

**ĐỀ THI CHỌN HỌC SINH GIỎI LỚP 9**

**MÔN: TIẾNG ANH**

**Năm học 2022-2023**

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

*Đề thi gồm 4 phần, trong 12 trang*

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**SECTION A: LISTENING (5.0 pts)**

Hướng dẫn thí sinh:

- Phần thi nghe gồm 3 bài. Thí sinh được nghe mỗi bài 2 lần liên tiếp.
- Thí sinh đọc kỹ yêu cầu của từng bài trước khi nghe.
- Hướng dẫn chi tiết bằng Tiếng Anh đã có trong đĩa nghe. Bắt đầu và kết thúc bài nghe có tín hiệu nhạc.

**Part 1: (MCQs: Different talks) - You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).**

1. You hear a restaurant manager talking about the cooks who work for him.

What does he say about them?

- A. They dislike cleaning tasks.
- B. They have a choice of jobs.
- C. They help to decide the menu.

2. You hear a woman talking about a new book.

What does she particularly like about the book?

- A. It is educational.
- B. It is well organized.
- C. It is enjoyable.

3. You hear the writer of a television soap opera being interviewed about the programme.

What will happen next in the story?

- A. Someone will make an important decision.
- B. Someone will go away unexpectedly.

C. Someone will learn the truth at last.

4. You hear part of a radio interview.

Who is speaking?

A. a taxi driver

B. a porter

C. a tourist guide

5. You hear a woman talking about how she keeps fit.

Why did she decide to take up line dancing?

A. She thought the pace would suit her.

B. She had heard about it on television.

C. She wanted to try exercising to music.

6. You overhear a conversation in a restaurant.

What does the woman think about the food she has just eaten?

A. It was expensive.

B. It was delicious.

C. It looked wonderful.

7. You turn on the radio and hear a man talking.

What is he talking about?

A. drawing pictures

B. writing fiction

C. composing music

8. You overhear a student phoning her parents.

What is her opinion of the place she is living in while at college?

A. She is not sure she will have enough room to study.

B. She has difficulty in working because of the noise.

C. She does not get on well with her room-mates.

***Your answers:***

1. _____	2. _____	3. _____	4. _____	5. _____	6. _____	7. _____	8. _____
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**Section 2: (Gap fill) - You will hear an interview with Elizabeth Holmes about her experience working in Africa. For questions 9-18, complete the sentences.**

### **Volunteering in Africa**

Elizabeth worked for a (9) \_\_\_\_\_ before she went to Africa. Elizabeth first found out about working as a volunteer from a (10) \_\_\_\_\_ she saw at the dentist's. The course in London that Elizabeth attended was called (11) \_\_\_\_\_. Elizabeth's job in Africa was to teach (12) \_\_\_\_\_ how to market their goods.

On arrival in Africa, Elizabeth spent (13) \_\_\_\_\_ doing a training course with other volunteers. Elizabeth used a (14) \_\_\_\_\_ to travel short distances in Africa. Elizabeth feels that she got on best with (15) \_\_\_\_\_ in the area of Africa where she lived. Back in England, Elizabeth found that she was disturbed by the (16) \_\_\_\_\_ in the city.

At the moment, Elizabeth buys and sells (17) \_\_\_\_\_ from Africa. Nowadays, Elizabeth spends more time on her favourite pastime, which is (18) \_\_\_\_\_.

***Your answers:***

9. _____	10. _____	11. _____	12. _____	13. _____
14. _____	15. _____	16. _____	17. _____	18. _____

**Section 3: (MCQs: Interview /Monologue) You will hear an interview with Trina Trevoze, a pop singer who is only fifteen , choose the best answer (A, B or C).**

19. When Trina went to the USA, she \_\_\_\_\_.

- A. thought the records she made would be unsuccessful.
- B. knew her friends would be jealous of her.
- C. didn't tell many people why she was going.

20. When Trina was in the USA, she wrote songs about \_\_\_\_\_.

- A. her home.
- B. the weather.
- C. people she met.

21. Where was Trina performing when she was noticed by the record company?
- A. in London
  - B. near her home
  - C. in the USA
22. Why did Trina sing with David Pearson?
- A. He needed some help.
  - B. She wrote a song for him.
  - C. The record company asked her to.
23. Trina was asked to return to the USA to \_\_\_\_\_.
- A. re-do some work.
  - B. appear on TV again.
  - C. record a new song.
24. Why isn't Trina popular in Britain?
- A. Her kind of music isn't popular in Britain.
  - B. The company don't want to sell her records in Britain.
  - C. Her records haven't been available in Britain.
25. How does Trina see her future?
- A. She will continue making records in the USA.
  - B. She may make singing her career eventually.
  - C. She wants to study music at college.

