

SỞ GIÁO DỤC - ĐÀO TẠO

KỶ THI TUYỂN SINH VÀO LỚP 10

NGHỆ AN

TRƯỜNG THPT CHUYÊN PHAN BỘI CHÂU,

TRƯỜNG THPT CHUYÊN - TRƯỜNG ĐH VINH

NĂM HỌC 2022 - 2023



Thời gian làm bài: 150 phút (không kể thời gian giao đề)

LISTENING

- Phần thi nghe gồm 3 phần, mỗi phần được phát 2 lần.
- Mở đầu và kết thúc phần thi nghe có tín hiệu nhạc. Thời gian thí sinh làm bài đã được tính trong nội dung trong đĩa CD của phần thi nghe.
- Mọi hướng dẫn cho thí sinh (bằng tiếng Anh) đã có trong nội dung trong đĩa CD của phần thi nghe.

Complete the chart below. Write **NO MORE THAN THREE WORDS** for each answer.

Type of writing	Notes	Tips
Short story	3 basic styles: - the story itself - the (1)..... of life section - the surprise	Start with a (2).....
Non-fiction	Biographies often popular	Tell publishers about your (3).....
Articles	advice articles work well	Write for a (4).....
Poetry	Meaning shouldn't be too (5)	Read your poems aloud to check the (6).....
Plays	Movements usually decided by the (7).....	Learn about acting
Radio	Use a wide range of (8)..... and BBC writing to publish Handbook	Try regional (9)..... first
Children's literature	Illustrations important	Decide on an (10).....

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You will hear five short extracts in which people are talking about their jobs. (WHILE LISTENING TO EACH SPEAKER, YOU MUST COMPLETE BOTH TASKS, TASK 1 AND TASK 2 AT THE SAME TIME).

Task 1		Task 2	
A. a wish to help others	1. Speaker 1:	A. having to meet tight deadlines	6. Speaker 1:
B. the influence of a family member	2. Speaker 2:	B. mastering some complex technology	7. Speaker 2:
C. a chance encounter	3. Speaker 3:	C. living far from work	8. Speaker 3:
D. a teacher's advice	4. Speaker 4:	D. fierce competition	9. Speaker 4
E. an inspirational book	5. Speaker 5:	E. combining work and study	10. Speaker 5:
F. a desire to travel		F. rapid turnover of staff	
G. a gift for a specific academic skill		G. obtaining finance	
H. an unusual skill		H. a difficult working relationship	

You will hear an interview with an IT consultant called Paul about how he started his own business. For question 1-5, choose the answer (A, B, C or D) which fits best according to what you hear.

- What does Paul say about the first years of his working life?
 - He got a teaching post in the university where he had studied.
 - His first job began to feel rather monotonous as time went by.
 - The kind of tasks he was instructed to do gradually changed.
 - The work became less enjoyable when some colleagues moved away.
- What does Paul say made him decide to start his own consultancy business?
 - He was persuaded to do so by some friends.
 - He read a book which inspired him to take action.
 - He thought he could take advantage of a growing trend.
 - He realized he had the skills to make a success of his own company.
- What does Paul suggest is his favorite type of client?
 - people he knew when he was a student
 - people recommended by agents
 - people he has met at conferences
 - people he has worked with previously

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4. What does Paul find the most difficult aspect of running his business?
 - A. gaining a quick understanding of an unfamiliar situation
 - B. setting fees that match the effort involved
 - C. making a good impression on a new team of people
 - D. getting reliable advice from financial experts
5. What does Paul say about the way he uses a business mentor?
 - A. He uses his mentor differently from the way others use theirs
 - B. He finds his mentor often comes up with fresh ideas for his business.
 - C. He gets information about the latest business theories from his mentor.
 - D. He likes to get his mentor's reactions to plans that he is considering.

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GRAMMAR AND VOCABULARY

Choose the best answer from A, B, C, or D to complete each of the following sentences.

