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S GIÁO D C VÀ ÀO T O
NINH THU N

(*chính th c*)

(*thi g m 9 trang/ 20 i m*)

K THI CH NH C SINH GI I C P T NH
N M H C 2013 – 2014

Khóa ngày: 10 / 11 / 2013

Môn thi: **TI NG ANH** - C p **THPT**

Th i gian làm bài: 180 phút

(*Không k th i gian phát*)

SECTION I: LISTENING

H NG D NPH N THI NGHE HI U

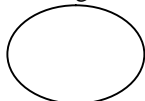
- Bài nghe g m 3 ph n, m i ph n c nghe 2 l n, m i l n cách nhau 15 giây, m u và k t thức m i ph n nghe có tín hi u.
- M u và k t thức bài nghe có tín hi u nh c. Thí sinh có 2 phút hoàn ch nh bài tr c tín hi u nh c k t thức bài nghe.
- M i h ng d n cho thí sinh (b ng ti ng Anh) ã có trong bài nghe.

Part 1: You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C) and write your answers in the corresponding numbered boxes.

- You overhear two people talking about a disagreement. What feeling does the woman express?
 - willingness to discuss the matter again
 - regret at what she said
 - annoyance at what happened
- You hear a football supporter talking about a player. What is his opinion of the player?
 - He's getting better.
 - He's not as good as he was.
 - He's never been very good.
- You overhear a college administrator talking on the phone about a lesson. What does she tell the caller?
 - The cost of one lesson will be refunded.
 - The lesson will happen at a later date.
 - A different teacher will take the lesson.
- You hear a man talking about a company. Who is the speaker?
 - a manager at the company
 - a business journalist
 - a worker at the company
- You hear a man and a woman discussing a social arrangement. What is the woman's purpose?
 - to find out information
 - to change the arrangement
 - to avoid going
- You hear someone on the radio talking about recycling. What is the speaker's main topic?
 - problems associated with recycling
 - why recycling is necessary
 - the amount of recycling that is happening
- You overhear two people talking in an airport waiting area. What is the situation?
 - They're going on a business trip.
 - They're going to live in another country.
 - They're going on holiday.
- You hear a man talking about a phone call. What does he say about the call?
 - It took longer than it should have taken.
 - He was told something surprising during it.
 - He had not expected the call.

Your answers:

1.	2.	3.	4.	5.	6.	7.	8.
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Part 2: For questions 9-13, complete the form below. Write NO MORE THAN THREE WORDS AND / OR A NUMBER for each answer.

Type of group:	Non-profit
Frequency of newspaper collection:	9.
Name:	10.
Address:	11.
Email:	12.
Postcode:	13.

For questions 14-18, complete the form below. Write NO MORE THAN TWO WORDS for each answer.

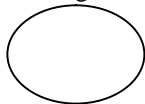
Recycling	
Ways of recycling	Newspaper: in a (14) box
Nearest rubbish collection centre	On the East Side of (15)
Rubbish that can be recycled	Blue box: (16) Green box: glass and plastics Yellow box: paper
Rubbish that can be recycled	(17)
Name of a booklet	(18)

Part 3: For questions 19-25, you will hear a girl called Tricia Simpkins talking at a public meeting about a plan to create a nature reserve in the centre of a large city. Choose the best answer (A, B or C)

19. How did Tricia once feel about the countryside?
 A. She preferred it to the city. B. She paid no attention to it.
 C. She wanted others to experience it.
20. Why did Tricia take part in a wildlife survey?
 A. She was required to do it. B. She preferred it to being in school.
 C. She was asked to do it by her neighbours.
21. What does Tricia say about the results of the survey?
 A. They were unsatisfactory. B. They were confusing. C. They were unexpected.
22. What does Tricia say about the problems created by trees?
 A. People exaggerate them. B. People ignore them. C. People accept them.
23. According to Tricia, what is wrong with the trees the council is planting?
 A. They are expensive to replace. B. They fail to attract wildlife. C. They are too small for the area.
24. What used to happen in the wasteland at the end of Tricia's street?
 A. Dog owners used to go there. B. People used to leave rubbish there.
 C. Children used to play there.
25. What is Tricia's suggestion for the new nature reserve?
 A. to allow the planting of trees B. to protect it from visitors C. to let it go wild

Your answers:

19.	20.	21.	22.	23.	24.	25.
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SECTION II: LEXICO- GRAMMAR:

Part 1: Choose the correct answer (A, B, C or D) to each of the following questions and write your answers in the corresponding numbered boxes.

