SỞ GIÁO DỤC VÀ ĐÀO TẠO THÁI NGUYÊN
THI TUYỂN SINH LỚP 10 THPT CHUYÊN
NĂM HỌC 2018-2019

MÔN THI: TIẾNG ANH

(Dành cho thí sinh thi vào chuyên Tiếng Anh)

Ngày thi: 07/6/2018

Thời gian: 180 phút *(không kể thời gian giao đề)*

ĐỀ CHÍNH THỨC

(Thí sinh làm bài trực tiếp vào đề thi theo hướng dẫn dưới mỗi câu)

Điểm		Giám khảo số 1 (Họ tên, chữ ký)	Giám khảo số 2 (Họ tên, chữ ký)	Số phách (Do chủ tịch HĐ ghi)
Bằng số	Bằng chữ			

Đề thi này gồm có 10 trang được đánh số từ 1 đến 10. Thí sinh kiểm tra số trang đề thi trước khi làm bài.

SECTION A: PHONETICS

I. Choose the word which has the underlined part pronounced differently from the rest.

Example: 00. A. hour B. holiday C. household D. handsome
Answer: 00. ***A***

01. A. naked B. wretched C. crooked D. hooked
02. A. celestial B. commercial C. presidential D. essential
03. A. bountiful B. counterpart C. couger D. bounce
04. A. darkness B. warmth C. market D. remark
05. A. universal B. unique C. uniform D. unhealthy

00. *A*	**01.**	**02.**	**03.**	**04.**	**05.**

II. Identify the word whose stress pattern different from that of the other words.

Example: 00. A. advice B. beauty C. picture D. postcard
Answer: 00. ***A***

06. A. technology B. precision C. employee D. waterproof
07. A. Vietnamese B. engineer C. scientific D. television
08. A. orientation B. electricity C. disadvantageous D. developmental
09. A. informative B. inexpensive C. independent D. interactive
10. A. belong B. respect C. captain D. avoid

00. *A*	**06.**	**07.**	**08.**	**09.**	**10.**

SECTION B: GRAMMAR AND VOCABULARY

I. Choose the correct answer A, B, C or D.

11. The police are _____ certain who the culprit is.
A. in some ways B. more or less C. here and there D. by and by

12. British and Australian people share the same language, but in other respects they are as different as _____.
A. cats and dogs B. chalk and cheese C. salt and pepper D. here and there

13. He failed in the election just because he _____ his opponent.
A. overestimated B. underestimated C. understated D. undercharged

14. Whether the sports club survives is a matter of complete _____ to me.
A. indifference B. disinterest C. importance D. interest

15. The telephone rang and interrupted my _____ of thought.
A. train B. chain C. series D. circle

16. The technological and economic changes of the 19th century had a marked _____ on workers.
A. cause B. effect C. impact D. consequence

17. Do you have a non-smoking room with two beds _____ for next Friday and Saturday?
A. empty B. available C. vacant D. ready

18. After his business failed, Mr Johnson was declared _____ by the court.
A. penniless B. profitless C. bankrupt D. lost

19. The _____ of two houses prove such a financial burden that they were forced to sell one.
A. upshot B. upkeep C. uproar D. upsurge

20. She didn't show even a _____ of emotion when the court found her guilty.
A. gleam B. wink C. flicker D. flash

11.	**12.**	**13.**	**14.**	**15.**
16.	**17.**	**18.**	**19.**	**20.**

II. Complete each sentence with the correct form of the phrasal verbs in the box. Use each once only.

run out of	**slip up**	**cut down on**	**get by**	**put out**
take after	**look into**	**take up**	**try out**	**turn down**
drop in on	**go off**	**get in**	**do without**	**come in for**

