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| **SỞ GDĐT TUYÊN QUANG**  ĐỀ THI THỬ LẦN 1  *(Đề thi có 04 trang)* | **KỲ THI TỐT NGHIỆP TRUNG HỌC PHỔ THÔNG NĂM 2022**  **Bài thi: NGOẠI NGỮ, Môn thi: TIẾNG ANH**  *Thời gian làm bài: 60 phút, không kể thời gian phát đề* | |
|  | | **Mã đề chẵn gốc** |

**Họ, tên thí sinh:** ……………………………………….

**Số báo danh:** ……………………………………….

**Mark the letter A, B, C, or D on your answer sheet to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.**

**Question 1: A.** there **B.** throw **C.** through **D.** threat

**Question 2: A. date B. fan C. cat D. band**

**Mark the letter A, B, C, or D on your answer sheet to indicate the word that differs from the other three in the position of primary stress in each of the following questions.**

**Question 3: A.** singer **B.** beauty **C. hostel D. effect**

**Question 4: A. attention B. computer C. furniture D. investment**

**Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.**

**Question 5:** Could you \_\_\_\_\_\_\_\_\_ your name here, please?

**A.** signing **B.** signal **C.** signature **D.** sign

**Question 6:** Your sister is cooking lunch in the kitchen, \_\_\_\_\_\_\_\_\_?

**A.** was she **B.** is she **C.** isn’t she **D.** wasn’t she

**Question 7:** The police \_\_\_\_\_\_\_\_\_ their attention to the events that led up to the accident.

**A.** completed **B.** confirmed **C.** confined **D.** contained

**Question 8: We finally finished the project** \_\_\_\_\_\_\_\_\_ **2020.**

**A. on B. during C. in D. at**

**Question 9:** Mrs. Robinson \_\_\_\_\_\_ great pride in her cooking.

**A.** gets **B.** finds **C.** has **D.** takes

**Question 10:** People should stop smoking \_\_\_\_\_\_\_\_\_ it is extremely detrimental to health.

**A.** although **B.** despite **C.** because **D.** because of

**Question 11:** John lost the \_\_\_\_\_\_\_\_\_ bicycle last week and his parents were very angry with him.

**A.** new beautiful Japanese **B.** beautiful Japanese new

**C.** Japanese beautiful new **D.** beautiful new Japanese

**Question 12:** Jane \_\_\_\_\_\_\_\_ the word in the dictionary whenever she is not sure of its spelling or meaning.

**A.** takes after **B.** turns on **C.** looks up **D.** stands for

**Question 13:** She has been writing to him since she \_\_\_\_\_\_\_\_\_his email.

**A.** will have **B.** is having **C** had **D.** has

**Question 14:** I will call and tell you something interesting \_\_\_\_\_\_\_\_\_.

**A.** when I came home after work **B.** when I had come home after work

**C.** when I was coming home after work **D.** when I come home after work

**Question 15:** Sarah quit smoking two months ago. She broke a \_\_\_\_\_\_\_\_\_ she had had for more than half of her life.

**A.** habit **B.** sweat **C.** favor **D.** fire

**Question 16:** Paul’s ability to \_\_\_\_\_\_\_\_\_a challenge made him the perfect candidate to head up the new sales division.

**A.** handle **B.** control **C.** run **D.** order

**Question 17:** A new community house\_\_\_\_\_\_\_\_\_ in our neighborhood.

**A.** has built **B.** build **C.** builds **D.** was built

**Question 18:** I wanted to take a photo of the man **\_\_\_\_\_\_\_\_\_\_ to one of the guests near the window.**

**A. talked B. talking C. was talking D. have talked**

**Question 19:** The faster you drive, \_\_\_\_\_\_\_\_\_ it is.

**A.** dangerous **B.** more dangerous

**C.** the more dangerous **D.** most dangerous

**Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) CLOSEST in meaning to the underlined word(s) in each of the following questions.**

**Question 20: The journalist refused to disclose the source of his information.**

**A. open B. reveal C. shut D. conceal**

**Question 21:** The soup was so **tasty** that Harry asked for another serving.

**A.** tough **B.** soft **C.** delicious **D.** awful

**Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.**

**Question 22: Adverse weather conditions made it difficult to play the game.**

**A. favourable B. bad C. comfortable D. severe**

**Question 23:** Despite careful preparation, the candidate **got cold feet** when asked a challenging question and gave an unsatisfactory answer.

**A.** got nervous **B.** became aggressive **C.** stayed confident **D.** had a fever

**Mark the letter A, B, C, or D on your answer sheet to indicate the option that best completes each of the following exchanges.**

**Question 24*:*** *Hai is thanking Tom for his compliment.*

**- Laura:** “Thank you for your lovely present, Tom”.

**- Tom:** “\_\_\_\_\_\_\_\_\_\_\_”

**A.** Same to you ***B.*** *Good idea* ***C.*** *That’s not good* ***D.*** *You’re welcome.*

**Question 25:***Daisy is in a restaurant near her house.*

- **Waiter:** May I take your order now, sir?