1. His designs at the International fashion week are new trends in women's fashion.
 - A. setting
 - B. building
 - C. making
 - D. leading
2. The final examinations were hard, but most students
 - A. pulled out
 - B. pulled down
 - C. pulled through
 - D. pulled on
3. To solve this problem, it is advisable
 - A. a drastic measure to be adopted
 - B. that to adopt a drastic measure
 - C. that a drastic measure is adopted
 - D. that a drastic measure be adopted
4. Running can make your heart work harder than just walking.
 - A. vigorously
 - B. significantly
 - C. generally
 - D. possibly
5. He said that the plane had already left and that I an hour earlier.
 - A. must have arrived
 - B. had to arrive
 - C. should have arrived
 - D. were supposed to arrive
6. Vaccinating 80% of the population could the progression of the contagious disease.
 - A. withhold
 - B. dwindle
 - C. waver
 - D. retard
7. The brand became famous for its lightweight cotton polo shirts bearing the ...
..... of a crocodile - a nickname given to Lacoste during his playing days.
 - A. motto
 - B. logo
 - C. slogan
 - D. banner

8. Choose the best answer from A, B, C, or D to indicate the word **CLOSEST** in meaning to the underlined one in the following sentence.

President Ho Chi Minh is a distinguished cultural celebrity. He opened the way of liberation for all oppressed people in the world.

A. generous B. emotional C. outstanding D. friendly

9. Choose the best answer from A, B, C, or D to indicate the words **OPPOSITE** in meaning to the underlined ones in the following sentence.

After having a poor performance in the mid-term test, I decided to put my shoulder to the wheel to achieve better results in the final test.

A. refuse to work hard B. pay much attention
C. keep anxious D. work diligently

10. Choose the best answer from A, B, C, or D to indicate the most suitable response to complete the following exchange.

Tim and Peter had a quarrel last week and now Tom is giving Tim advice.

- Tom: "I think the best way to solve that problem is to keep silent."

- Tim: "..... Silence may kill our friendship."

A. I'm not wrong B. Yes, I think so
C. That's a great idea D. That's not a good idea

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Use the word given in capitals at the end of each line to form a word that fits in the space.

MANAGING CHANGE

Most people find change (1. SETTLE)..... and difficult to adapt to. Many societies have experienced such rapid change in the early years of the 21st century that life can feel very daunting at times. Various (2. COMMENT)..... have put forward suggestions for coping with change on a (3. PERSON)..... level. One suggestion involves thinking of three solutions to a problem, rather than two. (4. APPARENT)....., many people faced with change respond by considering two possible courses of action, but (5. VARY)..... tend to reject both of these. However, thinking instead of three potential solutions is a strategy which, according to research, provides a (6. RELY)..... way of finding a solution to the (7. INITIATE)..... problem. Another strategy advocates learning to avoid set patterns of routine (8. BEHAVE)..... Something simple, like taking another route to work at least once a week, is seen as encouraging confidence in the face of (9. CERTAIN)..... Despite the simplicity of these ideas, they nevertheless help prepare people (10. MENTAL)..... manage major change if necessary.

The passage below contains 10 mistakes. Identify and correct the mistakes

Line

1. Although the plane is the fastest mean of transport, the idea of travelling by
2. plane does not appeal for everyone because of the frequent delays. It is
3. extremely frustrating when you allow yourself little of time to get to the airport
4. and- once there - it is brought to your attendance that there is a problem with
5. your flight. The staffs at the check-in are trying to convince you that it won't be
6. long before the problem solves. Yet, hours later you feel let down, as you
7. continue to wait patiently for your boarding call. Of course, you won't gain
8. something by complaining. By this stage, you realise you are going to miss
9. your connecting flight and now you must change your bookings. You feel as
10. if you're never going to get to your destination. Therefore, there is the slight
11. chance that you could be one of the lucky ones spend the night at a top class
12. hotel at the expense of the airline which caused your problem in the first place.
13. Admittedly, you would rather be heading for your original destination. Regular
14. customers advise us just to accept the fact that no matter what frustrating this
15. situation might be, it's avoidable and shouldn't affect us that much.

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Line	Mistake	Correction	Line	Mistake	Correction
1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

READING

Read the following passage and choose the best answer from A, B, C or D to indicate the correct word for each of the blanks.