***Your answers:***

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

## **SECTION B: GRAMMAR AND VOCABULARY (2.0 pts)**

**Part I. Choose the letter A, B, C, or D to indicate the correct answer questions.  
Write your answers in the box provided. (1.0 pt)**

1. **Mark:** "Do you find it very interesting to travel alone?" – **Nick:** "\_\_\_\_\_."

- A. Yes, you're welcome                      B. Never mind  
C. No, not at all                                D. It's exciting
2. My boss is angry with me. I didn't do all the work that I \_\_\_\_\_ last week.  
A. should do              B. should have done                      C. must have done                      D. might have done
3. He spent the entire night thinking and in the end \_\_\_\_\_ a brilliant idea.  
A. came up to              B. put up with                      C. came up with                      D. put through to
4. \_\_\_\_\_ at his lessons, he couldn't catch up with his classmates.  
A. Hardly as he worked                      B. Hard as he worked  
C. Hard as he does                      D. Hard as he was through to
5. She was pleased that things were going on \_\_\_\_\_.  
A. satisfied                      B. satisfactorily                      C. satisfying                      D. satisfaction
6. When he came, I \_\_\_\_\_ in the kitchen.  
A. cooked                      B. am cooking                      C. has cooked                      D. was cooking
7. The jury \_\_\_\_\_ her compliments on her excellent knowledge of the subject.  
A. paid                      B. gave                      C. made                      D. said
8. The editor wanted to know where \_\_\_\_\_ the information for the article.  
A. you get                      B. did you get                      C. you had gotten                      D. will you get.
9. She had butterflies in her \_\_\_\_\_ before the interview.  
A. face                      B. heart                      C. palms                      D. stomach
10. Jane likes watching films, but she is not \_\_\_\_\_ keen on any kind.  
A. specially                      B. certainly                      C. largely                      D. particularly

**Your answers:**

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

**Part II. Use the correct form of the words in brackets. Write your answers in the box provided. (1.0 pt)**

## EDUCATION IN THE FUTURE

Education is another area of social life in which information technology is changing the way we communicate. Today's college students may not .....(1. SIMPLE) sit in a lecture or a library to learn about their field. Through their computers and the wonders of virtual .....(2. REAL) they can participate in lifelike simulated experiences. Consider the following scenario of the future of education made possible through developments in information technology.

For children over the age of 10, daily .....(3. ATTEND) at schools is not .....(4. COMPEL).

Some of the older children attend school only once or twice weekly to get tutorial support or instruction from a teacher. For the most part, pupils are encouraged to work online from home. Students must complete a..... (5. MINIMIZE) number of study hours per year; however, they may make up these hours by studying at home at times that suit their family schedule. They can log on early or late in the day and even join live classes in other countries. In order to .....(6. SURE) that each student is learning adequately, computer software will .....(7. AUTOMATIC) monitor the number of hours a week each student studies on-line as well as that students' learning materials and assessment activities. Reports will be .....(8. AVAILABILITY) for parents and teachers. The software can then .....(9. IDENTITY) the best learning activities and conditions for each individual student and generate similar activities. It can also identify areas of weak .....(10. ACHIEVE) and produce special programs adjusted to the student's needs.

***Your answers:***

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

## SECTION C: READING (5.0 pts)

**Part I. Read the text below and decide which answer (A, B, C or D) best fits each space. Put a circle on the letter indicating the correct answer. Write your answers in the boxes provided. (1,0 pt).**

People have always dreamt of living forever. Although we all know this will (1)\_\_\_ happen, we still want to live as long as possible. (2)\_\_\_, there are advantages and disadvantages of a long life. In the first place, people who live longer can spend more time with their family and friends. Secondly, (3)\_\_\_ have busy working lives look forward to a long, (4)\_\_\_ life, when they can do the things they've never had time for.

(5)\_\_\_\_, there are some serious disadvantages. Firstly, many people become ill and consequently have to spend time in hospital or become burden (6)\_\_\_\_ the children and friends. Many of them find this (7) \_\_\_\_ annoying or embarrassing. In addition to this, (8)\_\_\_\_, the fewer friends they seem to have because old friends die or become ill and its often (9)\_\_\_\_ to make new friends.

To sum up, living to a very old age is worthwhile for those who stay (10) \_\_\_\_ to remain independent and enjoy life.

