

KỶ THI TUYỂN SINH VÀO LỚP 10 CHUYÊN NĂM HỌC 2020 – 2021

MÔN: TIẾNG ANH

Thời gian: 120 phút

(Dùng cho học sinh thi vào lớp chuyên Tiếng Anh)

(Thí sinh không được sử dụng tài liệu – Cán bộ coi thi không giải thích gì thêm)

Họ và tên thí sinh: SBD:

A. MULTIPLE CHOICE

I. SPEAKING (10 points)

Choose the word whose underlined part is pronounced differently from the other three.

- | | | | | |
|----|-----------------------|------------------------|-----------------------|------------------------|
| 1. | A. neglig <u>e</u> | B. alg <u>a</u> e | C. abs <u>en</u> tee | D. kedg <u>e</u> ree |
| 2. | A. tw <u>a</u> ddle | B. cox <u>s</u> wain | C. pers <u>u</u> ade | D. d <u>w</u> indle |
| 3. | A. d <u>r</u> eamt | B. m <u>e</u> lancholy | C. s <u>e</u> ance | D. s <u>e</u> amstress |
| 4. | A. Ch <u>r</u> istian | B. M <u>a</u> rtian | C. susp <u>i</u> cion | D. susp <u>e</u> sion |
| 5. | A. sesam <u>e</u> | B. fin <u>a</u> le | C. coyot <u>e</u> | D. stepp <u>e</u> |

Mark the letter A, B, C, or D on your answer sheet to indicate the most suitable response or question to complete each of the following exchanges.

6. _ John: "Would you like to have noodles, spaghetti, or something different?"
_ Chole: " _____"
A. I'm afraid not. B. Yes, please. C. Never mind. D. Anything will do.
7. _ Dave: "It's my birthday today."
_ Laura: " _____"
A. Great! It's a wonderful day. B. Do I have to give you a present?
C. Is it? Oh, well, many happy returns. D. Oh, I'm sorry that I haven't prepared any present.
8. _ Mike: "How is your project going?"
_ Julie: " _____"
A. I'm working with John and Sally. B. What? Is it going to finish soon?
C. Great! Couldn't be better. D. Do you really want to go?
9. _ Hanna: "What are you going to major in?"
_ Pete: " _____"
A. I haven't decided, but I'm leaning towards biology.
B. My parents want me to become a doctor or a pharmacist.
C. My favourite subjects are Maths, Physics and English.
D. I'm going to take my final exam at the end of July.
10. _ Interviewer: " _____"
_ Candidate: "Thank you"
A. Sit yourself, OK? B. Be seated, please. C. Seat down, will you? D. Please take a chair.

II. VOCABULARY, PREPOSITIONS & STRUCTURES (30 points)

Make the best choice.

1. Inviting both Doug and Shirley to the party is a _____ for disaster.
A. prescription B. recipe C. pill D. therapy
2. She was the _____ of my troubles.
A. cause B. origin C. effect D. reason
3. It was fun playing the game at first but the novelty soon _____.
A. wore off B. went off C. died out D. died down
4. If he carries on driving like that, he'll end _____.
A. up death B. up dead C. in living D. in his life
5. – I can't make up my mind. I don't know what to do.
– Well, why not _____ and let me know your decision tomorrow?
A. sleep it off B. sleep it out C. sleep on it D. consult with the bed
6. When I washed his pullover, the colour came out. I have _____ to take it back to the shop and complain.
A. a strong will B. a good view C. a strong mind D. a good mind
7. She can't help _____ what he was thinking.
A. wonder B. but wonder C. to wonder D. in wondering
8. He was _____ to give lengthy speeches.
A. wont B. customary C. habitual D. accustomed
9. Before they go to the university, most senior high school graduates have _____ idea of what college life like is like.
A. no less B. no least C. not less D. not in the least
10. Country life differs from urban life in _____ a sense of community generally binds the inhabitants of small villages together.
A. it B. what C. which D. that
11. The thief _____ the watch into his pocket when he thought no one was looking.
A. thrust B. slipped C. packed D. crammed
12. _____ my judgement, the plan is ill-conceived.
A. In B. To C. For D. With
13. The _____ of the pudding is in the eating!
A. taste B. proof C. quality D. pleasure
14. After months of getting _____, the detectives began to feel that they were _____ something.
A. nowhere / into B. anywhere / into C. nowhere / onto D. anywhere / onto
15. Your son has the _____ of a fine musician.
A. beginnings B. makings C. looks D. talents
16. Reports are coming in that a flood has hit a heavily _____ area in the south of India.
A. crowded B. personalised C. people D. populated
17. More than 80 people came to the exhibition, many of _____ children had pictures on the walls.
A. who B. whom C. whose D. which
18. _____ I'd like to help you out, I'm afraid I just haven't got any spare money at the moment.
A. Even B. Despite C. Much as D. Try as
19. No sooner _____ everyone started to gossip about him.
A. had Mike left than B. did Mike leave when C. left Mike when D. Mike had left than
20. In no way _____ that people will be prevented from organizing peaceful protests.
A. this law means B. means this law C. does this law mean D. this law does mean
21. Suddenly, someone shouted, 'Thief!' and the man quickly _____ on a motorbike.
A. took in B. made off C. came forward D. handed in
22. The program usually _____ on at half past eight.