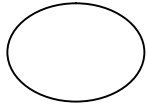
1. Tickets are required for admission. _____, those who don't have a ticket won't get in.
A. Consequently B. Rather C. Similarly D. Subsequently
2. Good morning, gentlemen. _____ of you is first in line?
A. Whose B. Who C. Whom D. Which
3. _____ real work was done in the office while the boss was away.
A. Not a B. Not any C. No D. None
4. Something _____ happened or they would be here now.
A. must B. must have C. must be D. must have been
5. Owing to the bad weather, the garden party was _____.
A. called off B. shouted out C. spoken against D. cried down
6. We hadn't _____ such heavy traffic, and we were delayed for hours.
A. gone in for B. bargained for C. set about D. work out
7. Medeleine struggled for a long time before she finally _____ to free herself.
A. succeeded B. achieved C. enabled D. managed
8. *Becky*: Was the Minister's speech interesting? *Sidney*: Yes, at first, but it was _____ long.
A. too much B. too far C. far too D. so much
9. *Adela*: Shall we stay at home or go for a walk? *Mike*: Which _____ do yourself?
A. do you rather B. would you rather C. will you rather D. did you rather
10. We're fighting _____ to finish the job for you before the end of the week.
A. in time B. on time C. by the time D. against time

Your answers:

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

Part 2: Write the correct FORM of each bracketed word in the numbered space provided in each column on the right. (0) has been done as an example.

Lesotho	
Lesotho is a small (0. DEPEND) ___ nation in the middle of southern Africa.	0. <i>independent</i>
The (11. KING) _____ of Lesotho lies more than 1,000 meters above sea level.	11. _____
With its wild (12. SPOIL) _____ landscapes, it has a paradise for nature lovers and outdoor (13. ENTHUSIASM) _____, and also offers the opportunities for visitors to gain (14. PRACTICE) _____ experience of Africa culture. This is particularly true in the rural areas, where distinctive and (15. COLOUR) _____ traditions of the country are still very alive.	12. _____ 13. _____ 14. _____ 15. _____



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Part 3: The passage below contains 5 mistakes. Underline the mistakes and write their correct words /forms in the spaces provided in the column on the right. (0) has been done as an example.

<p>These days it's not just television which is <u>having</u> the blame for turning the nation into mindless couch potatoes. According to a recent report, the nation's 11- to 15-year-olds now spend about average 52 hours a week in front of a screen, whether it's the TV or the computer, and doctors and teachers are increasing worried about the effects. Sitting about watching TV or video games, instead of taking exercise, has clearly played its parts in the rise in the number of seriously overweight children. Experts also believe that as a result of their exposure to fast-moving visual images, many children no longer believe it possible to focus on reading, or sit still and pay attention in the classroom. Now these experts are saying that it is back to parents to help teenagers cut down on TV and computer use, and make sure that they spend equal amounts of time on other activities.</p>	<p>0. <i>taking</i></p> <p>16. _____</p> <p>17. _____</p> <p>18. _____</p> <p>19. _____</p> <p>20. _____</p>
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SECTION III: READING

Part 1: You are going to read an article about a London tour guide. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text. Write your answers in the numbered boxes.

The best kind of know-it-all

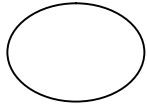
There is an art to being a good tour guide and Martin Priestly knows what it is.

It's obvious that the best way to explore a city is with a friend who is courteous, humorous, intelligent and - this is essential - extremely well-informed. Failing that, and if it is London you are visiting, then the next best thing may well be Martin Priestly, former university lecturer, now a guide, who seems to bring together most of the necessary virtues and who will probably become a friend as well.

Last spring, I took a trip around London with him, along with a party of Indian journalists. Accustomed to guides who are occasionally excellent but who often turn out to be arrogant, repetitive and sometimes bossy, I was so struck by Priestly's performance that I sought him out again to see, if I could, just how the trick was done.

