

**SỞ GIÁO DỤC VÀ ĐÀO TẠO
NAM ĐỊNH**

ĐỀ CHÍNH THỨC
(Đề thi có 12 trang)

**ĐỀ THI CHỌN HỌC SINH GIỎI CẤP TỈNH
NĂM HỌC 2023-2024**

Môn: TIẾNG ANH 12 THPT

Thời gian làm bài: 120 phút, không kể thời gian phát đề

PART A - LISTENING (4.0 points)

SECTION 1: Questions 1-10 (2.0 points)

1. B
2. B
3. A
4. C
5. C
6. G34C245
7. car
8. Police
9. old jacket
10. registration detail(s)

SECTION 2: Questions 11-20 (2.0 points)

11. A
12. C
13. E
14. for extra cash
15. four courses
16. almost equal
17. 17.97
18. 5
19. mild depression
20. drop(-)out rate

PART B - VOCABULARY AND GRAMMAR (6.0 points)

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

- 23. A
- 24. D
- 25. B
- 26. A
- 27. D
- 28. C
- 29. C
- 30. D

PART C - READING (6.0 points)

I.

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

II.

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

III.

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

PART D - WRITING (4.0 points)

I. Finish each of the following sentences in such a way that it means exactly the same as the sentence printed before it. Write your answers in the spaces provided. (0) has been done as an example (1.0 point)

- 1. Mark **couldn't/ can't** have broken your vase because he wasn't here then.
- 2. If it **hadn't** been for the goalkeeper, we would have lost the match.
- 3. He was **thought to be** waiting for a message.
- 4. I tried to **have a word** with Jack about the problem, but he was too busy.
- 5. Ann reproached **her son** for playing computer games all day.

II. Rewrite the following sentences with the given words in such a way that the second sentence has the same meaning as the first one. Do not change the form of the words given. You must use NO MORE THAN FIVE WORDS, including the word given. (0) has been done as an example. (1.0 point)

1. The performance of that young singer **made a strong impression** on me.
2. The train would have arrived on time if it **hadn't been held up** by heavy snow on the line.
3. I was not **in the mood for (having)** an argument, so I changed the subject.
4. The way he took everything she did for granted really **put/ got her back up**.
5. After the explosion, she had **the presence of mind to** turn off the gas.

III. Writing essay (2.0 points)

Write an essay (between 220 and 250 words) about the following topic:

People predict that robots will become more and more popular because they are versatile.

Discuss some benefits and drawbacks of this development from your own knowledge or experience.

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AUDIOSCRIPTS

Section 1.

Advisor: Good afternoon, Waddow Insurance, this is Janet speaking. How may I help you?

Mr. Fischer: Yes, hello, I would like to make a claim on my car insurance please.

Advisor: Certainly Sir. First of all I'd like to inform you that all of our calls are recorded for monitoring and training purposes. Is that okay?

Mr. Fischer: That's okay

Advisor: Could you please tell me your full name?

Mr. Fischer: Sure. It's Mr Bennett Fischer.

Advisor: Okay. Sorry, how do you spell your surname?

Mr. Fischer: It's spelled F-I-S-C-H-E-R. [1]

Advisor: Great, thank you. I see that you have taken out a third party fire and theft premium with us on a 2013 light blue Volkswagen Passat, is that correct?

Mr. Fischer: Yes, well, almost. The colour is not light blue it's light green. [2]

Advisor: Okay, thank you for updating your information with us. What is the nature of your claim with us today?

Mr. Fischer: Last weekend I had driven up to York on business and left my car in a monitored car park. However it was only monitored until 8 pm, and I did not return to collect it until 9:30 pm after which no car park staff were present. [3] When I arrived at the car park, my car wasn't there. It must have been stolen.

Advisor: I see. Were there any valuable items left in your car, which could have been seen from outside?

Mr. Fischer: Well, I had recently bought quite an expensive radio for my car, but the front panel is detachable, and I always stow it in my glove compartment. [4] So no, there wouldn't have been anything valuable on display.

Advisor: Okay Mr Fischer, thank you for that information. I'm going to send you some forms through the mail for you to fill in. [5] Before I can do that, I need to ask you a couple more questions, is that okay?

Mr. Fischer: Of course.

Advisor: Thanks, Mr Fischer. First of all, could you let me know your policy number, please?

Mr. Fischer: Of course, I have it right here. It's G34C245. [6]

Advisor: G34C245... thanks. And the type of claim? Shall we say stolen car?

Mr. Fischer: Yes, the car was definitely stolen. [7] I reported it to the police immediately, I actually have the report number here if that is of any use?

Advisor: Not right now, but keep hold of that as we will need to see a copy of the police report eventually. Which police station did you report the offence at?

