

Thí sinh làm bài trên đề thi.

Chú ý: Đề thi có 04 trang, thí sinh kiểm tra lại số trang đề thi trước khi làm bài.

Chữ ký Giám khảo 1	Chữ ký Giám khảo 2	Điểm bằng số	Điểm bằng chữ	Số phách

SECTION 1. LANGUAGE USAGE & VOCABULARY

I. Choose the best word or phrase to fill in the blank. Circle the letter for your choice. (16 marks)

- This school has excellent...
a. *repute* b. *reputation* c. *reputed* d. *reputable*
- To keep the air unpolluted, people ought to use...energy to create electricity.
a. *sunny* b. *sun* c. *solar* d. *sunlight*
- She... in the kitchen when I came
a. *is cooking* b. *was cooking* c. *cooked* d. *cooks*
- There is a shrine...the top of the mountain near my uncle's house.
a. *on* b. *in* c. *at* d. *to*
- This student thinks chatting on the Internet is time...
a. *consuming* b. *consume* c. *consumer* d. *consumption*
- Neither Tan nor his brothers...a consent form for tomorrow's field trip.
a. *need* b. *needs* c. *is needing* d. *has needed*
- They stayed up late for a new television movie ... they had to go to school in the morning next day.
a. *but* b. *so* c. *and* d. *even though*
- There may be a lot of ...stones on Mars.
a. *preciosity* b. *preciously* c. *precious* d. *preciousness*
- Many ... took inspiration from Vietnam's ethnic minorities.
a. *design* b. *designing* c. *designer* d. *designers*
- He... to find a job but he had no luck.
a. *hard tried* b. *hardly tried* c. *tried hardly* d. *tried hard*
- We couldn't go on a picnic as planned...it was raining hard.
a. *because* b. *but* c. *however* d. *so*
- What is the name of the man...gave us a lift?
a. *whose* b. *what* c. *which* d. *who*
- She asked me if I...speak Chinese.
a. *can* b. *could* c. *will* d. *do*
- The children came back home...8 p.m. last night.
a. *after* b. *till* c. *up to* d. *in*
- Remember to... your shoes when you go into the temple.
a. *go off* b. *take off* c. *take up* d. *go on*
- He was an excellent student. It was ...that he failed the exam.
a. *surprise* b. *surprising* c. *surprised* d. *surprises*

II. Which word is the odd one out? Write your answer in the blank. (6 marks)

- a. gas b. oil c. pipe d. petrol _____
- a. lake b. mountain c. sea d. river _____
- a. radio b. television c. cook d. magazine _____
- a. destroy b. spoil c. damage d. decorate _____

5. a. nature b. volcano c. typhoon d. tornado _____
 6. a. mooncakes b. parades c. vegetables d. chocolates _____

III. Pick out the word whose underlined part is pronounced differently from the rest. (6 marks)

1. a. hate b. cat c. hat d. that _____
 2. a. club b. plumber c. pub d. reduce _____
 3. a. beach b. clean c. instead d. leave _____
 4. a. environment b. littering c. dynamite d. bike _____
 5. a. blood b. school c. tool d. balloon _____
 6. a. switch b. catch c. match d. stomach _____

IV. Choose the best word or phrase to fill the gaps. Circle the letter. (10 marks)

1. I'm really looking forward ----- when you come to Nha Trang next month.
a to meet you b meeting you
c to meeting you d about meeting you
2. Suddenly I saw a man ----- slowly towards me.
a walked b to walk
c walks d walking
3. A: Is Karen here? B: No, She ----- for work.
a had just left b has just left
c is just gone d was just leaving
4. When he ----- an airline pilot, he ----- a lot of money.
a became, had earned b had become, earned
c became, earned d had become, had earned
5. I wish I ----- skydiving in the Andes along with you.
a was b am
c were d have been
6. We went there every winter for over ten years but we never ----- the freezing weather.
a accustomed b get used to
c were use to d got used to
7. Visitors are expected ----- between the hours of 9 and 11am daily
a arrive b to arrive
c arriving d be arriving
8. I gave your car keys to the woman ----- you recently sued.
a who b whom
c whose d which
9. We ----- annoy him as he gets very angry.
a needn't b aren't allowed to
c don't have to d mustn't
10. She spent the next six months looking for someone as----- Reginald as possible.
a different than b different with
c different from d different for

SECTION 2. READING

Reading Test 1 (10 marks)

I. Match the headings with the paragraphs below. There is an extra heading, which one is it? (2 marks)

- a) Eating b) Conversation c) Staying in an Indian home
 d) Food e) Dinner gifts

II. Read the passage and say whether the following statements are true (T) or false (F). Write T or F in front of each letter. (8 marks)

- ___ 1 If you stay with an Indian family you are expected to give them a gift.
- ___ 2 Your choice of gift will depend on who your hosts are.
- ___ 3 It used to be insulting to take a gift when you are invited for dinner.
- ___ 4 You can give your hostess flowers.
- ___ 5 You should always eat with your left hand.
- ___ 6 Indians keep their left hand on the table.
- ___ 7 Indians prefer interesting discussions to polite conversation.
- ___ 8 They avoid talking about religion.

___(Heading 1)___

If you stay in an Indian home, bring something from your home country as a gift. Although it is not expected, it would be much appreciated. But find out the social status and religion of your hosts before you choose the gift. A bottle of foreign whisky would be the perfect gift for some, and not at all appropriate for others. If you know the people you are going to stay with, it is a good idea to ask them what they would like. Some things are just not available in India.

___(Heading 2)___

It is not necessary to bring a gift when you are invited to dinner. After all, you are the honoured guest. Until recently, it would have been almost insulting to bring sweets or a bottle of wine. But this is not true today. Nowadays it is a custom which is becoming popular with many Indians. Fruit, flowers or a box of sweets are perfect gifts on such occasions, and will offend no one.

___(Heading 3)___

In all classes of society, both urban and rural, food is only taken to the mouth with the right hand. This is the most important part of the etiquette of eating in India. Once you have started eating, and have food in your right hand, it is all right to serve yourself, using the serving spoon with the left hand. When you watch Indians eat, you will see that they keep their left hand on their lap.