21. We _____ tea and drank coffee instead.

22. Any time you're in the area, feel free to _____ us.

23. Tom: "Does Tan _____ his father or mother?"
Jane: "Well, he looks just like his father, but has his mother nature".

24. You should _____ smoking if you can't stop completely.

25. We'll give you our decision when we have had time to _____ the matter.

26. Don't let your windows open when you are away from home or a burglar might _____.

27. I'm not very fit, so I've decided to _____ an active hobby such as squash or jogging.

28. We _____ milk this morning, so we need to go to the store.

29. The bomb _____ with a loud bang which could be heard all over the town.

30. They are going to _____ a lot of criticism for increasing bus fares by so much.

31. If you're finding it difficult to _____ on your salary, why don't you ask for a raise?

32. The car is in quite good condition but you can _____ it _____ before you make any decision to buy.

33. If you _____ you'll get into trouble.

34. I proposed to her but she _____ me _____.

35. You'd better _____ your cigarette because smoking isn't allowed in here.

21.	**22.**	**23.**	**24.**	**25.**
26.	**27.**	**28.**	**29.**	**30.**
31.	**32.**	**33.**	**34.**	**35.**

III. Supply the correct form of the words to complete the passage.

The origins of Halloween

Halloween is celebrated in many parts of the western world, and is a time when people dress up as witches or ghosts, and go "trick-or treating". It is (36) _____ one of the most popular traditions in the United States and Britain. **36. DOUBT**

The celebration (37) _____ about two thousand years ago with the Celts. These people were the (38) _____ of an area that includes Britain, Ireland and Brittany. They relied on the land for their (39) _____, and this meant that they were at the mercy of (40) _____ weather conditions, especially during the winter. **37. ORIGIN** **38. INHABIT** **39. LIVE** **40. PREDICT**

The Celtic new year began on 1st November, which also marked the beginning of winter, a period (41) _____ associated with death. On the eve of the new year, it was believed that the barriers between the worlds of the living and the dead were (42) _____ withdrawn, and it was possible to communicate with spirits. The Celts believed that the spirits offered them (43) _____ and protection, and the Druids (Celtic priests) were (44) _____ able to predict the future on this point. **41. TRADITION** **42. TEMPORARY** **43. GUIDE** **44. REPUTE**

When the Roman completed their (45) _____ of Celtic lands, they added their own flavour to this festival. The advent of Christianity brought about yet other changes. **45. CONQUER**

36.	**37.**	**38.**
39.	**40.**	**41.**
42.	**43.**	**44.**
45.		

IV. The passage below contains TEN mistakes. Write them down and give the correction in the space provided (There may be line(s) with more than one mistakes). (00) has been done as an example.

Line

1 The horse and carriage is a thing of the past, but love and marriage are
2 still with us and still closely **<u>interrelating</u>**. Most American marriages,
3 particular first marriages uniting young people, are the result of mutual
4 attraction and affection rather with practical considerations.
5 In the United States, parents do not arrange marriages for their children.
6 Teenagers begin date in high school and usually find mates through their
7 own academic and social contacts. Though young people feel free to
8 choose their friends from different groups, almost choose a mate of
9 similar background. This is due partly to parental guidance. Parents
10 cannot select spouses for their children, but they can usually influence
11 choices by voicing disapproval for someone they consider suitable.
12 However, according to recently published researches, marriages of
13 members of different groups (interclass, interfaith, and interracial
14 marriages) are increasing, probably because of the greater mobile of
15 today's youth and the fact that they are restricted by fewer prejudices as
16 their parents. Many young people leave their hometowns to attend
17 college, serve in armed forces, or pursue a career in a bigger city. One
18 away from home and family, they are more likely to date and marry
19 outside their own social group.

Question	Line	Mistake	Correction
00	***2***	***interrelating***	***interrelated***
46			
47			
48			
49			
50			
51			
52			
53			
54			
55			

SECTION C: READING

I. Choose the word or phrase (A, B, C, D) that best fits each space.

It is important to recognize that online learning has (56) _____ advantages and disadvantages. Although students' grades appear to be (57) _____ by the mode of instruction, certain courses are more challenging to students who carry out their studies in the virtual environment than in the classroom. However, in online classes, participation in learning

activities may be less daunting, (58) _____ for shy students, and the quality and quantity of student-student and teacher-student interaction may be higher. Increasingly, it is a/an (59) _____ issue for designers of online curriculums to decide how to match the advantages of different modes of instruction to specific courses, by offering not only fully classroom-based or online courses, but also that take the best element of both types to (60) _____ the needs of students and teachers and to (61) _____ the most efficient use of resources.