YOU MUST REMEMBER THIS...

Sometimes you might feel that if you had a perfect memory, all your problems with learning would be solved. You would be able to (1)..... through exams without much revision. You would never again face the embarrassment of forgetting someone's name. But imagine, for a moment, not forgetting anything - not even last

year's shopping (2)..... You would be overloaded with information.

With hard work you can recall the parts of a verb or the layout of a town as you need them, so that you can learn a foreign language or (3)..... a taxi driver's license. But the memory feats called for by some professions are only one of the roles memory plays in our lives. Memory covers a wide range of actions and needs. What we (4)..... about the brain is far from complete, so philosophers and scientists find it difficult to be (5)..... about the nature of memory. Remembering and forgetting can be understood in many different (6)..... but broadly, three distinct classes of memory have been established: personal, cognitive and habit memory.

Personal memories are those acts of remembering which (7)..... specifically to each person's life history. If you say, 'I remember the first time I travelled by train', you will probably have an image in your mind of the (8)..... and be able to describe things in it. Cognitive memory helps us learn, for example, stories, a speech or a (9)..... of music. Habit memory covers those abilities needed to perform actions such as typing or driving. All these actions must be learned but once they have been, you will rarely remember anything (10)..... as you perform them.

- | | | | | |
|-----|-------------|----------------|--------------|----------------|
| 1. | A. sail | B. walk | C. run | D. float |
| 2. | A. receipts | B. notes | C. lists | D. bills |
| 3. | A. win | B. gain | C. earn | D. award |
| 4. | A. study | B. learn | C. discover | D. know |
| 5. | A. precise | B. explanatory | C. correct | D. aware |
| 6. | A. ways | B. concepts | C. forms | D. types |
| 7. | A. connect | B. appear | C. have | D. refer |
| 8. | A. occasion | B. happening | C. process | D. thought |
| 9. | A. sound | B. tune | C. piece | D. instrument |
| 10. | A. totally | B. hardly | C. knowingly | D. consciously |

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Read the text below and think of the word which best fits each space. Use only ONE WORD in each space.

LANGUAGE VARIETY

The fact that English has been spoken in England for 1,500 years but in Australia for only 200, explains (1)..... we have a great wealth of regional dialects in England that is more or less totally lacking in Australia. It is often possible to tell where an English person comes from to within about 15 miles or less. In Australia, where there has not been enough time for changes to bring about (2)..... regional

variation, it is almost impossible to tell where someone comes from at (3)..... although very small differences are now beginning to appear. It is unlikely, however that (4)..... will ever be as much dialectal variation in Australia as there is in England. This is because modern transport and communication conditions are very different from what they were 1,500 or even 100 years ago. Even (5)..... English is now spoken in many different parts of the world many thousands of miles apart, it is very unlikely that English will ever break up into (6)..... number of different non-intelligible languages in the same way that Indo-European and Germanic (7)..... German and Norwegian became different languages because the ancestors of the speakers of these two languages moved apart geographically, and were no (8)..... in touch and communicating with one another. In the modern world, barring unforeseen catastrophes, (9)..... will not happen, at least in the near future. As long as Americans and British people, for instance, are in touch with one another and want to communicate with one another, it is most unlikely that their dialects will drift so far apart (10)..... to become different languages.

Read the passage and choose the best answer from A, B, C or D to each of the following questions.

MUSIC AT SCHOOL

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With popular music as with classical music, the only way to come to understand it thoroughly, it is said, is by performing it. The problem with many pop bands is that their members are self – taught and, consequently, if ever they reach the level of public performance, they often only succeed in perpetuating the musical conventions to which they have been exposed. The days when a group of raw, talented musicians could get together and work their way through to a distinctive sound, constantly improving their technique in the process, seem to be gone.

There may still be talents around of the order of a Jimi Hendrix or Eric Clapton, able to acquire prodigious technique mainly by themselves, but the motivation -the sense that there is still something urgent to say within the medium- has largely evaporated. So much so that most aspiring young musicians are increasingly content to play their own versions of other people's tunes.