___(Heading 4)___

If you are stuck for a conversation topic in India, talk about families. Another useful subject to start with is cricket. But once you get to know a person better, any topic is acceptable. Indians love to talk about politics and religion. They enjoy opinionated discussions and not just polite conversations. Conversation is an art form and people take the time to really talk.

Reading Test 2 (14 marks)

Part 1: Read the text and match the inventions (A–F) with paragraphs (1–5). (6 marks)

A fridge **B** light bulb **C** microwave oven **D** telephone **E** television **F** vacuum cleaner

___ 1 John S. Thurman was the person who invented this in 1899. He went from door-to-door cleaning people's carpets with the first model which used gas for power.

___ 2 William Cullen, a Scotsman was the inventor of this technology which Faraday later used. The first electric model was not invented until 1803. It was not until almost 100 years later that people could buy one to keep their food cool.

___ 3 Both Joseph Swan and Thomas Edison invented the electric version in 1878. It was an invention with a bright future which we still use today.

___ 4 Marconi, who some people think invented this, only made the idea popular. The first working model, which takes its name from Greek and means 'far sound', was invented by Alexander Graham Bell in March 1876.

___ 5 This was invented by accident in 1946 when Dr Percy LeBaron Spencer found that a chocolate bar which was in his pocket melted while he was working with microwave radiation.

Part 2: In your opinion, which of the inventions is ... (8 marks)

1 the most important/ useful?

2 least useful?

3 most expensive?

4 going to be replaced by a better invention?

SECTION 3. WRITING (38 marks)

I Transformation: (8 marks)

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

Do not change the word given. You must use between **two** and **five** words, including the word given.

There is an example at the beginning.

Example:

It hasn't taken Sam long to learn Spanish.

picked

Sam*has picked up* Spanish very quickly.

1. Could you speak English when you were younger?

able

When you were younger, speak English?

2. What's the answer to sixteen minus eight?

away

If you sixteen, what's the answer?

3. My sister doesn't like computer games very much.

keen

My sister computer games.

4. 'Did you eat the chocolates?' Maria said to Peter.

asked

Maria eaten the chocolates.

II. Write what you think about wearing jeans to school (between 80- 100 words). You MIGHT follow the steps suggested in the table. (30 marks)

Parts of your writing	Organization	Language
Introduction	Your point of views	<i>I think...</i>
Body	Explanations and examples	<i>Firstly,.../ Secondly,.../Finally,...</i>
Conclusion	Summary	<i>Therefore,.../ In conclusion,....</i>

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THE END

**Đề thi này gồm có 4 trang không kể tờ phách.
Giám thị không giải thích gì thêm.**

**ĐÁP ÁN VÀ HƯỚNG DẪN CHẤM
ĐỀ CHÍNH THỨC HỆ SỐ 1 MÔN TIẾNG ANH 10**

SECTION 1. LANGUAGE USAGE & VOCABULARY

I. Choose the best word or phrase to fill in the blank. Circle the letter for your choice. (16 marks)

1. This school has excellent...
a. repute b. reputation c. reputed d. reputable
2. To keep the air unpolluted, people ought to use...energy to create electricity.
a. sunny b. sun c. solar d. sunlight
3. She... in the kitchen when I came
a. is cooking b. was cooking c. cooked d. cooks
4. There is a shrine...the top of the mountain near my uncle's house.
a. on b. in c. at d. to
5. This student thinks chatting on the Internet is time...
a. consuming b. consume c. consumer d. consumption
6. Neither Tan nor his brothers...a consent form for tomorrow's field trip.
a. need b. needs c. is needing d. has needed
7. They stayed up late for a new television movie ... they had to go to school in the morning next day.
a. but b. so c. and d. even though
8. There may be a lot of ...stones on Mars.
a. preciousness b. preciously c. precious d. preciousness
9. Many ... took inspiration from Vietnam's ethnic minorities.
a. design b. designing c. designer d. designers
10. He... to find a job but he had no luck.
a. hard tried b. hardly tried c. tried hardly d. tried hard
11. We couldn't go on a picnic as planned...it was raining hard.
a. because b. but c. however d. so
12. What is the name of the man...gave us a lift?
a. whose b. what c. which d. who
13. She asked me if I...speak Chinese.
a. can b. could c. will d. do
14. The children came back home...8 p.m. last night.
a. after b. till c. up to d. in
15. Remember to... your shoes when you go into the temple.
a. go off b. take off c. take up d. go on
16. He was an excellent student. It was ...that he failed the exam.
a. surprise b. surprising c. surprised d. surprises

II. Which word is the odd one out? Write your answer in the blank. (6 marks)

- | | | | | |
|---------------------|--------------------|----------------|--------------------|-------|
| 1. a. gas | b. oil | c. pipe | d. petrol | _____ |
| 2. a. lake | b. mountain | c. sea | d. river | _____ |
| 3. a. radio | b. television | c. cook | d. magazine | _____ |
| 4. a. destroy | b. spoil | c. damage | d. decorate | _____ |
| 5. a. nature | b. volcano | c. typhoon | d. tornado | _____ |
| 6. a. mooncakes | b. parades | c. vegetables | d. chocolates | _____ |

III. Pick out the word whose underlined part is pronounced differently from the rest. (6 marks)

- | | | | | |
|---------------------|--------------------|--------------------------|-------------------------|-------|
| 1. a. <u>h</u> ate | b. <u>c</u> at | c. <u>h</u> at | d. <u>th</u> at | _____ |
| 2. a. <u>cl</u> ub | b. <u>pl</u> umber | c. <u>pu</u> b | d. <u>re</u>duce | _____ |
| 3. a. <u>be</u> ach | b. <u>cl</u> ean | c. <u>in</u>stead | d. <u>le</u> ave | _____ |

4. a. environment **b. littering** c. dynamite d. bike _____
 5. **a. blood** b. school c. tool d. balloon _____
 6. a. switch b. catch c. match **d. stomach** _____

IV. Choose the best word or phrase to fill the gaps. Circle the letter. (10 marks)

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SECTION 2. READING

Reading Test 1 (10 marks)

I. Match the headings with the paragraphs below. There is an extra heading, which one is it? (2 marks)

- a) Eating b) Conversation c) Staying in an Indian home
d) Food e) Dinner gifts

II. Read the passage and say whether the following statements are true (T) or false (F). (8 marks)

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 _T_3 It used to be insulting to take a gift when you are invited for dinner.
 _T_4 You can give your hostess flowers.
 _F_5 You should always eat with your left hand.
 _F_6 Indians keep their left hand on the table.

