to complete the following sentences and write your answers in the corresponding numbered boxes provided on the answer sheet. (20 points – 1 point/a correct answer)***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 26. C | 27. C | 28. A | 29. D | 30. B | 31. B | 32. A | 33. D | 34. C | 35. C |
| 36. A | 37. A | 38. D | 39. A | 40. B | 41. B | 42. A | 43. C | 44. B | 45. A |

***Part 2. For questions 46-55, fill each gap with the correct form of the words in brackets. Write your answer in the boxes provided on the answer sheet.***

***(10 points – 1 point/a correct answer)***

|  |  |
| --- | --- |
| 46. painstakingly  | 51. contextualize/ize  |
| 47. light-colo(u)red  | 52. apologia  |
| 48. mosquito-borne  | 53. beguilingly |
| 49. assimilated | 54. futuristic |
| 50. credentials | 55. discomposure |

***Part 3. For questions 56-65, complete each of the following sentences with suitable preposition(s). Write your answer in the boxes provided on the answer sheet.***

***(10 points – 1 point/a correct answer)***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 56. off | 57. through  | 58. about/around | 59. up | 60. at |
| 61. on | 62. away/apart | 63. through | 64. beyond/above | 65. off |

**C. READING (60 points)**

***Part 1. For questions 66-75, read the following passage and decide which option (A, B, C, or D) best fits each gap. Write your answers in corresponding numbered boxes on the answer sheet. (15 points – 1.5 points/a correct answer)***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 66. C | 67. B  | 68. A | 69. D | 70. A |
| 71. C | 72. D  | 73. B | 74. A | 75. C |

***Part 2. For questions 76-85, fill each of the following numbered blanks with ONE suitable word and write your answers in the corresponding numbered boxes on the answer sheet.***

***(15 points – 1.5 points/a correct answer)***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 76. convert | 77. retrieves | 78. where | 79. work | 80.which |
| 81. trigger | 82. linking | 83. clue | 84. personalize/se | 85. unique |

***Part 3. For questions 86-95, read the following passage and circle the best answer to each of the following questions. Write your answers in corresponding numbered boxes provided on the answer sheet. (15 points – 1.5 points/a correct answer)***

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

***Part 4. For questions 96-105, read the passage and do the following tasks. Write your answers in the corresponding numbered boxes on the answer sheet.***

***(15 points – 1.5 points/a correct answer)***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 96. B | 97. H | 98. C | 99. A | 100. cargo vessel |
| 101. luxury items | 102. gearwheel | 103. analog computer | 104. C | 105. B |

**D. WRITING (60 points)**

**Part 1: 20 points**

Contents (10 points)

*The report MUST cover the following points:*

- Introduce the charts (*2 points*) and state the overall trends and striking features (*2 points*)
- Describe main features with relevant data from the charts and make relevant comparisons (*6 points*)

Language use (10 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,)

**Part 2: *(30 points)***

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

1. Organization (5 points)

a. Ideas are well organized and presented with coherence, cohesion and unity.

b. The essay is well-structured:

\* Introduction is presented with clear thesis statement.

\* Body paragraph are written with unity, coherence and cohesion.

Each body paragraph must have a topic sentence and supporting details and examples when
necessary.

\* Conclusion summarizes the main points and offers personal opinions (prediction,
recommendation, consideration ...) on the issue.

2. Content (15 points)

a. All requirements of the task are sufficiently addressed.

b. Ideas are adequately supported and elaborated with relevant and reliable explanations,
examples, evidence....

3. Language use (10 points)

a. Demonstration of a variety of topic-related vocabulary.

b. Excellent use and control of grammatical structures (verb tenses, word forms, voice...) and
mechanics (spelling, punctuations...)

**Tapescripts**

**Part 1.**

ANDREW: Good morning, Clare House Hotel. Andrew speaking. I’m the Events Manager.

SAM: Good morning, Andrew. My name’s Samantha. I’m arranging a party for my parents’ fiftieth wedding anniversary, and I’m ringing to ask about hiring a room some time next September. Also my parents and several of the guests will need accommodation.

ANDREW: OK, I’m sure we can help you with that. Will you be having a sit-down meal or a buffet?

SAM: Probably a sit-down.

ANDREW: And do you know how many people there’ll be?

SAM: Around eighty, I think.

ANDREW: Well we have two rooms that can hold that number. One is the Adelphi Room. That can seat (**Q1**) **eighty-five**, or hold over a hundred if people are standing for a buffet.

SAM: Right.

ANDREW: If you have live music, there’s room for four or five musicians in the gallery overlooking the room. Our guests usually appreciate the fact that the music can be loud enough for dancing, but not too loud for conversation.

SAM: Yes, I really don’t like it when you can’t talk.