**Question 1.**

- A. hardly                      B. not                      C. never                      D. all are correct

**Question 2.**

- A. Naturally                      B. Really  
C. Consequently                      D. Surprisingly

**Question 3.**

- A. people                      B. people who                      C. they                      D. everyone who

**Question 4.**

- A. relax                      B. relaxing                      C. relaxed                      D. relaxation

**Question 5.**

- A. In other words                      B. For example                      C. On the other hand                      D. Contrary to

**Question 6.**

- A. of                      B. on                      C. to                      D. with

**Question 7.**

- A. dependence                      B. behavior                      C. habit                      D. condition

**Question 8.**

- A. when people get older                      B. when the older people get  
C. the older people get                      D. the old people get

**Question 9.**

- A. strange                      B. interesting                      C. difficult                      D. convenient

**Question 10.**

- A. healthy enough                      B. enough health                      C. also healthy                      D. even health

***Your answers:***

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

**Part II. Read the passage and answer the questions. Write your answers in the boxes provided. (2,0 pts)**

We find that bright children are rarely **held back** by mixed-ability teaching. On the contrary, both their knowledge and experience are enriched. We feel that there are many disadvantages in streaming pupils. It does not take into account the fact that children develop at different rates. It can have a bad effect on both the bright and the not-so-bright child. After all, it can be quite discouraging to be at the bottom of the top grade!

Besides, it is rather unreal to grade people just according to their intellectual ability. This is only one aspect of their total personality. We are concerned to develop the abilities of all our pupils to the full, not just their academic ability. We also value personal qualities and social skills, and we find that **mixed-ability teaching** contributes to all these aspects of learning.

In our classrooms, we work in various ways. The pupils often work in groups: this gives them the opportunity to learn to co-operate, to share, and to develop leadership skills. They also learn how to cope with personal problems as well as learning how to think, to make decisions, to analyze and evaluate, and to communicate effectively. The pupils learn from each other as well as from the teachers.

Sometimes the pupils work in pairs; sometimes they work on individual tasks and assignments, and they can do this at their own speed. They also have some formal class teaching when this is appropriate. We encourage our pupils to use the library, and we teach them the skills they need in order to do this effectively. An advanced pupil can do advanced work; it does not matter what age the child is. We expect our pupils to do their best, not their least, and we give them every encouragement to attain this goal.

1. The words “**held back**” in 1st paragraph means “\_\_\_\_\_”.  
A. forced to study in lower classes                      B. prevented from advancing  
C. made to lag behind in study                      D. made to remain in the same classes
2. In the passage, the author’s attitude towards “**mixed-ability teaching**” is \_\_\_\_\_.  
A. objective                      B. questioning                      C. approving                      D. critical
3. The author argues that a teacher’s chief concern should be the development of the pupils’ \_\_\_\_\_.  
\_\_\_\_\_.



- A. learning ability and communicative skills    B. intellectual abilities
- C. personal and social skills    D. total personality

4. Which of the following is NOT mentioned in the passage?

- A. Group work provides the pupils with the opportunity to learn to be capable organizers.
- B. Pupils also learn to develop their reasoning ability.
- C. Group work gives pupils the opportunity to learn to work together with others.
- D. Pupils also learn how to participate in teaching activities.

5. The author's purpose of writing this passage is to \_\_\_\_\_.

- A. recommend pair work and group work classroom activities
- B. argue for teaching bright and not-so-bright pupils in the same class
- C. offer advice on the proper use of the school library
- D. emphasize the importance of appropriate formal classroom teaching

6. According to the passage, which of the following is NOT TRUE?

- A. Pupils cannot develop in the best way if they are streamed into classes of different intellectual abilities.
- B. There is no fixed method in teaching pupils to develop themselves to the full.
- C. It's not good for a bright child to find out that he performs worst in a mixed-ability class.
- D. Development of pupils as individuals is not the aim of group work.

7. According to the passage, which of the following is an advantage of mixed-ability teaching?

- A. Formal class teaching is the important way to give the pupils essential skills such as those to be used in the library.
- B. A pupil can be at the bottom of a class.
- C. Pupils can be hindered from an all-round development.
- D. Pupils as individuals always have the opportunities to work on their own.

8. Which of the following statements can best summaries the main idea of the passage?

- A. Children, in general, develop at different rates.
- B. Bright children do benefit from mixed-class teaching.