_T_7 Indians prefer interesting discussions to polite conversation.

_F_8 They avoid talking about religion.

Answer: I. d extra heading;

II. 1 false 2 true 3 true 4 true 5 false 6 false 7 true 8 false

____(Heading 1)____

If you stay in an Indian home, bring something from your home country as a gift. Although it is not expected, it would be much appreciated. But find out the social status and religion of your hosts before you choose the gift. A bottle of foreign whisky would be the perfect gift for some, and not at all appropriate for others. If you know the people you are going to stay with, it is a good idea to ask them what they would like. Some things are just not available in India.

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Reading Test 2 (14 marks)

Part 1: Read the text and match the inventions (A–F) with paragraphs (1–5). (6 marks)

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F 1 John S. Thurman was the person who invented this in 1899. He went from door-to-door cleaning people's carpets with the first model which used gas for power.

A 2 William Cullen, a Scotsman was the inventor of this technology which Faraday later used. The first electric model was not invented until 1803. It was not until almost 100 years later that people could buy one to keep their food cool.

B 3 Both Joseph Swan and Thomas Edison invented the electric version in 1878. It was an invention with a bright future which we still use today.

D 4 Marconi, who some people think invented this, only made the idea popular. The first working model, which takes its name from Greek and means 'far sound', was invented by Alexander Graham Bell in March 1876.

C 5 This was invented by accident in 1946 when Dr Percy LeBaron Spencer found that a chocolate bar which was in his pocket melted while he was working with microwave radiation.

Part 2: In your opinion, which of the inventions is ... (4 x 2ms = 8 marks) (open/ optional)

1 the most important/ useful?*light bulb*.....

2 least useful?*microwave oven*.....

3 most expensive?*telephone*.....

4 going to be replaced by a better invention?*fridge*.....

Answers 1 F 2 A 3 B 4 D 5 C extra: E

(Order: 1803 fridge 1876 telephone 1878 light bulb 1899 vacuum cleaner 1946 microwave oven)

SECTION 3. WRITING (38 marks)

I Transformation: (4 x 2 ms = 8 marks)

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

Do not change the word given. You must use between **two** and **five** words, including the word given. There is an example at the beginning.

Example:

It hasn't taken Sam long to learn Spanish.

picked Sam*has picked up* Spanish very quickly.

1. Could you speak English when you were younger?

able

When you were younger,*were you able to*speak English?

2. What's the answer to sixteen minus eight?

away

If you*take eight away/away eight from* sixteen, what's the answer?

3. My sister doesn't like computer games very much.

keen

My sister*isn't/is not very keen on* computer games.

4. 'Did you eat the chocolates?' Maria said to Peter.

asked

Maria*asked Peter if he had* eaten the chocolates.

II. Write what you think about wearing jeans to school (between 80- 100 words). You MIGHT follow the steps suggested in the table.(30 marks)

Parts of your writing	Organization	Language
Introduction	Your point of views	<i>I think...</i>
Body	Explanations and examples	<i>Firstly,.../ Secondly,.../Finally,...</i>
Conclusion	Summary	<i>Therefore,.../ In conclusion,...</i>

Language & Structures: 15 marks

Content & Ideas: 15 marks

Ma trận đề tiếng Anh 10 (hệ số) 1 thi vào chuyên 10 Lê Quý Đôn CT

Chủ điểm	Nhận biết		Thông hiểu		Vận dụng		Tổng	
	TN	TL	TN	TL	TN	TL	TN	TL
I. Language Usage & Vocabulary	12		16				28	
II. Reading			10			16	10	16
III. Writing				8		38		46
Tổng	12		26	8		54	38	62

Thí sinh làm bài trên đề thi.

Chú ý: Đề thi có 07 trang, thí sinh kiểm tra lại số trang đề thi trước khi làm bài.

Chữ ký Giám khảo 1	Chữ ký Giám khảo 2	Điểm bằng số	Điểm bằng chữ	Số phách

SECTION 1: LANGUAGE USAGE & VOCABULARY

I. VOCABULARY 1:

How many differences between British and American English can you find from reading these two short texts? Underline the American English words that are the equivalent of the British English words. (16 marks)

British and American English

David (York, England)

I live in a flat with my mum, my dad and my two older sisters. My hobbies are playing football and watching films on TV, and my favourite food is burger with chips. There's a good film on TV at the weekend, *Titanic*, but I don't think I'll watch it because I've already seen it.

David (New York, United States)

I'd say New York is my favorite city in the States, and I have a nice apartment here. However because my job is so busy, the only time I can do stuff like go out to watch a movie, or even just watch a soccer game on TV, is on the weekend. Some days I don't even have time to eat properly – I just get chicken and fries from the place next door. I'd like to move back to Florida to be closer to mom and my brother. I already visited them twice this year, but it's not enough.

II. VOCABULARY 2:

Complete the American English words that are the equivalent of the British English words in the table below. (20 marks)

BRITISH	AMERICAN	BRITISH	AMERICAN
1. trousers	p _ nts	11. mobile phone	_ _ ll phone
2. pavement	side _ _ lk	12. chemist's	dr _ _ store
3. grey	gr _ y	13. aeroplane	_ _ _ plane
4. autumn	f _ ll	14. cheque	ch _ _ k
5. queue	li _ _	15. programme	progr _ _
6. rubbish	ga _ b _ ge	16. sweets	c _ _ dy
7. maths	m _ _ _	17. trainers	sn _ _ k _ _ s
8. petrol	g _ so _ i _ e	18. metre	met _ _
9. holiday	v _ _ _ _ ion	19. lift	el _ _ a _ _ r
10. railway	rail _ _ _ d	20. nappy	diap _ _

III. VOCABULARY 3: (10 marks)

For questions 1-10, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

There is an example at the beginning (0)

Write your answer in the box.