This time the tour was for a party of foreign students, aged anything between 20 and 60, who were here to improve their English, which was already more than passable. As the 'tourists' gathered, Martin welcomed them with a kind of dazzled pleasure, as if he had been waiting for them with excitement and a touch of anxiety, now thankfully relieved. I have to say, all this seemed absolutely genuine.

Then we got on the coach and we were off. Martin sat in front, not in the low-level guide's seat, but up with the group, constantly turning round to make eye contact, to see if they understood him. Soon we're in a place called Bloomsbury, famous among writers in the early 20th century. 'Bloomsbury is famous for brains,' says Martin, getting into his stride. 'It's a very clever place. It's not very fashionable but it's very clever'. Soon after, we pass the British Museum and Bedford Square, 'a great architectural showpiece', advises Martin. The comment prompted questions which led to a conversation about building, the part played by wealthy people and how big chunks of London still belonged to them - an issue which was to re-emerge later. This was how he liked to work: themes, introduced as if spontaneously, were laid down for subsequent discussion.



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Suddenly the coach stopped and it was over, two and a half hours of non-stop performance, with information, observation and humour. Martin says encouragingly, 'I do hope you enjoy London.'

We go to a nearby cafe to talk. Why, I asked, had he become a guide? 'Well, I used to organise a lot of courses at the university I worked for. It was line 50 quite stressful. But I had shown students around London and I enjoyed that. It seemed an obvious move to make. I did the London Tourist Board's Blue Badge course - two evenings a week for two years. That was tough, especially the exam in what is known as "coaching". You're taught to smile but everybody had difficulty with that in the exam, when you have other things to worry about. You have to do it backwards in the coach, desperately casting your eyes about to see what is coming next, and you're facing the tutors and the other trainees.'

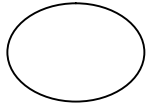
'And you have to know so much to guide well, different places, all kinds of architecture, agriculture. What if somebody asks a question about a crop beside the road? But **some of it sticks**, you know ... eventually.' He also tells me he keeps himself up to date with radio, TV and newspapers.

There are several hundred other guides out there, all looking for a share of the work. I think, as we talk, that I am starting to understand why good guides are so rare. It's a great deal harder than it looks, and it demands, for every stretch of road, an even longer stretch of study and forethought.

- What do we learn about Martin in the first paragraph?
 - He has two educational roles.
 - He is a colleague of the writer.
 - His job is an extension of his hobby.
 - His job suits his personality.
- The writer decided to meet Martin again to find out how he managed to
 - win custom from other tour guides.
 - entertain large and varied tour groups.
 - avoid the failings of many other tour guides.
 - encourage people to go back to him for another tour.
- The writer notes that on meeting the tour group, Martin
 - greeted everyone warmly.
 - seemed as nervous as everyone else.
 - praised everyone for their prompt arrival.
 - checked that everyone could understand him.
- Martin's approach to guiding is to
 - begin with the oldest buildings.
 - encourage tourist participation.
 - move around the coach as he talks.
 - find out how much visitors know first.
- What does 'It' in paragraph 6 refer to?
 - showing students around London
 - performing in front of a group
 - becoming a guide
 - arranging courses
- Martin says that the 'coaching' exam is difficult because
 - there is so much to think about.
 - you have to smile in different ways.
 - it has so many sections.
 - you have to cover different routes.
- In paragraph 7, what does 'some of it sticks' mean?
 - Some facts are up to date.
 - Some information is remembered.
 - Some questions are answered.
 - Some lessons are revised.
- In the last paragraph, the writer says he is impressed by
 - the distances Martin covers on his tours.
 - the quantity of work available for tour guides.
 - the amount of preparation involved in Martin's job.
 - the variety of approaches taken to guiding.

Your answers:

1.	2.	3.	4.	5.	6.	7.	8.
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Part 2: Read the text and choose the correct heading for sections 9—15 from the list of headings below. There are more extra headings which you do not need to use. Write your answers in the numbered boxes.

A. Consult your teacher	B. Take a break	C. Make a timetable
D. Create a working space	E. Sit comfortably	F. Study at home
G. Talk about your work	H. Photocopy important material	I. Catalogue references
J. Use the library	K. Prioritise your work	L. Exercise regularly

SELF-STUDY-TIPS

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However difficult you find it to arrange your time, it will pay off in the long run if you set aside a certain part of the day for studying — and stick to it. It is best to make a weekly allocation of your time, making sure that you have enough left for recreational activities or simply to be ‘with’ yourself: reading a novel or watching a television programme.