- C. Various ways of teaching should be encouraged in class.
- D. The aim of education is to find out how to teach the bright and not-so-bright pupils.
9. According to the passage, “**streaming pupils**” \_\_\_\_\_.  
A. is quite discouraging  
B. aims at enriching both their knowledge and experience  
C. is the act of putting pupils into classes according to their academic abilities  
D. will help the pupils learn best
10. According to the author, mixed-ability teaching is more preferable because \_\_\_\_\_.  
A. it doesn't have disadvantages as in streaming pupils  
B. it aims at developing the children's total personality  
C. children can learn to work with each other to solve personal problems  
D. formal class teaching is appropriate

**Part III. Read the following text and do the tasks that follow. (2.0 pts)**

**Questions 1 - 6: The first six paragraphs of reading passage are lettered A-F. Choose the most suitable headings for paragraphs A-F from the list of headings below.**

*(There are more headings than paragraphs, so you will not use them all.)*

### **THE WATER CRISIS**

*Greater efficiency in water use is needed to meet the growing demands of a changing world*

**A.**

Per capita water usage has been on an upward trend for many years. As countries industrialise and their citizens become more prosperous, their individual water usage increases rapidly. Annual per capita water withdrawals in the USA, for example, are about 1,700 cubic metres, four times the level in China and fifty times the level in Ethiopia. In the 21st century, the world's limited supply of renewable fresh water is having to meet demands of both larger total population and increased per capita consumption. The only practicable ways to resolve this problem in the longer term are economic pricing in conjunction with conservation measures.

## **B.**

Agriculture consumes about 70% of the world's fresh water, so improvements in irrigation can make the greatest impact. At present, average efficiency in the use of irrigated water in agriculture may be as low as 50%. Simple changes could improve the rate substantially, though it is unrealistic to expect very high levels of water-use efficiency in many developing countries, faced as they are with a chronic lack of capital and a largely untrained rural workforce. After agriculture, industry is the second biggest user of water and, in terms of value added per liter used, is sixty times more productive than agriculture. However, some industrial processes use vast amounts of water. For example, production of 1kg of aluminum might require 1,500 liters of water. Paper production too

is often very water-intensive. Though new processes have greatly reduced consumption, there is still plenty of room for big savings in industrial uses of water.

## **C.**

In rich countries, water consumption has gradually been slowed down by price increases and the use of modern technology and recycling. In the USA, industrial production has risen fourfold since 1950, while water consumption has fallen by more than a third. Japan and Germany have similarly improved their use of water in manufacturing processes. Japanese industry, for example, now recycles more than 75% of process water. However, industrial water consumption is continuing to increase sharply in developing countries. With domestic and agricultural demands also increasing, the capacity of water supply systems is under growing strain.

## **D.**

Many experts believe that the best way to counter this trend is to impose water charges based on the real cost of supplies. This would provide a powerful incentive for consumers to introduce water-saving processes and recycling. Few governments charge realistic prices for water, especially to farmers. Even in rich California, farmers get water for less than a tenth of the cost of supply. In many developing countries there is virtually no charge for irrigation water, while energy prices are heavily subsidized too (which means that farmers can afford to run water pumps day and night). Water, which was once regarded as a free gift from heaven, is becoming a commodity which must be bought and sold on the open market just like oil. In the oil industry, the price increases which hit the market in the 1970s, coupled with concerns that supplies were running low, led to new energy conservation measures all over the world. It was realized that investing in new sources was a far more costly option than improving efficiency of use. A similar emphasis on conservation will be the best and cheapest option for bridging the gap between water supply and demand.

## **E.**

One way to cut back on water consumption is simply to prevent leaks. It is estimated that in some of the biggest cities of the Third World, more than half of the water entering the system is lost through leaks in pipes, dripping taps and broken installations. Even in the UK, losses were estimated at 25% in the early 1990s because of the failure to maintain the antiquated water supply infrastructure. In addition, huge quantities of water are consumed because used water from sewage pipes, storm drains and factories is merely flushed away and discharged into rivers or the sea. The modern approach, however, is to see used water as a resource which can be put to good use - either in irrigation or, after careful treatment, as recycled domestic water. Israel, for instance, has spent heavily on used water treatment. Soon, treated, recycled water will account for most farm irrigation there. There are other examples in cities such as St Petersburg, Florida, where all municipal water is recycled back into domestic systems.

#### **F.**

Another way of conserving water resources involves better management of the environment generally. Interference with the ecosystem can have a severe effect on both local rainfall patterns and water run-off. Forest clearings associated with India's Kabini dam project reduced local rainfall by 25%, a phenomenon observed in various other parts of the world where large-scale deforestation has taken place. Grass and other vegetation acts as a sponge which absorbs rainfall both in the plants and in the ground. Removal of the vegetation means that rainfall runs off the top of the land, accelerating erosion instead of being gradually fed into the soil to renew ground water.