EXCHANGE VISITS

The most (0)..... way of learning a language is by living in the	EFFECT	<i>effective</i>
country concerned, but parents should think (1)..... before they	CARE	
send their children abroad. Although some (2)..... arrange visits	ORGANISE	
for children as young as ten, the (3)..... of them won't be ready	MAJOR	
to stay away from home and deal with (4)..... differences until they	CULTURE	
are in their teens. Even then they will need a basic (5)..... of the	KNOW	
language and some experience of foreign travel before they go.		
Exchange visits are a good way for (6).....to improve their	TEENS	
language skills. It is a good idea for them to exchange (7).....	CORRESPOND	
before the visits. Host families should not feel any (8).....	OBLIGE	
to provide an extensive programme of (9)..... . It is more	ENTERTAIN	
important to make the guest feel welcome.		
Travel can (10)..... the mind, and exchange visits give young people	BROAD	
experience of a different way of life as well as a different language.		

IV. GRAMMAR 1: Circle the correct word for your choice. (20 marks)

- Doris foolishly spent four hours (**laying, lying**) by the pool and now looks like a radish.
- The insects are no longer (**lying, laying**) on the table because every one of them (**have fallen, has fallen**) onto the carpet.
- Pauline and a man with a large sheepdog (**live, lives**) in the apartment above mine.
- Harry was begging for disaster when he (**set, sat**) his new TV on a rickety table, (**lay, laid**) a glass of milk on the TV, and left the cat alone in the room.
- It's (**he, him**) who left the laundry out in the rain.
- Only Rhonda and the man in the black hat (**is, are**) doing the tango.
- Either Phyllis or Leticia (**is, are**) staying up all night to finish the project.
- I want that pastry so (**bad, badly**) that I can almost taste it.
- Wanda correctly (**inferred, implied**) from Steve's frantic signals that he meant to (**imply, infer**) that she should get off the train tracks.
- The motion of the ship had little (**affect, effect**) on her, but the sudden appearance of her ex-husband on deck (**affected, effected**) her dramatically.
- To win my love you must meet one simple (**criteria, criterion**): absolute perfection.
- I'm going to sell the house and become a cowpoke (**irregardless, regardless**) of what you say.
- Angela kept a (**respectful, respectful**) distance from the bears and the wolves, (**that, which**) eventually retreated to their (**respectful, respectful**) dens.
- The children always find nature programmes (**fascinated, fascinating**) when they watch them on TV.

V. GRAMMAR 2: (10 marks)

Read these two paragraphs.

Find and correct eleven mistakes in the use of gerunds and infinitives.

The first one has been done for you.

Violence on TV	
I'm tired of <u>hear</u> that violence on TV causes violence at home, in school, and on the streets. Almost all young people watch TV, but not all of them are involved in committing crimes! In fact, very few people choose acting in violent way. To watch	<u>hearing</u>

TV, therefore, is not the cause.

Groups like the American Medical Society should stop to try to tell people what to watch. If we want living in a free society, it is necessary having freedom of choice. Children need learn values from their parents. It should be the parents' responsibility deciding what their child can or cannot watch. The government and other interest groups should avoid to interfere in these personal decisions. Limiting our freedom of choice is not the answer. If parents teach their children respecting life, children can enjoy to watch TV without any negative effects.

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SECTION 2: VI. READING

A. From field to feast: the journey of the grain

For some, rice is simply bought at the market, ready to take home and steam or boil.

But have you ever wondered about the journey the grains of rice take before they reach your plate or bowl, or fork or chopsticks?

Put the following paragraphs into their correct order.

The first one has been done for you. (14 marks)

__ **Distribution and marketing**

Grains for the local or international markets are placed in bags for shipping via water buffalo, cart, wagon, truck, boat, train, or any other form of transportation imaginable.

__ **Drying the rice**

Drying is very important because if the moisture content is too high, the freshly harvested grains will spoil easily. In many countries, the grains are laid out to dry wherever space is available, from basketball courts to sections of major highways. Affluent farmers may put large quantities of grains into heated air dryers.

__ **Harvesting** When the mature plants are a golden yellow colour, the new grains are ready to harvest. Sometimes farmers use a mechanical reaper, but often they use only a sharp knife or sickle.

__ **Preparation** Rice grains are commonly boiled or steamed and eaten alone. But, because rice can be part of so many dishes, we will leave the rest of the story to your imagination!

__ **Processing** For eating at home, farmers separate the hulls from the grains through pounding. Commonly, this is done by placing the grains in a mortar in which they are pounded with a pestle. The hull debris (or chaff) is separated from the grains by winnowing (or tossing) the pounded mixture into the wind from a shallow basket. Rice grains in commercial mills are polished using a mechanical mill.

1 **Sowing the seeds** First, the seeds are sown. Sometimes, they are planted directly in the paddies, but often they are sown in nurseries where they spend their first 30 days sprouting into seedlings.

__ **Threshing** Threshing separates the grains from the stalks. This can be done with mechanical threshers or combines, but often the stalks are simply pounded against a hard surface. When threshing is done without machinery, the rice is tied into bundles and dried in the sun first.

__ **Transplanting to the fields** After about 30 days, the seedlings (young rice plants) are transplanted to the fields. Transplanting is exhausting, tiring work that requires standing in water and repeatedly bending over.

B. FILM CRITIC (16 marks)

Read the following passage then do the questions.

Mark Adams looks back over the last ten years of his work as a film critic for a newspaper called *The Front Page*

Writing articles about films for *The Front Page* was my first proper job. Before then I had done bits of reviewing – novels for other newspapers, films for a magazine and anything I was asked to do for the radio. That was how I met Tom Seaton, the first art editor of *The Front Page*, who had also written for television. He hired me, but Tom was not primarily as a journalist, or he would certainly have been more careful in choosing his staff.

At first, his idea was that a team of critics should take care of the art forms that didn't require specialised knowledge: books, TV, theatre, film and radio. There would be a weekly lunch at which we would make our choices from the artistic material that Tom had decided we should cover, though there would also be guests to make the atmosphere sociable.