9	
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As part of your weekly schedule, it is also advisable to consider exactly what you have to do in that week, and make sure that you tackle the most significant tasks, first, leaving the easier or less urgent areas of your work until later.

10	
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On a physical level, make sure that you have an area or space for studying. Don't do it just anywhere. If you always study in the same place, preferably a room of your own, you will find it easier to adjust mentally to the activity when you enter that area. You should have everything that you might need at hand.

11	
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Make sure that all the physical equipment that you use, such as a desk, chair etc. is at a good height for you. If you use a personal computer, there are plenty of guidelines available from the government on posture, angles, lighting and the like. Consult these and avoid the typical student aches and pains.

12	
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If you are doing a long essay or research paper which involves the use of library books or other articles, it helps to keep details of the titles and authors on small cards in a card box. It is also a good idea to log these alphabetically so that you can find them easily— rather like keeping telephone numbers. It's all too easy to read something and then forget where it came from.

13	
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Make use of equipment that is available to you. If you find a useful article in the library, it is best to make a copy of the relevant pages before you leave. Then, when you get back to your study, you can mark the article and make any comments that you have in the margin.

14	
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If you are working on a topic your teacher has set, but finding it hard to concentrate, it may be that you actually need to take your mind right off it for a period of time. 'Airing the mind' can work wonders sometimes. After a period away from the task, having not thought about it at all, you may return to it refreshed and full of ideas.

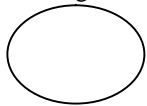
15	
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Similarly, it may help to discuss a topic with other people, especially if you feel that you have insufficient ideas, or too many disorganised ideas. Bring your topic up in conversations at meal times or with other students and see what they have to say. You don't want to copy their ideas but listening to what they think about something may well help you develop or refine your own thoughts.

Your answers:

9.	10.	11.	12.	13.	14.	15.
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Ch ký G.kh o

Ch ký G.kh o

S phách

S T.t Bài thi

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Part 3: For questions 16-25, read the text below and think of the word which best fits each gap. Use only ONE word in each gap. Write your answers in the corresponding boxes provided below the passage.

The Best Books

Are there 1,000 books that all of us should read sometime in our lives? Throughout this year, we will be recommending a collection of books that, when taken as a whole, will form a (16) _____ of 1,000 titles that will inspire and satisfy (17) _____ kind of reader imaginable. Book lists appear from time to time, often arousing controversy (18) _____ being too elitist or too populist. But our list is the result of consultations with bookbuyers and booksellers, people who know and love books.

Currently, there are well over a million books in print. Add to these another 100,000 books (19) _____ each year and the choice for readers becomes bewildering, (20) _____ certain books, both classics and contemporary works, stand out. While our list doesn't identify classics in the traditional sense, many of the (21) _____ included are considered to be classic books. The list aims to make the (22) _____ aware of what is available that is stimulating, rewarding and inspiring. How else does one learn about a good read other (23) _____ by enthusiastic recommendation?

This month we are highlighting fifty books from the area of business and reference. These fifty titles represent the perfect business and reference library for your needs, whether personal or (24) _____. Our selection will help you to expand and enhance your understanding of today's fast-changing world of business.

Look out for next month's fifty choices, (25) _____ will take you a step nearer completion of your 1,000- book library.

Your answers:

16.	17.	18.	19.	20.
21.	22.	23.	24.	25.

SECTION IV: WRITING

Part 1: For questions 1-5, 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 six words, including the word given.

- The match will be played tomorrow unless it rains.
→ The match will be played tomorrow as any rain. (**LONG**)
- "It was Peter who left the door unlocked!" said Daisy. (**ACCUSED**)
→ Daisy the door unlocked.
- John only lost his way because he'd forgotten his map. (**LOST**)
→ If John hadn't forgotten his map, his way.
- It is thought that one in every five people cannot control how much they spend. (**UNABLE**)
→ One in every five people is their spending under control.
- Would you mind helping me carry this heavy box to the car? (**GRATEFUL**)
→ This box is really heavy so I'd help me carry it to the car.