ANDREW: Exactly. Now the Adelphi Room is at the back of the hotel, and there are French windows leading out onto the terrace. This has a beautiful display of pots of (**Q2**) **roses** at that time of the year.

SAM: Which direction does it face?

ANDREW: Southwest, so that side of the hotel gets the sun in the afternoon and early evening.

SAM: Very nice.

ANDREW: From the terrace you can see the area of (**Q3**) **trees** within the grounds of the hotel, or you can stroll through there to the river – that’s on the far side, so it isn’t visible from the hotel.

SAM: OK.

ANDREW: Then another option is the Carlton Room. This is a bit bigger – it can hold up to a hundred and ten people – and it has the advantage of a (**Q4**) **stage**, which is useful if you have any entertainment, or indeed a small band can fit onto it.

SAM: And can you go outside from the room?

ANDREW: No, the Carlton Room is on the first floor, but on one side the windows look out onto the lake.

SAM: Lovely. I think either of those rooms would be suitable.

ANDREW: Can I tell you about some of the options we offer in addition?

SAM: Please do.

ANDREW: As well as a meal, you can have an MC, a Master of Ceremonies, who’ll be with you throughout the party.

SAM: What exactly is the MC’s function? I suppose they make a speech during the meal if we need one, do they?

ANDREW: That’s right. All our MCs are trained as public speakers, so they can easily get people’s attention – many guests are glad to have someone who can make themselves heard above the chatter! And they’re also your (**Q5**) **support** – if anything goes wrong, the MC will deal with it, so you can relax.

SAM: Great! I’ll need to ask you about food, but something else that’s important is accommodation. You obviously have rooms in the hotel, but do you also have any other accommodation, like cabins, for example?

ANDREW: Yes, there are five in the grounds, all self-contained. They each sleep two to four people and have their own living room, bathroom and small kitchen.

SAM: That sounds perfect for what we’ll need.

SAM:  Now you have various facilities, don’t you? Are they all included in the price of hiring the room? The pool, for instance.

ANDREW: Normally you’d be able to use it, but it’ll be closed throughout September for refurbishment, I’m afraid. The gym will be available, though, at no extra charge. That’s open all day, from six in the morning until midnight.

SAM: Right.

ANDREW: And the tennis courts, but there is a small additional payment for those. We have four courts, and it’s worth booking in advance if you possibly can, as there can be quite a long waiting list for them!

SAM:  Right. Now could we discuss the food? This would be dinner, around seven o’clock …

**Part 2:**

1: At approximately 11 earths wide, Jupiter has twice the amount of mass as the other planets put together (0.26)

2: But, unlike Earth, and the three other terrestrial worlds, Jupiter has no solid surface. It may not even have a traditionally solid core (0.34)

3: Probably the most iconic feature of Jupiter, is a crimson brown storm that's been raging for over 300 years, the Great Red Spot (1.18)

4: Ganymede, the solar system's largest moon, even larger than the planet Mercury; and Calisto and Europa, which along with Ganymede, may contain oceans of liquid water underneath their crusts. (1.54)

5: Apart from the sun, Jupiter has become the dominant figure in the solar system, thereby earning its place at the top of the planetary heap as king (2.45)

**Part 3.**

Woman: So, Alan, did you see the latest episode of ‘The Sensing Brain’?

Man: Yes, Jolie, it was interesting.

Woman: So, I gather from the reviews. I missed it, so you can tell me about it ... though I’ll probably watch it online.

Man: There was this woman who’s an expert on perfume making and runs workshops on the subject. It seems humans can improve their sense of smell fairly rapidly with practice. Even those who are convinced they’ve got a terrible one can prove pretty adept if they apply themselves.

Woman: **I wonder if it’s like music. If you haven’t studied or listened to a lot, you’re hard pushed to spot the difference between a clarinet and an oboe, but once you’ve put in some time you can distinguish them effortlessly**.

Man: **Apparently so – even if you haven’t done specialist training**. I learnt a bit about perfumes actually. There’s an amazing range of terms to classify them.

Woman: **I guess most of us have a restricted vocabulary and struggle to describe scents**. Whereas experts have been trained to recognise and name subtle nuances that pass the average person by. I remember trying to describe this white musk perfume I liked to a woman in a perfume shop and I was saying I wanted something dark, deep and heavy, but she actually saw the perfume I was after as light, sweet and ﬂuffy. I’d imagined the word musk described the exact opposite.

Man: According to the programme, one thing people tend to feel pretty certain about is their ability to spot the difference between a natural and synthetic aroma.

Woman: Yeah, synthetic smells are so fake.

Man: Well, they’ve done tests, and take for example, lime essential oil which is sharply intense. **The vast majority of subjects in the lab actually identify it as smelling chemical, while the artificial odour lime oxide is seen as smooth and natural**. **And there’s this chemical that has an almond like smell, and it’s universally seen as natural, apart from by chemists and chefs.**

Woman: How interesting. So, was the programme all about smell then?