It all felt like a bit of a dream at that time: a new newspaper, and I was one of the team. It seemed so unlikely that a paper could be introduced into a crowded market. It seemed just as likely that a millionaire wanted to help me personally, and was pretending to employ me. Such was my lack of self-confidence. In fact, the first time I saw someone reading the newspaper on the London underground, then turning to a page on which one of my reviews appeared, I didn't know where to look.

Tom's original scheme for a team of critics³¹ for the arts never took off. It was a good idea, but we didn't get together as planned and so everything was done by phone. It turned out, too, that the general public out there preferred to

associate a reviewer with a single subject area, and so I chose film. Without Tom's initial push, though, we would hardly have come up with the present arrangement, by which I write an extended weekly piece, usually on one film.

The luxury of this way of working suits me⁴⁰ well. I wouldn't have been interested in the more standard film critic's role, which involves considering every film that comes out. That's a routine that would make me stale in no time at all. I would soon be sinking into my seat on a Monday morning with the sigh, "What insulting rubbish must I sit through now?" – a style of sigh that can often be heard in screening rooms around the world.

The space I am given allows me to broaden my argument – or forces me, in an uninteresting week, to make something out of nothing. But what is my role in the public arena? I assume that people choose what films to go to on the basis of the stars, the publicity or the director. There is also such a thing as loyalty to 'type' or its opposite. It can only rarely happen that someone who hates westerns buys a ticket for one after reading a review, or a love story addict avoids a romantic film because of what the papers say.

So if a film review isn't really consumer guide, what is it? I certainly don't feel I have a responsibility to be 'right' about a movie. Nor do I think there should be a certain number of 'great' and 'bad' films each year. All I have to do is put forward an argument. I am not a judge, and nor would I want to be.

1. What do we learn about Tom Seaton in the first paragraph?
 - a. He encouraged Mark to become a writer.
 - b. He has worked in various area of the media.
 - c. He met Mark when working for television.
 - d. He prefers to employ people that he knows.
2. The weekly lunches were planned in order to
 - a. help the writers get to know each other.
 - b. provide an informal information session.
 - c. distribute the work that had to be done.
 - d. entertain important visitors from the arts.
3. When Mark first started working for The Front Page, he
 - a. doubted the paper would succeed.
 - b. was embarrassed at being recognised.
 - c. felt it needed some improvement.
 - d. was surprised to be earning so much.

4. What does Mark mean when he says that Tom's scheme 'never took off' (line 31)?
 - a. It was unpopular.
 - b. It wasted too much time.
 - c. It wasn't planned properly.
 - d. It wasn't put into practice.
5. In the end, the organisation of the team was influenced by
 - a. readers' opinions.
 - b. the availability of writers.
 - c. pressure of time.
 - d. the popularity of subjects.
6. Why does Mark refer to his way of working as a 'luxury' (line 40)?
 - a. He can please more readers.
 - b. He is able to make choices.
 - c. His working hours are flexible.
 - d. He is able to see a lot of films.

7. In Mark's opinion, his articles
- are seldom read by film goers.
 - are ignored by stars and film directors.
 - have little effect on public viewing habit.
 - are more persuasive than people realise.

8. Which of the following best describes what Mark says about his work?
- His success varies from year to year.
 - He prefers to write about films he likes.
 - He can freely express his opinion.
 - He writes according to accepted rules.

SECTION 3: VII. WRITING

A. TRANSFORMATION (40 marks)

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. There is an example at the beginning.

Example:

It hasn't taken Sam long to learn Spanish.

picked Sam*has picked up* Spanish very quickly.

- We must take as much advantage as possible of any opportunity to speak English.
most
We have any opportunity to speak English.
- Honestly, I don't mind where we go for our summer holidays.
matter
Honestly, me where we go for our summer holidays.
- Three hundred students entered the swimming competition last year.
part
Three hundred students the swimming competition last year.
- The students will finish their English course at the end of June.
have
The English course the beginning of July.
- There will be no more oil available in this area in 2030.
run
Oil supplies in this area by the year 2031.
- I think it's time the children went to bed now.
had
I think the children to bed now.
- While we were going home, we had an accident.
way
We home when we had an accident.
- 'Did anyone notice anything unusual?' asked the police officer.
if
The police officer wanted to anything unusual.
- You should not think that the accident was your fault.
blame
It would be wrong for the accident.
- I am sure Maria finds reading interesting because she has lots of books.
must
Maria reading because she has lots of books.
- Do you know when the race is being held next year?
place
When next year?
- Buying those jeans was not a sensible thing for me to do yesterday.
only
If those jeans yesterday.
- The owner established the company in 2001.
up
The company the owner in 2001.
- It is difficult for Paul to decide what to do.
mind
Paul finds it difficult what to do.

17. To tell the truth, we need a swimming pool for this school.
what
 To tell the truth, a swimming pool for this school.
18. Do you know whose this umbrella is, by any chance?
belongs
 Do you know, by any chance?
19. Was it Paul's idea to go to the cinema?
came
 Was it Paul the idea of going to the cinema?
20. Will your neighbours look after your dog when you go away?
take
 Do you know if your neighbours your dog when you go away?

B. For questions 01-15, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. (14 marks)

If a line is correct, put a tick (✓) in the box on your right. If a line has a word which should not be there, write the word in the box

A LETTER OF COMPLAINT

0	I am writing to complain about our recent holiday, which involved	✓
00	several last minute changes to the arrangements, despite <u>of</u> the fact	<i>of</i>
01	that we had made our booking <u>for</u> several months in advance.	<i>for</i>
02	The journey to the coast took four hours longer than your brochure	
03	suggested. The coach which took us was far too much old	
04	and the last part of the journey was terrifying, as if the driver tried to	
05	make up for the time we had lost. However, this was nothing	
06	compared with our own horror when we arrived at the hotel. Your	
07	advertisement promised to us large rooms with colour television. In fact,	
08	our bedroom was hardly that big enough to lie down in and the only	
09	television was in the lounge. We did not go downstairs for eat an evening	
10	meal, but decided instead to go to the bed straightaway.	
11	It was quite clear that we could not enjoy our holiday in this hotel.	
12	Your representative was no help at all, so we had to find	
13	somewhere else to stay at for the rest of the week ourselves.	
14	I expect you to return the money we paid for this trip, which it totally	
15	failed to live up to the claims made in your brochure.	