- A. looks B. does C. turns D. comes
23. There's so much technical _____ in this manual that I can't really understand it.
A. jargon B. slang C. tongue D. speech
24. As it's not out on DVD yet, we might _____ get it on video, I suppose.
A. also B. as well C. too D. and
25. When we were in Athens, I bought a _____ statuette.
A. white beautiful marble little B. marble beautiful little white
C. beautiful little marble white D. beautiful little white marble
26. Let's go to the beach. It's _____ a day to sit indoors.
A. nice enough B. too nice C. so nice D. such nice
27. Do you think you could pull a few _____ for me and get someone at the office to look at my drawings?
A. strings B. chords C. ropes D. wires
28. _____ rare artefacts were they that museum decided to insure them.
A. So B. Such C. Too D. Very
29. I didn't get the job, but I'll just have to _____ and bear it, won't I?
A. smile B. grin C. smirk D. beam
30. My old house was a sight for _____ eyes after I'd been away for so long.
A. injured B. painful C. hurting D. sore

III. ERROR IDENTIFICATION (20 points)

Choose the underlined part that needs correction.

1. The technology, developed in coal-rich Germany in the 1920s, involves partly burning coal to turn it into a gas, then using a catalyst usually a metal, make it a liquid.
A. coal-rich B. involves partly C. turn it into D. make it
2. Public opinion polls have consistently demonstrated the public's willingness for 'tradeoff' economic growth for environmental protection.
A. opinion polls B. consistently C. for D. environmental
3. Education should emphasize our interdependence with peoples, with other species, and with the planet as a whole.
A. should B. our C. with D. as a whole
4. The minimum wage bill provides for a gradual reduction of the minimum wage from \$5.15 an hour to \$7.25 an hour over two years.
A. bill B. reduction C. minimum wage D. over two years
5. In 2004, a team led by the government environment ministry say that chemicals from the factory had contaminated sediment in the bay and entered the food chain.
A. led by B. say that chemicals
C. contaminated sediment D. entered
6. Since infection can cause both fever as well as pain, it is good idea to check a patient's temperature.
A. can cause B. as well as C. to check D. a patient's
7. The volume four of our encyclopedia set has been missing for two months.
A. The volume B. our C. has been missing D. for
8. The Gray Wolf, a species reintroduced into their native habitat in Yellowstone National Park, has begun to breed naturally there.
A. reintroduced B. their native habitat C. has begun D. naturally
9. The organizers of the charity were more than surprised at how many people lined up to receive the clothes donating by the outgoing mayor.
A. more than surprised B. how many C. donating D. the outgoing

10. Tea did not become popular in Europe until the mid 17th century when it has been first imported to England and Holland.

A. did not become

B. it

C. has been

D. first

IV. READING COMPREHENSION (20 points)

Read the following passage and choose the best answers to the questions.

HOW TO RAISE A BRIGHT CHILD

Teachers and other specialists in early childhood education recognise that children develop at different rates. Given anything that resembles a well-rounded life – with adults and other children to listen to, talk to, to do things with – their minds will acquire naturally all the skills required for further learning.

Take reading as an example. The two strongest predictors of whether children will learn to read easily and well at school are whether they have learned the names and the sounds of the letters of the alphabet before they start school. That may seem to imply that letter names and sounds should be deliberately taught to young children, because these skills will not happen ‘naturally’.