So what role, if any, does music teaching in school have to play? The current fashion in musical education in Britain dictates that young children must be creative and active, whilst the playing of recorded music to children has been made to seem like an easy option for lazy teachers. With many years of experience behind me as a musician and teacher, however, I feel strongly that listening to music is actually a crucial component in any musical education.

The arguments put forward by music educators are usually a reaction to what they see as a habit of uncritical listening induced by pop music. But in response to this, I fear, rather simplistic view, a couple of points need making. The first is that classical music

is also listened to uncritically. I well remember a head teacher (who incidentally was always complaining that her students' homework suffered as a result of their being distracted by popular music) sharing with me her delight over the new home hi-fi system she had acquired. Mozart, she said, eased the burden of writing hundreds of student reports enormously. Within a few weeks of our conversation, however, she had banned herself from using the system whilst working, so inaccurate had her report writing become.

The second is that the aural awareness of the average listener to classical music – and I am afraid that includes a lot of music teachers – is also severely under-developed. Really discriminating listeners cannot tolerate music as a background to any activity that requires their concentration. Because they are mentally processing every note, they cannot shut the music out in order to perform any other tasks.

What's more, if musical performance, recorded or live, is to have an impact on the young, it is not going to be because it has been suitably prepared for creative exploration. More likely, it will be because a particular piece of music is able to move those pupils who are susceptible to such motivation by its irrational, primeval power. That is why it is so important that children should encounter the real world of music – preferably live as well as recorded – on as much variety as possible. Live music also provides an opportunity for educational visits which, rather like holidays, provide not only a useful psychological break from school routine, but also serve to broaden young people's horizons.

Moreover if children need plenty of exposure to a variety of musical forms, it follows that we should not make, or allow children to make, any value judgements about which form is 'superior'. The fact is, popular and classical music represent different ways of life, in the sense of different views of culture and the values associated with it - and this despite the efforts of so many trained musicians to bridge the gap. It is there important that education should recognize the existence of this gap and subject it to some scrutiny, rather than pretend that it does not exist, or plump solely for one side or the other. Given the customary classical training of music teachers, and the general pop-orientated musical preferences of children, there is usually an intrinsic wariness between class and teacher: an unstated need for a kind of negotiated settlement. As with any negotiation, the start should be with areas of agreement rather than disagreement.

1. According to the writer, what do contemporary pop bands lack?
 - A. genuine musical talent
 - B. inspirational role models
 - C. an innovative spirit
 - D. musical conventions to follow

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2. In the writer's view, music classes in school.....
 - A. are too passive in nature
 - B. over-emphasize the role of music-making
 - C. are over-reliant on recorded music
 - D. fail to exploit the experience of teachers
3. What point does the example of the head teacher illustrate?
 - A. Popular music doesn't require concentration.
 - B. Good music demands our full attention.
 - C. Any kind of music can be distracting.
 - D. Classical music helps us to concentrate.
4. What point is made about music teachers in the fifth paragraph?
 - A. They are inclined to misinterpret classical music.
 - B. They sometimes misuse recorded music in their classes.
 - C. Some of them focus too narrowly on music in their training.
 - D. Many of them have not learnt to listen to music effectively.
5. In the writer's opinion, what aspect of a musical performance is most like to attract young people?
 - A. its emotional impact
 - B. its creative energy
 - C. its unpredictable nature
 - D. its educational value
6. The pronoun "it" in the last paragraph refers to.....
 - A. form
 - B. life
 - C. exposure to a variety of musical forms
 - D. popular and classical music
7. According to the writer, in dealing with pop and classical music in the classroom, teachers should
 - A. analyse how one has influenced the other
 - B. attempt to find common ground between them
 - C. present them as equally correct and valuable
 - D. get their students to decide which is better

shared by: Angelo
of Otto Channel

Read the following passage and do the tasks below.

MOBILE PHONES AND DRIVING

0. Paragraph A:

Though once perceived a luxury cell phones have become a common possession over the last ten years or so. Due to modern day technology and public demand cell phones have been made affordable to most. However, one of the most controversial topics of today is whether or not we should be using our cell phones whilst driving, Does it pose a danger to ourselves and other drivers? Or doesn't it make any difference to the likelihood of an accident.