Students who study online tend to lack a sense of community, trust and positive interaction with other course members and teachers – all elements that were in the past believed to increase the effectiveness of classroom learning, amongst least confident learners. However, online students generally also feel that they learn at a similar rate to their (62) _____ in the classroom, and in fact at my college their grades are just as good as those who are taught in (63) _____. But just imagine how much more effective our online courses could be if they fostered a culture of class cohesion, spirit, trust and interaction, both among students and between students and faculty. Perhaps the most effective way to achieve this improvement is for online educators to give more (64) _____ contact and to encourage students to collaborate.

Online learning provides a far more student-centred teaching approach than the traditional classroom method, and all school directors should aim to adopt it as their main means to (65) _____ education.

56. A. infinite	B. definite	C. defined	D. intimate
57. A. unharmed	B. invulnerable	C. impervious	D. unaffected
58. A. especially	B. namely	C. specifically	D. explicitly
59. A. crucial	B. vital	C. obvious	D. expendable
60. A. insatiate	B. cater	C. address	D. respond
61. A. put	B. make	C. earn	D. gain
62. A. peers	B. counterparts	C. partners	D. partakers
63. A. private	B. person	C. individual	D. secret
64. A. one-for-one	B. one-by-one	C. one-in-one	D. one-on-one
65. A. convey	B. cover	C. present	D. deliver

56.	**57.**	**58.**	**59.**	**60.**
61.	**62.**	**63.**	**64.**	**65.**

II. The passage has seven sections. Choose the correct heading for each section from the list of headings below. Write the correct letter, from A to J, in the answer boxes. Three of the headings do not fit.

List of headings:

A. Legislation brings temporary improvements	F. Building cities in earthquake zones
B. The increasing speed of suburban development	G. The effect of global warming on cities
C. A new area of academic interest	H. Adapting areas surrounding cities to provide resources
D. The impact of environmental extremes on city planning	I. Removing the unwanted by-products of city life
E. The first campaigns for environmental change	J. Providing health information for city dwellers

The US City and the Natural Environment

66. While cities and their metropolitan areas have always interacted with and shaped the natural environment, it is only recently that historians have begun to consider this relationship. During our own time, the tension between natural and urbanized areas has increased, as the spread of metropolitan populations and urban land uses has reshaped and destroyed natural landscapes and environments.

67. The relationship between the city and the natural environment has actually been circular, with cities having massive effects on the natural environment, while the natural environment, in turn, has profoundly shaped urban configurations. Urban history is filled with stories about how city dwellers contended with the forces of nature that threatened their lives. Nature not only caused many of the annoyances of daily urban life, such as bad weather and pests, but it also gave rise to natural disasters and catastrophes such as floods, fires, and earthquakes. In order to protect themselves and their settlements against the forces of nature, cities built many defenses including flood walls and dams, earthquake-resistant buildings, and storage places for food and water. At times, such protective steps sheltered urbanites against the worst natural furies, but often their own actions – such as building under the shadow of volcanoes, or in earthquake-prone zones – exposed them to danger from natural hazards.

68. City populations require food, water, fuel, and construction materials, while urban industries need natural materials for production purposes. In order to fulfil these needs, urbanites increasingly had to reach far beyond their boundaries. In the nineteenth century, for instance, the demands of city dwellers for food produced rings of garden farms around cities. In the twentieth century, as urban populations increased, the demand for food drove the rise of large factory farms. Cities also require fresh water supplies in order to exist – engineers built waterworks, dug wells deeper and deeper into the earth looking for groundwater, and dammed and diverted rivers to obtain water supplies for domestic and industrial uses. In the process of obtaining water from distant locales, cities often transformed them, making deserts where there had been fertile agricultural areas.