C. EDITING. (20 marks)

The following sentences are *technically wrong*. Write again the **correct** ones, you can write as many sentences as possible. Use the number suggested for your sentences to be written.

1. The French are good at cooking, the British are good at eating. (3)

.....

ĐÁP ÁN VÀ HƯỚNG DẪN CHẤM TUYÊN CHUYÊN ANH 10 HỆ SỐ 2

SECTION 1: LANGUAGE USAGE & VOCABULARY

I. VOCABULARY 1:

How many differences between British and American English can you find from reading these two short texts? Underline the American English words that are the equivalent of the British English words. (16 marks)

British and American English

David (York, England)

I live in a flat with my mum, my dad and my two older sisters. My hobbies are playing football and watching films on TV, and my favourite food is burger with chips. There's a good film on TV at the weekend, *Titanic*, but I don't think I'll watch it because I've already seen it.

David (New York, United States)

I'd say New York is my favorite city in the States, and I have a nice apartment here. However because my job is so busy, the only time I can do stuff like go out to watch a movie, or even just watch a soccer game on TV, is on the weekend. Some days I don't even have time to eat properly – I just get chicken and fries from the place next door. I'd like to move back to Florida to be closer to mom and my brother. I already visited them twice this year, but it's not enough.

Answers: British/American vocabulary differences: flat/apartment, mum/mom, football/soccer, film/movie, chips/fries, at/on the weekend. British/American spelling differences: favourite/favorite. Grammatical difference: the possibility in American English of using the past simple tense with 'already' (as well as 'just' and 'yet') where in British English only the present perfect would be correct.

II. VOCABULARY 2: Complete the American English words that are the equivalent of the British English words in the table below. (20 marks)

BRITISH	AMERICAN	BRITISH	AMERICAN
1. trousers	p _ nts	11. mobile phone	__ ll phone
2. pavement	side __ lk	12. chemist's	dr __ store
3. grey	gr _ y	13. aeroplane	__ _ plane
4. autumn	f _ ll	14. cheque	ch __ k
5. queue	li __ _	15. programme	progr __ _
6. rubbish	ga _ b _ ge	16. sweets	c __ _ dy
7. maths	m _ _ _	17. trainers	sn __ k __ s
8. petrol	g _ so _ i _ e	18. metre	met __ _
9. holiday	v _ _ _ _ ion	19. lift	el __ _ a __ _ r
10. railway	rail __ _ _ d	20. nappy	diap __ _

Answers: 1. pants 2. sidewalk 3. gray 4. fall 5. line 6. garbage 7. math 8. gasoline 9. vacation 10. railroad 11. cell phone 12. drug store 13. airplane 14. check 15. program 16. candy 17. sneakers 18. meter 19. elevator 20. diaper

III. VOCABULARY 3: (10 x 1 m = 10 marks)

For questions 1-10, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0) Write your answer in the box.

EXCHANGE VISITS

The most (0)..... way of learning a language is by living in the	EFFECT	<i>effective</i>
country concerned, but parents should think (1)..... before they	CARE	<i>carefully</i>
send their children abroad. Although some (2)..... arrange visits	ORGANISE	<i>organisations</i>

for children as young as ten, the (3)..... of them won't be ready	MAJOR	majority
to stay away from home and deal with (4)..... differences until they	CULTURE	cultural
are in their teens. Even then they will need a basic (5)..... of the	KNOW	knowledge
language and some experience of foreign travel before they go.		
Exchange visits are a good way for (6).....to improve their	TEENS	teenagers
language skills. It is a good idea for them to exchange (7).....	CORRESPOND	correspondence
before the visits. Host families should not feel any (8).....	OBLIGE	obligation
to provide an extensive programme of (9)..... It is more	ENTERTAIN	entertainment
important to make the guest feel welcome.		
Travel can (10)..... the mind, and exchange visits give young	BROAD	broaden
people experience of a different way of life as well as a different		
language.		

KEY: carefully, organisations, majority, cultural, knowledge, teenagers, correspondence, obligation, entertainment, broaden

IV. GRAMMAR 1: Circle the correct word for your choice. (20 x 1 m = 20 marks)

- Doris foolishly spent four hours (**laying, lying**) by the pool and now looks like a radish.
- The insects are no longer (**lying, laying**) on the table because every one of them (**have fallen, has fallen**) onto the carpet.
- Pauline and a man with a large sheepdog (**live, lives**) in the apartment above mine.
- Harry was begging for disaster when he (**set, sat**) his new TV on a rickety table, (**lay, laid**) a glass of milk on the TV, and left the cat alone in the room.
- It's (**he, him**) who left the laundry out in the rain.
- Only Rhonda and the man in the black hat (**is, are**) doing the tango.
- Either Phyllis or Leticia (**is, are**) staying up all night to finish the project.
- I want that pastry so (**bad, badly**) that I can almost taste it.
- Wanda correctly (**inferred, implied**) from Steve's frantic signals that he meant to (**imply, infer**) that she should get off the train tracks.
- The motion of the ship had little (**affect, effect**) on her, but the sudden appearance of her ex-husband on deck (**affected, effected**) her dramatically.
- To win my love you must meet one simple (**criteria, criterion**): absolute perfection.
- I'm going to sell the house and become a cowpoke (**irregardless, regardless**) of what you say.
- Angela kept a (**respectful, respectful**) distance from the bears and the wolves, (**that, which**) eventually retreated to their (**respectful, respectful**) dens.
- The children always find nature programmes (**fascinated, fascinating**) when they watch them on TV.

Answer Key: 1. lying 2. lying, has fallen 3. live 4. set, laid 5. he
6. is 7. is 8. badly 9. inferred, imply 10. effect, affected
11. criterion 12. regardless 13. respectful, which, respective 14. fascinating

V. GRAMMAR 2: (10 X 1m = 10 marks)

Read these two paragraphs. Find and correct eleven mistakes in the use of gerunds and infinitives. The first one has been done for you.

Violence on TV	
I'm tired of <u>hear</u> that violence on TV causes violence at home, in school, and on the streets. Almost all young people watch TV, but not all of them are involved in committing crimes! In fact, very few people choose acting in violent way. To watch	<u>hearing</u>

TV, therefore, is not the cause.