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1. Paragraph B:

Several countries around the world have already imposed a national law with heavy infringements. More recently the UK, Australia and Finland have joined the ranks of countries opposing this very hazardous act, with Ireland imposing the harshest penalties on the continent (a third offence can mean 3 months imprisonment). Also in Europe, the Netherlands is fining offenders 2000 Euros and 2 weeks in jail.

2. Paragraph C:

This dangerous distraction contributes largely to motor vehicle accidents and the statistics are increasing daily as we continue to take our eyes off the road to call or even more dangerously text. Research by road safety groups suggests speaking on a phone whilst driving increases your chances of an accident, increasing to nine times more likely when texting. Time and again, in study after study replicated across the world, the use of a cell phone by the driver has been proven, beyond any sense of reasonable doubt, to dramatically increase the probability of a motor vehicle crash.

3. Paragraph D:

In New Zealand, a proposal made by a previous Labour led Government suggests a \$50 fine and 27 demerit points for any person using a cell phone whilst driving, although the Ministry of Transport is still preparing a report based on public consultation. Although this is only a pending idea, the government knows this will be a difficult infringement to police but a start needs to be made and people need to understand the consequences of what potentially could happen. It is a common misconception that hands free kits are safe to use, but research conducted by Waikato University has proven that these can be equally as dangerous as hand held phones.

4. Paragraph E:

On one hand, using a cell phone whilst driving has become an integral part of our lives and is going to be a hard habit to kick. But it has been proven that our reaction time is never fast enough when confronted with a road hazard, but if you are having a conversation at the same time it will slow your reaction time by even more. Most people

find It takes 2 and a half seconds to react in a dangerous situation but if you are on the phone you can add another 2 seconds onto that. Your attention is divided; part of you concentrates on your conversation, the other on driving. The demands of the conversation and the road are competing, therefore making it a cognitive distraction as well as physical as you are removing one hand from the steering wheel to hold the phone. On the other hand, an American radio host suggested that banning cell phones whilst driving was taking it a step too far, "if we ban cell phones, what's next? No billboards, coffee drinking, or CD players?" The host agreed that texting whilst driving was a danger but phoning was not

5. Paragraph F:

Many people agreed with him in saying that texting was a definite hazard as the act of looking down would lead your eyes off the road. However, doesn't holding a conversation while driving seem just as distracting as eating food or reaching for a CD? Accidents were happening decades before the cell phone was introduced so should we be taking this matter so seriously?

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6. Paragraph G:

Obviously opinions will differ on this matter, and it will always remain a debatable issue. A long list of countries seems to be following the trend and imposing a law against cell phones on the road, but there is still an even longer list yet to follow. Lack of data leaves uncertain results but it seems research is ongoing and surveys and tests are being carried out on a regular basis to reach some kind of conclusion as to just how dangerous and potentially fatal this habit may be.

Reading Passage has seven paragraphs A – G. Choose the correct heading for paragraphs B – G from the list of headings below.

List of Headings

- | | |
|---------------------------------------|-------------------------------|
| i. Impact of mobile phones in hazards | ii. Texting statistics |
| iii. International reactions | iv. Further research required |
| v. Evidence from around the globe | vi. Challenges of enforcement |
| vii. Global agreement on penalties | viii. Contradictory data |
| ix. Risks of talking to passengers | x. Balancing the risks |

Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence printed before it, using the word given. Do not change the word given.

4. If you don't work harder, you'll fail the exam. (SOCKS)

→ You..... if you want to pass the exam.

5. I think you should have more consideration for those who don't have lives as privileged as yours. (SPARE)

→ I think you should lives aren't as privileged as yours.

You are attending a course at an evening school. Write a letter to the director of the school with a complaint about the course (100-120 words).

In your letter, you should:

- Describe the course you are taking
- Explain what you don't like about the course
- Give your opinion about what should be done about it

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of Otto Channel**

Use your name and address as Le Bao An — 96 Nguyen Du Street, Vinh City, Nghe An Province.

THE END