69. Urbanites had to seek locations to dispose of the wastes they produced. Initially, they placed wastes on sites within the city, polluting the air, land, and water with industrial and domestic effluents. As cities grew larger, they disposed of their wastes by transporting them to more distant locations. Thus, cities constructed sewerage systems for domestic wastes. They usually discharged the sewage into neighbouring waterways, often polluting the water supply of downstream cities. The air and the land also became dumps for waste disposal. In the late nineteenth century, coal became the preferred fuel for industrial, transportation, and domestic use. But while providing an inexpensive and plentiful energy supply, coal was also very dirty. The cities that used it suffered from air contamination and reduced sunlight, while the cleaning tasks of householders were greatly increased.

70. In the late nineteenth and early twentieth centuries, reformers began demanding urban environmental clean-ups and public health improvements. Women's groups often took the lead in agitating for clean air and clean water, showing a greater concern than men in regard to quality of life and health-related issues. The replacement of the horse, first by electric trolleys and then by the car, brought about substantial improvements in street and air sanitation. The movements demanding clean air, however, and reduction of waterway pollution were largely unsuccessful. On balance, urban sanitary conditions were probably somewhat better in the 1920s than in the late nineteenth century, but the cost of improvement often was the exploitation of urban hinterlands for water supplies, increased downstream water pollution, and growing automobile congestion and pollution.

71. In the decades after the 1940s, city environments suffered from heavy pollution as they

sought to cope with increased automobile usage, pollution from industrial production, new varieties of chemical pesticides and the wastes of an increasingly consumer-oriented economy. Cleaner fuels and smoke control laws largely freed cities during the 1940s and 1950s of the dense smoke that they had previously suffered from. Improved urban air quality resulted largely from the substitution of natural gas and oil for coal and the replacement of the steam locomotive by the diesel-electric. However, great increases in automobile usage in some larger cities produced the new phenomenon of smog, and air pollution replaced smoke as a major concern.

72. During these decades, the suburban out-migration, which had begun in the nineteenth century with commuter trains and streetcars and accelerated because of the availability and convenience of the automobile, now increased to a torrent, putting major strains on the formerly rural and undeveloped metropolitan fringes. To a great extent, suburban layouts ignored environmental considerations, making little provision for open space, producing endless rows of resource-consuming and fertilizer-dependent lawns, contaminating groundwater through leaking septic tanks, and absorbing excessive amounts of fresh water and energy. The growth of the outer city since the 1970s reflected a continued preference on the part of many people in the western world for space-intensive single-family houses surrounded by lawns, for private automobiles over public transit, and for the development of previously untouched areas. Without better planning for land use and environmental protection, urban life will, as it has in the past, continue to damage and stress the natural environment.

66.	**67.**	**68.**	**69.**	**70.**	**71.**	**72.**

III. Read the following passage and choose the correct answer to each question.

The community that focuses its efforts on the exploration of space has largely been different from the community whose efforts are focused on the study and protection of the Earth's environment, despite the fact that both fields of interest involve what might be referred to as "scientific exploration'. The reason for this dichotomous existence is chiefly historical. The exploration of the Earth has been occurring over many centuries, and the institutions created to do it are often very different from those founded in the second part of the 20th century to explore space. This separation is also caused by the fact that space exploration has attracted experts from mainly non-biological disciplines - primarily engineers and physicists - but the study of Earth and its environment is a **domain** heavily populated by biologists.

The separation between the two communities is often reflected in attitudes. In the environmental community, it is not uncommon for space exploration to be regarded as a waste of money, distracting governments from solving major environmental problems here at home. In the space exploration community, it is not uncommon for environmentalists to be regarded as introspective people who divert attention from the more expansive visions of the exploration of space - the ‘new frontier’. These perceptions can also be negative in consequence because the full potential of both communities can be realised better when they work together to solve problems. For example, those involved in space exploration can provide the satellites to monitor the Earth’s fragile environments, and environmentalists can provide information on the survival of life in extreme environments.