Mr. Fischer: York Police Station. [8]

Advisor: Was it your first time in York?

Mr. Fischer: No, but it was the first time I had driven there. I usually take the train.

Advisor: Were you aware that the car park was only manned until 8pm?

Mr. Fischer: No, I was not aware of that.

Advisor: Were there any signs put up on the premises that informed car owners of the risks of leaving their cars

after normal operating hours?

Mr. Fischer: Yes, but they said the car park was going to be guarded until 10pm, at which point the entrance is barred so no cars can come in or out.

Advisor: Was any reason given for that sudden change?

Mr. Fischer: The police informed me that the staff on duty that night had left on an urgent call. I believe it was something about a family member being admitted to hospital.

Advisor: Were there any personal items left in your car?

Mr. Fischer: Yes, first of all, there was the car radio I mentioned before.

Advisor: Ah yes, of course. Anything else?

Mr. Fischer: Just some CDs and an old jacket. [9]

Advisor: Right. Thank you. Mr Fischer, I have everything I need for now, and will send these forms out to you shortly. When you get them please fill them with as much information as you can and, where possible, include copies of any relevant documents to support you claim, such as police reports and registration details. [10] Once you have returned that to us we can then start to assess whether you will be eligible to receive compensation. Do you have any further questions for me today?

Mr. Fischer: No, that is all. Thanks for your help.

Section 2.

You will hear two students, Sarah and John discussing their choices of courses to study.

Sarah: Hi, John.

John: Hello, Sarah. What are you doing in here?

Haven't all your exams finished?

Sarah: Well, yes, they have, but I've got to make my decisions for next year. I still haven't chosen what courses I'm going to do.

John: That's why I'm here. Why don't we have a look through the brochure together?

Sarah: That's a good idea. I'm not sure about some of these courses on medieval history.

John: No. In fact, I'm not sure about the whole second year. I was talking to Peter Lily the other day – you know, he's just finished the second year – and he was saying that the work load is higher in the second year because you have to read all these medieval documents in Latin. I mean, the first year's been pretty hard but next year will be worse. There are more assignments in the second year – it goes up to six a year for each course, doesn't it?

Sarah: Yes. But we've got the experience of the first year to build on, so it must get easier. And there isn't so much secondary material in the second year. There aren't so many books about the medieval period.

John: Don't you believe it! I think this year's going to be hard work!

Sarah: Well, perhaps I'd better give up my job then.

John: You're working as well?

Sarah: Yeah, I've been working in the same place for over a year now. Only part-time, you know. Just Saturday mornings in the market.

I mean, it doesn't pay much, but it's interesting and it gives me a bit of extra cash for my text books. Anyway, what about these courses? How many do we have to take? I remember Professor Bolt saying something about four courses in the second year, is that right? Or do we have to do a certain number of credits?

John: Both. We have to select four courses, but for some courses there are two parts. They count as one course. It's six in total, because everyone has to do Europe 1100 to 1500 and Chronicles of the church. Anyway, when you've chosen your four courses, they should add up to 80 credits. Have you got the course brochure there?

Sarah: Yes. Look ... under ... second year history ...

There it is.

Gale: OK, so let me see the breakdown. OK, so we've got an equal distribution of boys and girls, that's good.

Lindsay: Almost equal. 51 % of the participants were boys, the rest were girls.

Gale: Right, and 70% of the participants were British, while the other 30% were ...

Kevin: 10% were from America and Asia, 2% were from Africa, and 18% were European. We had a small number of Australians as well, 0.03%, so I guess Europeans were 17.97% if you want to be precise.

Lindsay: Which we should. Anyway, and obviously the age was all 20 or 21, with a few 19-year-olds-only about 5%. No, wait. 4%. Right?

Kevin: No, it's 5%, look.

Gale: Right. OK, so Lindsay will describe the three sections, and then you Kevin, you'll describe the demographic and geographical breakdown, and I...

Kevin: You can start with the graph, and then we'll all explain the data together.

Gale: Right, so we'll put this graph up on the board and explain that most students experienced some form of homesickness or mild depression in the beginning of their course.

Lindsay: But we need to point out that by the end of the year it was only 5% that still felt like quitting school.

Gale: Yeah, but remember that we didn't actually have the opportunity to interview or poll any of the students who left school-so the information we have only relates to current students, and those numbers might be bigger in reality.

Lindsay: Yeah, I guess we need to mention that. But we did check the drop-out rate for the last two years and it was very low so, at the end of the day, the numbers can't be much bigger.

Kevin: Yeah. Anyway, so after we explain the data and we show the three graphs with the background information and the responses for six months and one year, we should spend some time also talking about...