But in all the research programs where they have done just that – instructed children rehearsed the names and sounds over and over, the results are disappointing. The widely accepted explanation is that knowledge of the alphabet, for it to work in helping one to read, has to be deeply embedded in the child’s mind. That comes from years of exposure and familiarity with letters, from being read to, from playing with magnetic letters, and fiddling with computers.

So parents can do some things to help, although many do these things spontaneously. Instead of reading a story straight through, the reader should pause every so often and ask questions — but not questions which can be answered by a yes or no. Extend their answers, suggest alternative possibilities, and pose progressively more challenging questions.

And with arithmetic, do not explicitly sit down and teach children about numbers, but all through those early years count when walking up steps. Recite nursery rhymes. Talk to children. Say this is a red apple, that is a green one, please get three eggs out of the fridge for me.

The technical term in vogue for this subtle structuring of children’s early learning is ‘**scaffolding**’. Based on recent extensions of the work of the Russian psychologist Lev Vygotsky, the idea is that there are things a child may be almost ready to do. Anna, for example, cannot tie a shoelace by herself, but if an adult or a competent child forms one of the loops for her, she will soon learn to do the rest. Applying this concept to older children, one wonderful teacher has her children keep lists of ‘Words I Can Almost Spell’.

While this has all the hallmarks of common sense, it represents a significant change of emphasis from the ideas of Piaget, which have dominated the theory of early childhood learning. The child in Piaget’s theory looks, more than anything, like a little scientist – exploring the environment, observing, experimenting, thinking and slowly coming to his or her conclusions about how the world works. The image is of a rather solitary pursuit drawing with all the real action in the child’s head.

The Vygotsky model reintroduces all the people who also inhabit the child’s world – parents, caregivers, relatives, siblings, and all those other children at play or school. They are not simply noise, clattering in the background while the child’s developing mind struggles on its own. The cognitive development of the child, that is, the learning of colours or numbers or letters, depends on learning how to interact socially, how to learn from the people (as well as the things) in the environment.

What is important is that the child develops the range of social skills – being able to express a preference, knowing how to take turns, being able to stand up for themselves, being able to get into a group, being able to make decisions, being able to share, and having confidence to go off on their own. These all require careful nurturing. No one is telling parents to not think about their children’s development. It is just that it is more important to think about a child’s desire to chat and the importance of social behaviour and play activity than the actually more trivial markers of intellectual achievement such as being the first kid in the group to cut out a circle that looks like a circle.

1. **During early childhood, children _____.**
 - A. like to talk to other children
 - B. develop at different rates
 - C. are keen to learn new things
 - D. find it hard to acquire new skills
2. **Children will generally learn to read easily and well at school if _____.**
 - A. they have often talked with other children and adults
 - B. they have good teachers
 - C. they have learned their skill 'naturally'
 - D. they have learned the alphabet well
3. **Research programmes studying how children learn have _____.**
 - A. tried exposing children to reading, drawing, and computers
 - B. proved that children learn best at school
 - C. had poor results
 - D. had good results
4. **If parents wish to help their children learn, they should _____.**
 - A. rely on their children's spontaneous ability to learn
 - B. ask basic questions about stories they have read to their children
 - C. offer alternative possible endings to stories
 - D. ask increasingly difficult questions
5. **'Scaffolding' is _____.**
 - A. a theory created by Lev Vygotsky
 - B. helping children with simple tasks, like tying shoelaces
 - C. helping children with tasks that they cannot quite complete on their own
 - D. helping children improve their spelling
6. **The theories of Piaget _____.**
 - A. have significant emphasis on the theory of childhood learning
 - B. are based on the work of Lev Vygotsky
 - C. call for the study of the environment
 - D. are no longer as popular as they once were
7. **In Piaget's model of child development, _____.**
 - A. the child learns to spell new words
 - B. the child explores on his or her own
 - C. parents play a key role
 - D. the child needs guidance from teachers
8. **In the Vygotsky's model, _____.**
 - A. the people who inhabit the child's world are part of the background
 - B. old friends are reintroduced to the child
 - C. parents and surrounding people are seen as a key part of the child's development
 - D. the child's mind struggles on its own
9. **The ability of a child to learn depends on _____.**
 - A. learning from his or her surroundings
 - B. learning about colours, numbers, and letters
 - C. being sent to school when young
 - D. knowing how to take turns
10. **When considering their children's development, parents should _____.**
 - A. set them tests of intellectual achievement
 - B. focus on social behaviour and play
 - C. not be too concerned
 - D. teach them to cut out a circle

V. GUIDED CLOZE TEST (20 points)

Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word for each of the blanks from 1 to 10.