In the sense that Earth and space exploration both stem from the same human drive to understand our environment and our place within it, there is no reason for the split to exist. A more accurate view of Earth and space exploration is to see them as a continuum of exploration with many interconnected and mutually beneficial links. The Earth and Space Foundation, a registered charity, was established for the purposes of fostering such links

through field research and by direct practical action. Projects that have been supported by the Foundation include environmental projects using technologies resulting from space exploration: satellite communications, GPS, remote sensing, advanced materials and power sources. For example, in places where people are faced with destruction of the forests on which their livelihood depends, rather than rejecting economic progress and trying to save the forests on their intrinsic merit, another approach is to enhance the value of the forests - although these schemes must be carefully assessed to be successful. In the past, the Foundation provided a grant to a group of expeditions that used remote sensing to plan eco-tourism routes in the forests of Guatemala, thus providing capital to the local communities through the tourist trade. This **novel approach** is now making the protection of the forests a sensible economic decision.

The Foundation funds expeditions making astronomical observations from remote, difficult-to-access Earth locations, archaeological field projects studying the development of early civilisations that made significant contributions to astronomy and space sciences, and field expeditions studying the way in which views of the astronomical environment shaped the nature of past civilisations. A part of Syria - 'the Fertile Crescent' - was the birthplace of astronomy, accountancy, animal domestication and many other fundamental developments of human civilisation. The Foundation helped fund a large archaeology project by the Society for Syrian Archaeology at the University of California, Los Angeles, in collaboration with the Syrian government that used GPS and satellite imagery to locate mounds, or 'tels' , containing artefacts and remnants of early civilisations. These collections are being used to build a better picture of the nature of the civilisations that gave birth to astronomy.

Field research also applies the Earth's environmental and biological resources to the human exploration and settlement of space. This may include the use of remote environments on Earth, as well as physiological and psychological studies in harsh environments. In one research project, the Foundation provided a grant to an international caving expedition to study the psychology of explorers subjected to long-term isolation in caves in Mexico. The psychometric tests on the cavers were used to enhance US astronaut selection criteria by the NASA Johnson Space Center.

Space-like environments on Earth help us understand how to operate in the space environment or help us characterise extraterrestrial environments for future scientific research. In the Arctic, a 24-kilometre-wide impact crater formed by an asteroid or comet 23 million years ago has become home to a Mars-analogue programme. The Foundation helped fund the NASA Haughton-Mars Project to use this crater to test communications and exploration technologies in preparation for the human exploration of Mars. The crater, which sits in high Arctic permafrost, provides an excellent **replica** of the physical processes occurring on Mars, a permafrosted, impact-altered planet. Geologists and biologists can work at the site to help understand how impact craters shape the geological characteristics and possibly biological potential of Mars.

In addition to its fieldwork and scientific activities, the Foundation has award programmes. These include a series of awards for the future human exploration of Mars, a location with a diverse set of exploration challenges. The awards will honour a number of 'firsts' on Mars that include landing on the surface, undertaking an overland expedition to the Martian South Pole, undertaking an overland expedition to the Martian North Pole, climbing Olympus Mons, the highest mountain in the solar system, and descending to the bottom of Valles Marineris, the deepest canyon on Mars. The Foundation will offer awards for expeditions further out in the solar system once these Mars awards have been claimed. Together, they demonstrate that the programme really has no boundary in what it could eventually support, and they provide longevity for the objectives of the Foundation.

73. Which of the following describes the similarity between the filed of space exploration and that of Earth's environment study?
    A. They are both regarded as biological studies.
    B. They both have scientific discovery aims.
    C. They both require large budgets.
    D. They demand the same terrestrial knowledge.
74. The word "**domain**" as used in paragraph 1 refers to _____
    A. a type of website B. an area of study
    C. a kind of workplace D. an institute of academy
75. According to paragraph 2, what is the common criticism environmentalists express against space exploration?
    A. It can divert attention from human's more realistic problems.
    B. It has failed to realize the need to survive in our more familiar place.
    C. It has too ambitious aims to accomplish in the current situation.
    D. It should have been replaced by a more economical discipline.
76. According to the passage, the separation between space exploration and Earth's environment study is **UNREASONABLE** because _____
    A. they both serve to discover the origin of humans and other life forms
    B. they make use of the same types of human knowledge and experiences
    C. they are indispensable for mankind's survival and quality of life
    D. they aim to promote human view of themselves and the universe.
77. What was the significance of the "**novel approach**" adopted in the Guatemala project?
    A. It minimised the need to protect the forests.
    B. It reduced the impact of tourists on the forests.
    C. It showed that preserving the forests can be profitable.
    D. It gave the Foundation greater control over the forests.
78. GPS and satellite imagery were used in the Syrian project to _____
    A. help archaeologists find ancient items.
    B. explore land that is hard to reach.
    C. reduce the impact of archaeological activity.
    D. evaluate some early astronomical theories.
79. A "**replica**" as used in paragraph 6 probably refers to _____
    A. a demonstration B. a replacement C. a collectible D. a message
80. What is the writer's purpose in the passage?
    A. to persuade people to support the Foundation
    B. to explain the nature of the Foundation's work
    C. to show how views on the Foundation have changed
    D. to reject earlier criticisms of the Foundation's work