#### **G.**

Global warming is bound to affect rainfall patterns, though there is considerable disagreement about its precise effects. But it is likely that, as sea levels rise, countries in low-lying coastal areas will be hit by seawater penetration of ground water. Other countries will experience changes in rainfall which could have a major impact on agricultural yield - either for better or for worse. In broad terms, it is thought that rainfall zones will shift northwards, adding to the water deficit in Africa, the Middle East and the Mediterranean - a grim prospect indeed.

<b>Paragraphs</b>	<b>Lists of Headings</b>
1.Paragraph A	<b>i.</b> American water withdrawal
2.Paragraph B	<b>ii</b> .Economic pricing
3.Paragraph C	<b>iii</b> .What the future holds
4.Paragraph D	<b>iv</b> .Successful measures taken by some
5.Paragraph E	<b>v</b> .The role of research

6.Paragraph F	vi .The thirsty sectors
	vii .Ways of reducing waste
	viii .Interdependence of natural resources
	ix. The demands of development
	x .The consequences for agriculture

**Questions 7-10: Complete each of the following statements with words taken from the passage. Write ONE or TWO WORDS for each answer.**

Individual water usage is rising dramatically as people living in industrialized countries become increasingly (7) \_\_\_\_\_. As well as increased consumption per capita, the growing demand for fresh water is due to a bigger global population than in the past. The only way to control this increase in demand is to charge high prices for water while also promoting conservation measures. Improvements in irrigation systems and industrial processes could dramatically increase the efficiency of water use. There are examples of industries in some rich countries that have reduced their consumption rates through price increases, the application of (8) \_\_\_\_\_ and recycling. But in agricultural and domestic sectors, the price of water is still subsidized so it is not regarded as a commodity that people need to pay a realistic price for.

Other ways of protecting supplies are to reduce water loss resulting from leaks in the supply systems and to find ways of utilizing used water. Longer term measures, such as improved (9) \_\_\_\_\_ management would protect the ecosystem and ensure the replenishment of ground water for future generations. Without such measures, future supplies are uncertain, especially when global warming is expected to interfere with rainfall patterns and to worsen the (10) \_\_\_\_\_ already suffered by many countries today.

***Your answers:***

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

**D: WRITING (5.0 pts)**

***I. Write an email of about 150 words: (2.0 pts)***

**You rode in a taxi yesterday. When you got home, you realized you had left your bag in the taxi.**

Write a letter *of 120-150 words* to the manager of the taxi company.

**In your letter**

- + explain how you lost your bag.**
- + describe your bag.**
- + ask the manager to help you find it.**

You must NOT write your own name and address. Begin and finish your letter as:

*Dear Sir or Madam,*

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Your faithfully,

Peter

***II. Paragraph writing: (3.0 points)***

Facebook has affected many people's life, especially students'. It can have negative effects on their study and physical development.

Do you agree or disagree with this statement? Write a paragraph (*about 150 -180 words*) to express your opinion.

[illegible]

**MÔN: TIẾNG ANH****Năm học 2022-2023***HCD gồm 4 phần, trong 9 trang***- Total mark: 17,0****The mark given is based on the following scheme.**

<b>Phần</b>	<b>Đáp án</b>	<b>Điểm</b>
<b>PART A: LISTENING (5pts)</b>	<b>Section 1: (MCQs: Different talks) - You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).</b>	
	1. B	0,2
	2. B	0,2
	3. C	0,2
	4. B	0,2
	5. A	0,2
	6. B	0,2
	7. C	0,2
	8. A	0,2
	<b>Section 2: (Gap fill) - You will hear an interview with Elizabeth Holmes about her experience working in Africa. For questions 9-18, complete the sentences.</b>	
	9. travel agent('s) / travel agency	0,2
	10. poster	0,2
	11. Changes	0,2
	12. (local) (African) farmers	0,2
	13. three / 3 weeks	0,2
	14. motorbike / motorcycle	0,2



	15. (the) (local) women	0,2
	16. traffic (noise)	0,2
	17. (pieces of) furniture	0,2
	18. gardening	0,2
	<b>Section 3: (MCQs: Interview /Monologue) You will hear an interview with Trina Trepose, a pop singer who is only fifteen. For questions 24-30, choose the best answer (A, B or C).</b>	
	19. C	0,2
	20. C	0,2
	21. B	0,2
	22. A	0,2
	23. A	0,2
	24. C	0,2
	25. B	0,2
<b>PART B: VOCABULARY (2pts)</b>	<b>I. Choose the correct answer (A, B, C or D) to each question:</b> <i>(1,0ps 10 questions)</i>	
	1. D	0,1
	2. B	0,1
	3. C	0,1
	4. B	0,1
	5. B	0,1
	6. D	0,1
	7. B	0,1
	8. C	0,1
	9. D	0,1
	10. D	0,1
	<b>II. Give the correct form(s) of words: (1,0 points: 10 questions)</b>	
	1. simply	0,1
	2. reality	0,1