Groups like the American Medical Society should stop to try to tell people what to watch. If we want living in a free society, it is necessary having freedom of choice. Children need learn values from their parents. It should be the parents' responsibility deciding what their child can or cannot watch. The government and other interest groups should avoid to interfere in these personal decisions. Limiting our freedom of choice is not the answer. If parents teach their children respecting life, children can enjoy to watch TV without any negative effects.

.....
.....
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Key: *to act; watching; trying; to live; to have; to learn, to decide; interfering, to respect; watching*

SECTION 2: VI. READING

A. From field to feast: the journey of the grain

For some, rice is simply bought at the market, ready to take home and steam or boil. But have you ever wondered about the journey the grains of rice take before they reach your plate or bowl, or fork or chopsticks?

Put the following paragraphs into their correct order. The first one has been done for you.

(7 x 2 ms = 14 marks)

Distribution and marketing

Grains for the local or international markets are placed in bags for shipping via water buffalo, cart, wagon, truck, boat, train, or any other form of transportation imaginable.

Drying the rice

Drying is very important because if the moisture content is too high, the freshly harvested grains will spoil easily. In many countries, the grains are laid out to dry wherever space is available, from basketball courts to sections of major highways. Affluent farmers may put large quantities of grains into heated air dryers.

 Harvesting When the mature plants are a golden yellow colour, the new grains are ready to harvest. Sometimes farmers use a mechanical reaper, but often they use only a sharp knife or sickle.

 Preparation Rice grains are commonly boiled or steamed and eaten alone. But, because rice can be part of so many dishes, we will leave the rest of the story to your imagination!

 Processing For eating at home, farmers separate the hulls from the grains through pounding. Commonly, this is done by placing the grains in a mortar in which they are pounded with a pestle. The hull debris (or chaff) is separated from the grains by winnowing (or tossing) the pounded mixture into the wind from a shallow basket. Rice grains in commercial mills are polished using a mechanical mill.

¹ **Sowing the seeds** First, the seeds are sown. Sometimes, they are planted directly in the paddies, but often they are sown in nurseries where they spend their first 30 days sprouting into seedlings.

 Threshing Threshing separates the grains from the stalks. This can be done with mechanical threshers or combines, but often the stalks are simply pounded against a hard surface. When threshing is done without machinery, the rice is tied into bundles and dried in the sun first.

 Transplanting to the fields After about 30 days, the seedlings (young rice plants) are transplanted to the fields. Transplanting is exhausting, tiring work that requires standing in water and repeatedly bending over.

ANSWER KEY: 1 Sowing the seeds

4 Threshing

7 Distribution and marketing

2 Transplanting to the fields

5 Drying the rice

8 Preparation

3 Harvesting

6 Processing

B. FILM CRITIC (16 marks)

Mark Adams looks back over the last ten years of his work as a film critic for a newspaper called *The Front Page*

Writing articles about films for *The Front Page* was my first proper job. Before then I had done bits of reviewing – novels for other newspapers, films for a magazine and anything I was asked to do for the radio. That was how I met Tom Seaton, the first art editor of *The Front Page*, who had also written for television. He hired me, but Tom was not primarily as a journalist, or he would certainly have been more careful in choosing his staff.

At first, his idea was that a team of critics should take care of the art forms that didn't require specialised knowledge: books, TV, theatre, film and radio. There would be a weekly lunch at which we would make our choices from the artistic material that Tom had decided we should cover, though there would also be guests to make the atmosphere sociable.

It all felt like a bit of a dream at that time: a new newspaper, and I was one of the team. It seemed so unlikely that a paper could be introduced into a crowded market. It seemed just as likely that a millionaire wanted to help me personally, and was pretending to employ me. Such was my lack of self-confidence. In fact, the first time I saw someone reading the newspaper on the London underground, then turning to a page on which one of my reviews appeared, I didn't know where to look.

Tom's original scheme for a team of critics³¹ for the arts never took off. It was a good idea, but we didn't get together as planned and so everything was done by phone. It turned out, too, that the general public out there preferred to associate a reviewer with a single subject area, and so I chose

film. Without Tom's initial push, though, we would hardly have come up with the present arrangement, by which I write an extended weekly piece, usually on one film.

The luxury of this way of working suits me⁴⁰ well. I wouldn't have been interested in the more standard film critic's role, which involves considering every film that comes out. That's a routine that would make me stale in no time at all. I would soon be sinking into my seat on a Monday morning with the sigh, "What insulting rubbish must I sit through now?" – a style of sigh that can often be heard in screening rooms around the world.

The space I am given allows me to broaden my argument – or forces me, in an uninteresting week, to make something out of nothing. But what is my role in the public arena? I assume that people choose what films to go to on the basis of the stars, the publicity or the director. There is also such a thing as loyalty to 'type' or its opposite. It can only rarely happen that someone who hates westerns buys a ticket for one after reading a review, or a love story addict avoids a romantic film because of what the papers say.

So if a film review isn't really consumer guide, what is it? I certainly don't feel I have a responsibility to be 'right' about a movie. Nor do I think there should be a certain number of 'great' and 'bad' films each year. All I have to do is put forward an argument. I am not a judge, and nor would I want to be.

1. What do we learn about Tom Seaton in the first paragraph?

- a. He encouraged Mark to become a writer.
- b. He has worked in various area of the media.**
- c. He met Mark when working for television.
- d. He prefers to employ people that he knows.

2. The weekly lunches were planned in order to

- a. help the writers get to know each other.
- b. provide an informal information session.
- c. distribute the work that had to be done.**
- d. entertain important visitors from the arts.

3. When Mark first started working for The Front Page, he

- a. doubted the paper would succeed.**
- b. was embarrassed at being recognised.
- c. felt it needed some improvement.
- d. was surprised to be earning so much.

4. What does Mark mean when he says that Tom's scheme 'never took off' (line 31)?

- a. It was unpopular.
- b. It wasted too much time.
- c. It wasn't planned properly.
- d. It wasn't put into practice.**

5. In the end, the organisation of the team was influenced by

- a. readers' opinions.**
- b. the availability of writers.
- c. pressure of time.
- d. the popularity of subjects.