73.	**74.**	**75.**	**76.**
77.	**78.**	**79.**	**80.**

SECTION D: WRITING

I. Finish each of the following sentences in such a way that it means exactly the same as the sentence printed before it.

81. We have never seen such a wonderful sight before.

=> Never …….

82. Tom's father used to smoke cigarettes. Now he doesn't smoke any more.
=> No longer ……..……..
83. The news was so bad that Mrs Brown burst into tears.
=> It was ……..…
84. You can ring this number whenever there is any difficulty.
=> Should ……..……..….
85. None of the passengers were injured because driver reacted quickly.
=> But for ……..…..….
86. Seeing his friend cry like that made him feel guilty.
=> What ……..….
87. Christ is very proud of his public speaking skills.
=> Christ prides ……..……..
88. I'm sure that he missed the seven o'clock train.
=> He can't ……..……
89. Although he was exhausted, he agreed to join the team to do the task.
=> Exhausted ……..…….
90. Martin had to clear the room before he could start painting the walls.
=> Only when ……..……

II. Complete the second sentence so that it has a similar meaning to the first sentence using the sentence beginning and word in brackets. Do not change the sentence beginning and the word given.

91. The film star wore dark glasses so that no one would recognize him. (AVOID)
=> The ……..…….
92. Your hair is too long, You'd better have it cut. (CUTTING)
=> Your …….
93. It is difficult for us to make ends meet these days. (FIND).
=> We ……..……..…….
94. I wish my manager would stop criticizing my work. (FAULT)
=> I'd sooner ……..……..…….
95. Their kindness surprised me. (ABACK)
=> I ……..……..….
96. I thought very hard but couldn't remember the answer to those questions. (RACKED)
=> I ……..……..….
97. Don't make a fuss over such a small thing. (MOUNTAIN)
=> Don't ……..……..….
98. I sincerely promise you that I'm telling you the truth. (BOTTOM)
=> I ……...….
99. Her heart sank when she heard the news of her brother's tragic accident. (PIECES)
=> On ……...….
100. I couldn't stop thinking about the exam despite playing some games with Peter. (MIND)
=> Playing ……..

Total mark: 100:10=10

The end

ANSWER KEYSỞ GIÁO DỤC VÀ ĐÀO TẠO THÁI NGUYÊN
THI TUYỂN SINH VÀO LỚP 10 THPT CHUYÊN
Năm học 2018 -2019

ĐÁP ÁN MÔN THI TIẾNG ANH

SECTION A: PHONETICS

I.

01. D	02. A	03. C	04. B	05. D

II.

06. D	07. D	08. B	09. A	10. C

SECTION B: GRAMMAR AND VOCABULARY

I.

11.B	12.B	13.B	14.A	15.A
16.C	17.B	18.C	19.B	20.C

III.

21. did without	22. drop in on	23. take after	24. cut down on	25. look into
26. get in	27. take up	28. ran out of	29. went off	30. come in for
31. get by	32. try out	33. slip up	34. turned down	35. put out

III.

36. undoubtedly	37. originated	38. inhabitants	39. livelihood	40. unpredictable
41. traditionally	42. temporarily	43. guidance	44. reputedly	45. conquest

IV.