NATURE'S CLOCKS

Our biological clocks govern almost every aspect of our lives. Our sensitivity to stimuli (1) _____ over the course of the day, and our ability to perform certain functions is subject to fluctuations. Consequently, there is a(n) (2) _____ time for tasks such as making decision: around the middle of the day. Anything that (3) _____ physical co-ordination, on the other hand, is best attempted in the early evening. What is more, there is a dramatic drop in performance if these activities are carried out at other times. The risk of accident in a factory, for example, is 20% higher during the night (4) _____.

Primitive humans lived their lives in tune with the daily cycle of light and dark. Today we are (5) _____ convinced that we can impose schedules on our lives at will. Sooner or later, however, we pay a (6) _____ for ignoring our natural rhythms. A good example is jet lag, caused when we confuse our body's biological clocks by (7) _____ several time zones. People suffering from jet lag can take several days to adjust to new time zones, and have a reduced ability to make decisions, which is a worrying thought, as serious (8) _____ of judgement can be made. And this may be just the (9) _____ of the iceberg. An increasing (10) _____ of people suffer from seasonal affective disorder (SAD), a form of depression that can be triggered by living in artificial conditions. SAD can be serious, and sufferers may even need to take antidepressant drugs.

- | | | | | |
|-----|---------------|----------------|-----------------|---------------|
| 1. | A. modifies | B. ranges | C. varies | D. wavers |
| 2. | A. peak. | B. summit | C. maximum | D. optimum |
| 3. | A. requests | B. demands | C. dictates | D. stipulates |
| 4. | A. labour | B. work | C. duty | D. shift |
| 5. | A. powerfully | B. firmly | C. steadily | D. highly |
| 6. | A. price | B. fine | C. fee | D. cost |
| 7. | A. landing | B. penetrating | C. crossing | D. travelling |
| 8. | A. errors | B. mistakes | C. inaccuracies | D. fallacies |
| 9. | A. peak | B. pinnacle | C. top | D. tip |
| 10. | A. amount | B. quantity | C. number | D. proportion |

B. WRITTEN TEST:

I. WORD FORMS (20 points)

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

- After a turbulent first few months, he finally feels comfortable in his new _____. (**ROUND**)
- Multiple _____ were situated in strategic locations along the terraces, capturing the sun's light as it made its daily path. (**SUN**)
- Literature and extra-curricular activities such as drama and singing are _____ in their school curricula. (**CORPUS**)
- The piano _____ has brought him recognition as one of the major jazz innovators of this century. (**ART**)
- Writers do not predict the future but use writing as a cognitive ancillary in the _____ of the present. (**MYSTERY**)
- This state-of-the-art facility is so _____ it is unbelievably superior to any facility in the world. (**FUTURE**)
- Blogging had become a way of leading a kind of surrogate social life with _____ people. (**MIND**)
- As violence of any kind is legalised, the society becomes _____ resulting in an increase in violence and crime. (**SENSE**)
- Students and faculty have the opportunity to _____ change in our society by presenting their views and research to the world. (**EFFECT**)
- It _____ him that people cause so much mindless damage and say untruths about him. (**FURY**)

II. OPEN CLOZE TEST (30 points)

Complete the passage below by writing **ONE** word in each gap.

APPEARANCE CAN BE DECEPTIVE

(1) _____ cover as normal shoppers, Sue Davies, Principal Policy Adviser for Food Issues, and her team at Consumers' Association, trawl the supermarkets and independent retailers, tracking (2) _____ enticing packaging that is designed to mislead, and gathering samples (3) _____ will provide evidence with which to name and shame the culprits.

There (4) _____ the creamy chicken and sweetcorn pasta which contained only 2 per cent dried chicken and 1 percent sweetcorn, or the maple syrup creams which contained (5) _____ maple syrup 'people now consume more (6) _____ food than ever before, so we have become more reliant on manufacturers to provide us with information about it. Yet this is frequently distorted, through the (7) _____ of logos, pictures, claims and labeling, which suggest a product is something that it is (8) _____. Some companies will change their labels within a couple of hours of our writing to them, or publishing what we have found,' says Davies. '(9) _____ don't acknowledge the problem at all, but in (10) _____ case we are able to give ammunition to the trading Standards officers who may be able to take (11) _____.'