Man: It was a big focus. It also dealt with human and animal brains. Way back, there was this scientist who found that the brain region in humans that processes odour detection is smaller, relative to total brain volume, than in dogs or rats. New findings show the number of neurons, you know nerve cells in the brain, related to smell is remarkably consistent across mammals. **Of course, you have to be careful of what you read into measurements and how they’re used. Mice have more genes for smelling than humans, so that’s seen as a sign of their superiority, but it may be that there isn’t a tight relationship between genes and ability.**

Woman: There are likely to be new studies in the future that tell us more. The review I read said there was some stuff about music and the brain.

Man: Yeah, about our ability to pay attention to working or studying while listening to music. Personally, if I’m trying to study, music either takes me over emotionally or I start to analyse it.

Woman: True. I like music too much not to pay attention to it, whatever its quality and whatever I’m doing, unfortunately! But there are those who find it impossible to work without playing music.

Man: Different strokes for different folks. I know a classically-trained musician who just can’t work without headphones on.

Woman: **Music’s a language, and it’s virtually impossible to concentrate on two at the same time without losing details of one or both**. If we all went back to paying attention to one thing at a time, our awareness would be much deeper, music included.

Man: Some people claim the internet’s changing how our brains work.

Woman: That’s what the next episode’s about! With a focus on the human brain in response to new technology. It’s essential to be conscious of the fact that we’re used to dealing with a constant stream of information. After all, that’s what the real world is, as far as our senses are concerned, either staring at a tennis video game or actually on the court playing, the brain does the same amount of work. Both activities are providing detailed sensory information. **Fortunately, the brain doesn’t bother to process absolutely everything that comes in, it filters things out, and uses a sort of ‘best guess’ of what’s important. It’s already well adapted to prevent information overload, so it’s unlikely the internet would cause such a thing.**

Man: I do feel panicked by the amount of information out there sometimes. Always running just to stand still.

Woman: Well, there’s a lot more to learn out there …

**Part 4.**

Finbarr Baird: Welcome back to Today with Finbarr Baird. Now, next up, I want to have a look at what's in the news, and one of the things that really caught my eye and, indeed, rubbed me up the wrong way this week is the way the results of new research by scientists into child performance have been reported. It is not the research itself that I take issue with, nor is it the main body content of the news reports either; however, I find the **headlines** that have been used extremely misleading. For instance. one paper leads with the following, and I quote: 'First-born children are smarter than their siblings: This clearly implies that the first child is more intelligent than any subsequent children born into the same family, yet that is not what the research suggests at all. Contrarily, the research found that first-born children have a tendency to perform better in their education. Note the distinction: perform better does not necessarily equate to being more intelligent. Indeed, the research specifically cited not **higher innate intelligence** but the fact that first-borns receive more attention from their parents as the reason for their superior educational performance. And, actually, when you reflect on it, this makes perfect sense. After all, a first child is a big deal for any new family, and young parents are often understandably nervous, so they devote an extra special amount of time to the first-born and making sure they do the best they can with its upbringing. When the next child comes along, they are perhaps. Naturally, **slightly more relaxed** as they have been there before, as it were, so, whether intentionally or otherwise, they give a little less of themselves to the child-raising process and put slightly less effort in. The data, which was collected from thousands of families over the course of more than a decade, confirms this. It found that parents tend to do fewer activities with their second child and subsequent children, reading less to them, not encouraging them to do art and crafts or music as much, and so on. This **extra focu**s that first-borns receive in their early childhood gives them the edge over their younger siblings. The advantage is evident in children as young as one year old and it shows up time and again in **IQ tests**. Indeed, the research goes a long way towards explaining a phenomenon scientists call **birth order effect**, whereby children born earlier into a family with numerous siblings tend to have a superior chance of enjoying better wages and greater educational achievement in life. It must be stressed, however, that the report does not accuse parents of being neglectful towards second-born and later children. Indeed, the research suggests all children in a family tend to receive equal amounts of **emotional support**. It is just the **intellectual stimulation** that is sometimes lacking for younger siblings. And, in fact, there are logical explanations for why this might be so; after all. Two children is twice the work of one for parents, and so on. Clearly, parents cannot devote all of their time to a second-born child in the same way they could the first-born when it arrived because they are still caring for the first-born, so the **time and effort** must be shared between the children. As I said, I find the research interesting, and I think it confirms a lot of what we already intuitively know and logically would understand: however, what irks me is **the shabby reporting**, so I would like to clarify once and for all: in no way does the research suggest that first-borns are innately more intelligent than their later siblings. It only suggests that they perform better on average because they receive more attention in their early childhood. In other words, the additional intellectual stimuli they are exposed...

**- THE END -**