Question	Line	Mistake	Correction
46	3	Particular	Particularly
47	4	With	Than
48	6	Date	Dating/to date
49	8	Almost	Most
50/51	11	For	Of
51/50	11	Suitable	Unsuitable
52	12	Of	Between/among/amongst
53	14	Mobile	Mobility
54	15	As	Than
55	17	One	once

SECTION C: READING

I.

56.B	57.D	58.A	59.A	60.C
61.B	62.A	63.B	64.D	65.D

II.

66.C	67.D	68.H	69.I	70.E	71.A	72.B

III.

73.B	74.B	75.A	76.D

77.C	78.A	79.A	80.B

SECTION D: WRITING

I.

81. Never have we seen such a wonderful sight before.

82. No longer does Tom's father smoke cigarettes.

83. It was such bad news that Mrs. Brown burst into tears.

84. Should there be any difficulty/ any difficult arise, you can ring this number.

85. But for the driver's quick reaction, (some of) passengers would/could/might have been injured.

86. What made him feel guilty was seeing his friend cry like that.

87. Christ prides himself on his public speaking skills.

88. He can't have caught the seven o'clock train.

89. Exhausted as he was, he agreed to join the team to do the task.

90. Only when Martin had cleared the room could he start painting the walls.

II.

91. The film star wore dark glasses to avoid being recognized.

92. Your hair needs cutting.

93. We find it difficult to make ends meet these days.

94. I'd sooner my manager stopped finding my fault/didn't find my fault with my work.

95. I was taken aback by their kindness.

96. I racked my brain to remember the answer to those questions.

97. Don't make a mountain out of a mole hill.

98. I promise you from bottom of my heart that I'm telling you the truth.

99. On hearing the news of her brother's tragic accident, she went to pieces.

100. Playing some games with Peter didn't take/ failed to take my mind off the exam.

THE END

SECTION A: PHONETICS

I.

01. D	02. A	03. C	04. B	05. D

II.

06. D	07. D	08. B	09. A	10. C

SECTION B: GRAMMAR AND VOCABULARY

I.

11.B	12.B	13.B	14.A	15.A
16.C	17.B	18.C	19.B	20.C

III.

21. did without	22. drop in on	23. take after	24. cut down on	25. look into
26. get in	27. take up	28. ran out of	29. went off	30. come in for
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IV.

Question	Line	Mistake	Correction
46	3	Particular	Particularly
47	4	With	Than
48	6	Date	Dating/to date
49	8	Almost	Most
50/51	11	For	Of
51/50	11	Suitable	Unsuitable
52	12	Of	Between/among/amongst
53	14	Mobile	Mobility
54	15	As	Than
55	17	One	once

SECTION C: READING

I.

56.B	57.D	58.A	59.A	60.C
61.B	62.A	63.B	64.D	65.D

II.

66.C	67.D	68.H	69.I	70.E	71.A	72.B

III.

73.B	74.B	75.A	76.D
77.C	78.A	79.A	80.B

SECTION D: WRITING

I.

81. Never have we seen such a wonderful sight before.

82. No longer does Tom's father smoke cigarettes.

83. It was such bad news that Mrs. Brown burst into tears.

84. Should there be any difficulty/ any difficult arise, you can ring this number.

85. But for the driver's quick reaction, (some of) passengers would/could/might have been injured.

86. What made him feel guilty was seeing his friend cry like that.

87. Christ prides himself on his public speaking skills.

88. He can’t have caught the seven o’clock train.

89. Exhausted as he was, he agreed to join the team to do the task.

90. Only when Martin had cleared the room could he start painting the walls.

II.

91. The film star wore dark glasses to avoid being recognized.

92. Your hair needs cutting.

93. We find it difficult to make ends meet these days.

94. I’d sooner my manager stopped finding my fault/didn’t find my fault with my work.

95. I was taken aback by their kindness.

96. I racked my brain to remember the answer to those questions.

97. Don’t make a mountain out of a mole hill.

98. I promise you from bottom of my heart that I’m telling you the truth.

99. On hearing the news of her brother’s tragic accident, she went to pieces.

100. Playing some games with Peter didn’t take/ failed to take my mind off the exam.

THE END