	3. attendance	0,1
	4. compulsory	0,1
	5. minimum	0,1
	6. ensure	0,1
	7. automatically	0,1
	8. available	0,1
	9. identify	0,1
	10. achievement	0,1
<b>PART C: READING (5pts)</b>	<b>I. MCQs: (1,0 points: 10 questions)</b>  <b>Part I. Read the text below and decide which answer (A, B, C or D) best fits each space. Put a circle on the letter indicating the correct answer. Write your answers in the boxes provided.</b>	
	1. C	0,1
	2. B	0,1
	3. B	0,1
	4. B	0,1
	5. C	0,1
	6. B	0,1
	7. A	0,1
	8. C	0,1
	9. C	0,1
	10. A	0,1
	<b>II. Read the passage and answer the questions. Write your answers in the boxes provided. (2,0 points: 10 questions)</b>	
	1. B	0,2
	2. C	0,2
	3. D	0,2
	4. D	0,2

	5. B	0,2
	6. D	0,2
	7. D	0,2
	8. B	0,2
	9. C	0,2
	10. B	0,2
	<b>III. Headlines matching and fill in the summary: (2,0 point: 10 questions)</b>	
	1. ix	0,2
	2. vi	0,2
	3. iv	0,2
	4. ii	0,2
	5. vii	0,2
	6. viii	0,2
	7. prosperous	0,2
	8. modern technology/ technology	0,2
	9. environmental	0,2
	10. water run-off/deficit	0,2
<b>PART D: WRITING (5pts)</b>	The main part:	2.0
	<p><b>- Introduction:</b></p> <p>+ A formal opening</p> <p>+ Reason/goal of the email.</p> <p><b>- Body:</b></p> <p>+ <i>Explain how she/he lost the bag.</i></p> <p>+ <i>Describe the bag.</i></p> <p>+ <i>Ask the manager to help him/her find it.</i></p> <p><b>- Conclusion:</b></p>	

	<p>+ Brief summary</p> <p>+ Wrapping the email up politely in an appropriate style or tone.</p> <p><b>2. Coherence and cohesion</b></p> <p><b>3. Grammatical range and accuracy</b></p> <p><b>4. Lexical resource</b></p> <p><i>3 spelling or grammar mistakes equal to -0.1 point.</i></p>	
	<p><b>II. Paragraph writing (3.0 points)</b></p> <p>Bài viết cần rõ nội dung; ngôn ngữ phù hợp, chính xác.</p> <p><b>* Gợi ý phần cho điểm chi tiết như sau:</b></p> <p><b>1. Form: a paragraph (0.5 point)</b></p> <p>+ Organization: Introduction- body- conclusion</p> <p><b>2. Content:(1.25 points)</b></p> <p>+ Supporting sentences/ examples,...</p> <p>+ should be clear, logical and creative with explanations...</p> <p><b>3. Language:(1.25 points)</b></p> <p>+ Appropriate vocabulary</p> <p>+ Suitable connectors</p> <p>+ Correct grammar</p> <p>+ Punctuating/ Spelling.</p> <p>+ Complex sentences</p> <p><b>4. Minus point:</b></p> <p>- 3 spelling or grammar mistakes equal to -0.1 point</p>	3.0

## LISTENING

### Section 1:

## **Transcript:**

### ***Question 1:***

As restaurant manager, I feel responsible for the quality of the food we serve. So it's up to me to check the ingredients that have been delivered overnight to make sure they are of sufficient quality, and to produce a menu for the day. The cooks arrive at about ten a.m. to prepare lunch and I'll take them through the menu. Because lunch is concentrated over a short period of time it can get very busy and very hot. But unlike some kitchens, we tend to divide the jobs up according to who likes doing what, and that includes cleaning pots and pans and clearing the place before dinner.

### ***Question 2:***

It's a factual book, a chronicle of the twentieth century and it's wonderful. I mean it's terribly bitty and it's not going to give you a lot of information nor be good for school work. That's what's really nice about it. Here is a reference book which it is fun to dip in and out of. It's hardly going to help anyone write an essay and it avoids being geared to any school syllabus, unlike so much of what is published today. But for anyone who likes little details, you know, you can look up your date of birth, for example, and see what else happened then, it's a very good book.

### ***Question 3:***

**Man:** So, there've been some dramatic events in Victoria Street this past week, what with Mariela deciding not to marry Jason, and Stephen leaving home in the middle of a family row. Are next week's episodes as exciting?