6. Why does Mark refer to his way of working as a 'luxury' (line 40)?

- a. He can please more readers.
- b. He is able to make choices.**
- c. His working hours are flexible.
- d. He is able to see a lot of films.

7. In Mark's opinion, his articles
 a. are seldom read by film goers.
 b. are ignored by stars and film directors.
c. have little effect on public viewing habit.
 d. are more persuasive than people realise.

8. Which of the following best describes what Mark says about his work?
 a. His success varies from year to year.
 b. He prefers to write about films he likes.
c. He can freely express his opinion.
 d. He writes according to accepted rules.

SECTION 3: VII. WRITING

A. TRANSFORMATION (20 x 2 ms = 40 marks)

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

Do not change the word given. You must use between **two** and **five** words, including the word given.

There is an example at the beginning.

Example:

It hasn't taken Sam long to learn Spanish.

picked Sam*has picked up* Spanish very quickly.

1. We must take as much advantage as possible of any opportunity to speak English.
most
 We have*to make the most of*..... any opportunity to speak English.
2. Honestly, I don't mind where we go for our summer holidays.
matter
 Honestly,*it doesn't/ does not matter to*..... me where we go for our summer holidays.
3. Three hundred students entered the swimming competition last year.
part
 Three hundred students*took part in*..... the swimming competition last year.
4. The students will finish their English course at the end of June.
have
 The English course*will have finished by*..... the beginning of July.
7. There will be no more oil available in this area in 2030.
run
 Oil supplies in this area*will (have) run out*..... by the year 2031.
8. I think it's time the children went to bed now.
had
 I think the children*had better go*..... to bed now.
9. While we were going home, we had an accident.
way
 We*were on our way*..... home when we had an accident.
10. 'Did anyone notice anything unusual?' asked the police officer.
if
 The police officer wanted to*know if anyone had noticed*..... anything unusual.
11. You should not think that the accident was your fault.
blame
 It would be wrong*to blame yourself/ yourselves*..... for the accident.
12. I am sure Maria finds reading interesting because she has lots of books.
must
 Maria*must be interested in*..... reading because she has lots of books.
13. Do you know when the race is being held next year?
place
 When*is the race taking place*..... next year?
14. Buying those jeans was not a sensible thing for me to do yesterday.
only
 If*only I had not/ hadn't bought*..... those jeans yesterday.
15. The owner established the company in 2001.
up
 The company*was set up by*..... the owner in 2001.
16. It is difficult for Paul to decide what to do.
mind
 Paul finds it difficult*making/ to make up his mind*..... what to do.
17. To tell the truth, we need a swimming pool for this school.
what
 To tell the truth,*what we need is*..... a swimming pool for this school.

18. Do you know whose this umbrella is, by any chance?

belongs

Do you know*who this umbrella belongs to*..... , by any chance?

19. Was it Paul's idea to go to the cinema?

came

Was it Paul*who/ that came up with*..... the idea of going to the cinema?

20. Will your neighbours look after your dog when you go away?

take

Do you know if your neighbours*will take care of*..... your dog when you go away?

B. For questions 01-15, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. (14 x 1m = 14 marks)

If a line is correct, put a tick (✓) in the box on your right. If a line has a word which should not be there, write the word in the box

A LETTER OF COMPLAINT

0	I am writing to complain about our recent holiday, which involved	✓
00	several last minute changes to the arrangements, despite of the fact	<i>of</i>
01	that we had made our booking for several months in advance.	<i>for</i>
02	The journey to the coast took four hours longer than your brochure	✓
03	suggested. The coach which took us was far too much old	<i>much</i>
04	and the last part of the journey was terrifying, as if the driver tried to	<i>if</i>
05	make up for the time we had lost. However, this was nothing	✓
06	compared with our own horror when we arrived at the hotel. Your	<i>own</i>
07	advertisement promised to us large rooms with colour television. In fact,	<i>to</i>
08	our bedroom was hardly that big enough to lie down in and the only	<i>that</i>
09	television was in the lounge. We did not go downstairs for eat an evening	<i>eat</i>
10	meal, but decided instead to go to the bed straightaway.	<i>the</i>
11	It was quite clear that we could not enjoy our holiday in this hotel.	✓
12	Your representative was no help at all, so we had to find	✓
13	somewhere else to stay at for the rest of the week ourselves.	<i>at</i>
14	I expect you to return the money we paid for this trip, which it totally	<i>it</i>
15	failed to live up to the claims made in your brochure.	✓

C. EDITING. (10 x 2ms =20 marks)

The following sentences are *technically wrong*. Write again the **correct** ones, you can write as many sentences as possible. Use the number suggested for your sentences to be written.

1. The French are good at cooking, the British are good at eating. (3)

*The French are good at cooking, **while** the British are good at eating.*

*The French are good at cooking, **the British at eating.***

*The French are good at cooking;**the British are good at eating.***

2. Many trees shed their leaves. Which happens in winter. (4)

*Many trees shed their leaves, **which** happens in winter.*

*Many trees shed their leaves, **and this happens in winter.***

*Many trees shed their leaves; **this happens in winter.***

*Many trees shed their leaves. **This happens in winter.***

3. The moon is bright tonight, however, tomorrow it will be dull. (3)

*The moon is bright tonight; **however, tomorrow it will be dull.***

*The moon is bright tonight. **However, tomorrow it will be dull.***

*The moon is bright tonight, **but tomorrow it will be dull.***

D. Imagine you have bright ideas to protect the environment.

Write the key points of your action plan on what you are going to do to persuade your classmates and your teachers to protect the environment. (20 marks)

(Your writing should be around 100-150 words).

Language & Structures: 10 marks

Content & Ideas: 10 marks

THE END

Ma Trận Đề tiếng Anh chuyên 10 Lê Quý Đôn đề Chính thức

Chủ điểm	Nhận biết		Thông hiểu		Vận dụng		Tổng	
	TN	TL	TN	TL	TN	TL	TN	TL
I. Language Usage & Vocab.	36		20		20		76	
II. Reading			16		14		30	
III. Writing	14		40			40	54	40
Tổng	50		76		34	40	160	40