Currently the team is homing in on misleading health claims such as 'good for the heart', 'can boost your immune system' or 'help support your body's (12) _____ defences'. These may be within the letter of the law, but flout its spirit. For example, the claim that a product is (13) _____ to 90 per cent fat-free is misleading, (14) _____ that strict guidelines state it should have not more than 3 per cent fat to qualify as a 'low-fat' product. These are the areas that make Davies' (15) _____ boil.

III. SENTENCE TRANSFORMATION (30 points)

Rewrite the following sentences without changing the meaning. Use **NO MORE THAN SEVEN WORDS, including the word given in brackets.**

- Tom hates parties, so don't try to persuade him to go. (**WORTH**)
→ It _____ going to parties because he hates them.
- "It's not a good idea to call Leo just yet," Valerie told me. (**AGAINST**)
→ Valerie _____ while.
- "Why didn't I ask Linda for her phone number?" thought Sam. (**ONLY**)
→ "_____ for her phone number!" thought Sam.
- "I don't mind you staying out late, but your father does," Robbie's mother told him. (**RATHER**)
→ "It's _____ you staying out late," Robbie's mother told him.
- The town council have decided not to delay building a wall round the park. (**AHEAD**)
→ The town council have made _____ building of a wall round the park.
- It is highly likely that this novel will win the book prize. (**CHANCE**)
→ This novel _____ the book prize.
- There is no doubt that Lucy will agree with the president's point of view. (**SAYING**)
→ It _____ in with the president's point of view.
- The manager will not be satisfied unless you apologise immediately. (**LESS**)
→ Nothing _____ the manager.
- The supermarket may be forced to close if demand doesn't increase. (**FACING**)
→ The supermarket _____ demand increases.
- Woman outnumber men by two to one on the ballet course. (**TWICE**)
→ There _____ men on the ballet course.

IV. WRITING A PARAGRAPH (20 points)

The COVID-19 pandemic has caused significant changes to all sectors, including education and training. In about 100 words, write a paragraph on three advantages of e-learning methods amid COVID-19.

.....
.....
.....

This is the end of the test.

1. C. varies
2. D. optimum
3. B. demands
4. D. shift
5. B. firmly

6. A. price
7. C. crossing
8. A. errors
9. D. tip
10. C. number

B. WRITTEN TEST:

I. WORD FORMS (2pts for each correct answer)

- | | |
|--------------------|-----------------|
| 1. surrounding(s) | 6. futuristic |
| 2. sundials | 7. like-minded |
| 3. incorporated | 8. desensitized |
| 4. artist | 9. effectuate |
| 5. demystification | 10. infuriates |

II. OPEN CLOZE TEST (2pts for each correct answer)

- | | |
|---------------|-----------------------------|
| 1. under | 9. Others |
| 2. down | 10. any |
| 3. that/which | 11. action/responsibilities |
| 4. was | 12. natural |
| 5. no/zero | 13. up |
| 6. processed | 14. given |
| 7. use | 15. blood |
| 8. not | |

III. SENTENCE TRANSFORMATION (3pts for each correct answer)

Spelling, preposition, article: -1pt/error

1. It **is not worth persuading/talking Tom into** going to parties because he hates them.
2. Valerie **advised me against calling Leo for a** while.
3. “**If only I had asked Linda** for her phone number!” thought Sam.
4. “It’s **your father rather than me/I who minds** you staying out late,” Robbie’s mother told him.
5. The town council have made **the/a decision to go ahead with the** building of a wall round the park.
6. This novel **has a high/good chance of winning** the book prize.
7. It **goes without saying (that) Lucy will fall** in with the president’s point of view.
8. Nothing **less than an immediate apology will satisfy** the manager.
9. The supermarket **may be facing closure/being closed unless** demand increases.
10. There **are twice as many women as** men on the ballet course.

IV. WRITING A PARAGRAPH (20 points)

Key:

The impression mark given to the paragraph is based on the following scheme:

Content: accounts for 50% of the total mark. To be given the maximum of 50% for the content, the candidate should provide all main ideas and details as appropriate.

Language: accounts for 30% of the total mark. To be given the maximum of 30% for language, the candidate should use variety of vocabulary and structures appropriate to the level of English language gifted upper-secondary school students.

Presentation: accounts for 20% of the total mark. To be given the maximum of 20% for presentation, the candidate should write with coherence, cohesion and can use appropriate style and linking devices appropriate to the level of English language gifted lower-secondary school students.