**Woman:** Well, I can't give away the whole story, but I don't think you'll be disappointed! I can tell you that Stephen's mother is forced to tell her husband the secret she's been hiding for years, which leads to more fireworks and a few tears. And Jason refuses to accept Mariela's decision, so you're going to hear a lot more from him, and look out for some surprises there.

### ***Question 4:***

We get people to the taxis, that's the first priority, and to the trains. We make sure they get on early and get comfortable seats. These days many passengers have a lot of luggage and they want assistance with it. So we provide a muchneeded service. We even take people down to the Underground or to places in the surrounding streets. But the majority of users are airline passengers with a lot of bags and perhaps accompanied by elderly relatives, young children and so on. Obviously they can't manage everything on their own.

### ***Question 5:***

I exercise in the form of dance. At one time, I did aerobics because exercise is more interesting with music, but I've since moved on to line dancing. It's less energetic, but I go

three times a week. I run my own business, work hard, and it's just a way to cut off rather than watch television. It's also a challenge keeping up with the new steps. I think young people sometimes take exercise too far, get over-concerned with how they look, when they'll never be able to keep it up at that sort of pace. Whereas line dancing struck me as something I could sustain as part of my normal life.

***Question 6:***

**Man:** Well, what did you think of that, then?

**Woman:** Brilliant! I've never tasted anything like it! I wish now I'd tried this place sooner. I mean, I've been walking past it for years.

**Man:** Why didn't you?

**Woman:** Well, to be honest, I never thought I'd be able to afford it, but it's actually quite reasonable. Mind you, I think they could have tried a bit harder with the presentation. I think if food looks good on the plate you automatically expect it to taste good. Yours was okay, but I think they could have made more of an effort with mine.

***Question 7:***

In practical terms, the place I'm in doesn't matter too much. As long as I have the necessary tools, you know, pencil and paper and, of course, my keyboard. Once I'm started, I go over things again and again - must be very dull if anyone's listening. I change a few notes here and there, but basically I tend to stick with an idea once I have it. I guess home's the best place in a way because there I'm relaxed enough to let my imagination flow and that's what you need to do, in order to produce a good piece ...

***Question 8:***

Well, I'm sharing with two other girls ... I know, it was supposed to be me and one other person, but there's a shortage of accommodation, apparently. Anyway, the room's rather cramped. But it's great. There've been three parties so far, and it's still the first week. It's an incredibly noisy place, with doors banging and people laughing and shouting till the small hours. Yes, I suppose we'll have to get down to work soon, though I don't know how we'll be able to, packed into that little space - none of us is very tidy ...

**Section 2:**

**Transcript:**

**Interviewer:** Visitors to the small Devon village of Whimble might be forgiven for looking twice as they pass the garden of Elizabeth Holmes. In the middle of the garden there stands a traditional African hut, a reminder of the two years Elizabeth spent in Africa as a

volunteer. Elizabeth, what persuaded you to leave your secure job in a travel agent's and go to Africa?

**Elizabeth:** Well, I'd been feeling restless for ages. I wanted to see the real world, not just tourist places. Then, I was at the dentist's one day, waiting to go in, and I'd read all the magazines in the waiting room, so I started looking at a poster - it was all about volunteers working in Africa.

**Interviewer:** And it interested you?

**Elizabeth:** Yes, I took down the name and address and applied. I had an interview locally and did some aptitude tests. Then just before I left for Africa, there was a training weekend in London, which they call 'Changes' and which gives you some idea of what you're letting yourself in for.

**Interviewer:** What particular skills could you offer?

**Elizabeth:** I had a degree in economics and I had done some teaching at one time. What they wanted to send me to Africa to do was to train local farmers in the marketing of their produce. I flew out with fifteen other volunteers, all going to do different things, like nursing, teaching, and so on. When we got there, we were supposed to have a four-week course at a training centre learning something about the local culture and the basics of the language - you know, greetings and things like that. Anyway, there was a problem and it only lasted three weeks in the end - not enough really.

**Interviewer:** Did it take a long time to get used to your new lifestyle?

**Elizabeth:** I found it quite difficult for the first few weeks, but after that I settled in very well. My area covered 1200 square kilometres, and I had a truck for long distance travel, but for more local trips I rode a motorbike.

**Interviewer:** How did you get on with the local people?

**Elizabeth:** Very well. The men were very polite but they tended to keep their distance - unlike the women, who were always inviting me to meals. They showed me how they wove and dyed material to make clothes for themselves and their children. I used to get magazines sent from England and we'd spend ages looking at them.

**Interviewer:** I expect you found it very different when you returned to England?

**Elizabeth:** Yes, I certainly did. After two years of living very simply, I found the supermarkets especially overwhelming - just the enormous choice of food. Also, the traffic disturbed me. I had to move from my flat in the city to a small cottage in the country just to get some of the peace and quiet I'd become accustomed to in Africa.

**Interviewer:** And what are you working on at the moment?

**Elizabeth:** Well, I didn't want to just go back to working in someone else's office so I set up my own business, which I run from home. I deal in African furniture. I brought some small pieces back with me as souvenirs and everyone loved them in Britain. However, I'm still in touch with the organisation that sent me to Africa as a volunteer. I organise events to raise funds and give talks about my experience to encourage other people to go.

**Interviewer:** Has the experience in Africa changed you at all?

**Elizabeth:** Oh yes, in many ways. I used to spend all my time working, but now I make sure I have more time for gardening - my favourite hobby.

**Interviewer:** Well, I'd like to thank Elizabeth for coming into the studio today. If you're interested in ...

### **Section 3:**

#### **Transcript:**

**Interviewer:** ... Trina, you're 15 and you've just come back from America where you've been making records. What was it like?

**Trina:** It was wonderful. I had the six-week school summer holidays and, you know, went over there for a month and then started school again.

**Interviewer:** What did your classmates at school think?

**Trina:** I just told close friends what I was doing in the States ... And I thought, well, if the records were successful, then I'd tell everyone ...

**Interviewer:** And they were successful.

**Trina:** Right. And my friends were very good about it. Not envious, or anything.

**Interviewer:** Did you like being in the USA?

**Trina:** Oh, yes, most of the time it was great - the people are so friendly.

**Interviewer:** Did you manage to write any songs there?

**Trina:** Well, yeah, I did. Most of the stuff I'd done in England had been about the people closest to me - you know, Mum, Dad, my sister. They weren't with me in the States, and although I missed them and silly things like the rain in England and fish and chips, being surrounded with new faces gave me lots of material for my songs.

**Interviewer:** Now, your home in England is a long way from London.

**Trina:** Yes, about as far as you can get!

**Interviewer:** So, is it easy to get into the music business if you live that far away? Don't you have to be in London or near a big city at least?



**Trina:** No, no. We did play in London once but we were actually approached at a local concert, so I don't think it's impossible to get noticed anywhere. There are lots of record companies looking for bands, and they do go quite a long way from the cities to find them. I was lucky with my band, and there have been other bands like us that've been lucky as well, so you don't have to come from a huge city to be discovered.

**Interviewer:** Now, in the USA you did a song with someone who was a star when I was your age, David Pearson, and you hadn't any idea who he was?

**Trina:** No. It was embarrassing, actually. But he was a really pleasant guy. He was recording an album in the same studio, and he had this song that he needed someone to sing with him, and he asked me, and I was only too delighted to do it!

**Interviewer:** But that wasn't the only famous star you worked with in the States, was it?

**Trina:** No, there was Lance Lakatoff.

**Interviewer:** But you had heard of him ...

**Trina:** Yes. He's a bit of a hero of mine, in fact.

**Interviewer:** And you were in his TV series?

**Trina:** Yes

**Interviewer:** And what was that like?

**Trina:** It was a really good experience. I hadn't done anything like that before. And they filmed us for three or four days, you know. That was the end of it. Or so I thought! But they had made some mistakes, which was such a shame. Because I had to go back to the USA! I came home to England, and then they phoned up and said they had some bad camera work, etc., and I had to fly all the way back and do it again ...

**Interviewer:** Actually, in the USA your record did well. But not here in England. Why's that?

**Trina:** Because you've never been able to get it over here in Britain. The record company's never had any arrangements to sell their records in Britain, so it's always just been the USA, which is nice in a way.

**Interviewer:** Why do you say that?

**Trina:** Well, it's good to come home and get away from it.

**Interviewer:** But is it that the company don't think your style will appeal over here?

**Trina:** No, it's purely the fact they don't operate over here. But the company's just been sold, and the new company does operate over here, so maybe they will release the record.

**Interviewer:** So, where do you see your career going? Will you go back to the States?

**Trina:** Well, not for a while I shouldn't think, as I have another two years at school here in England. I know my school friends are thinking of college but I'm not sure that's for me, even to do music. Then, my agent has been trying to persuade me to do it full time, and my parents say it's up to me, but I'm happy to wait a while before that happens. I can still write, after all - in fact, one of my songs is in the American charts at the moment, but sung by someone else.

**Interviewer:** Well, the best of luck, Trina, and now ...