- **Daisy:** “\_\_\_\_\_\_\_\_\_”

**A.** Yes, I’d like some fish and chips. **B.** Sure, it’s delicious.

**C.** Ok, here is my bill. **D.** Thanks, I’ve really had enough.

**Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks from 26 to 30.**

Why is culture important and how does it answer the question "*What is cultural identity?"*? Culture is the underlying foundation of traditions and beliefs (26) \_\_\_\_\_\_\_\_\_\_ help a person relate to the world around them. It is the basis for (27) \_\_\_\_\_\_\_\_\_ superstitions they may have. It is the aversion to specific types of meat, or which days you can work on. Culture gives us a definite starting (28) \_\_\_\_\_\_\_\_\_ when beginning to search for our roots. Knowing where a person comes from will help to define how they look at their family obligations (29) \_\_\_\_\_\_\_\_\_ how they celebrate important milestones in life.

As a person has given up their cultural identity, they can no longer identify themselves with the things that were once the most important things in their lives. They lose direction. As time (30) \_\_\_\_\_\_\_ by and they continue to forget about their past and their natural traditions, their identity becomes less and less pronounced.

(*Source: http://nobullying. com/ cultural-identity*)

**Question 26: A.** what **B.** who **C.** where **D.** that

**Question 27: A.** each **B.** much **C.** every **D.** any

**Question 28: A.** place **B.** look **C.** point **D.** mark

**Question 29: A.** because **B.** as well as **C.** but **D.** so

**Question 30: A.** goes **B.** flies **C.** passes **D.** walks

**Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 31 to 35.**

**LITTER ON MOUNT EVEREST**

Mount Everest is the highest mountain in the world. It is also the highest trash pile in the world. About 400 people try to reach the top every year. Having many climbers means a lot of trash.

It is very dangerous to climb Mt. Everest. The air is very thin and cold. Most people carry bottles of oxygen; they could die without it. When the oxygen bottles are empty, people throw them on the ground. When strong winds rip their tents, people leave **them** behind. They don’t have the energy to take the trash away. They only have enough energy to go down the mountain safely.

Trash is a terrible **problem**. Since people first began to climb Mt. Everest, they have left 50,000 kilos of trash on the mountain. Several groups have climbed the mountain just to pick up the trash. When people plan to climb the mountain, they have to plan to take away their trash.

**Question 31:** What is the main topic of the passage?

**A.** Wind on the mountain **B.** A problem with trash

**C.** A dangerous mountain **D.** Climbing safely

**Question 32:** Where do climbers put their empty oxygen bottles?

**A.** On the ground **B.** In trash cans **C.** On their back **D.** In their tents

**Question 33:** What does the word **“them”** in the passage refer to?

**A.** Tents **B.** Oxygen bottles **C.** Strong winds **D.** Other climbers

**Question 34:** The word **“problem”** in paragraph 3 could be best replaced by \_\_\_\_\_\_\_.

**A.** event **B.** damage **C.** advantage **D.** trouble

**Question 35:** All of the following statements are false about trash in Mt. Everest EXCEPT\_\_\_\_\_\_\_\_.

**A.** Special groups will pick up all the trash.

**B.** The wind will blow the trash away.

**C.** All climbers leave the trash in Mt. Everest.

**D.** Other climbers will use the trash later.

**Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 36 to 42.**

How do children learn about wildlife? And is what they learn the sort of thing they should be learning? It is my belief that children should not just be acquiring knowledge of animals but also developing attitudes and feelings towards them based on exposure to the real lives of animals in their natural habitats. But is this happening?

Some research in this area indicates that it is not. Learning about animals in school is often completely **disconnected** from the real lives of real animals, with the result that children often end up with little or no understanding or lasting knowledge of them. **They** learn factual information about animals, aimed at enabling them to identify them and have various abstract ideas about them, but that is the extent of their learning. Children’s storybooks tend to personify animals as characters rather than teach about them.

For direct contact with wild and international animals, the only opportunity most children have is visiting a zoo. The educational benefit of this for children is often given as the main reason for doing it but research has shown that zoo visits seldom add to children’s knowledge of animals - the animals are simply like exhibits in a museum that the children look at without engaging with them as living creatures. Children who belong to wildlife or environmental organizations or who watch wildlife TV programmes, however, show significantly higher knowledge than any other group of children studied in research. The studies show that if children learn about animals in their natural habitats, particularly through wildlife-based activities, they know more about them than they do as a result of visiting zoos or learning about them in the classroom.

Research has also been done into the attitudes of children towards animals. It shows that in general terms, children form strong attachments to individual animals, usually their pets, but do not have strong feelings for animals in general. This attitude is the norm regardless of the amount or kind of learning about animals they have at school. However, those children who watch television wildlife programs show an interest in and affection for wildlife in its natural environment, and their **regard** for animals in general is higher.

***(***Adapted from ***New English File***, by Christina Latham -Koenig, Oxford University Press)

**Question 36:** What could be the best title for the passage?

**A.** Zoos: The Best Opportunity to Learn About Animals

**B.** Methods of Learning About Animals at School

**C.** Learning About Animals at School

**D.** Research on Learning About Animals

**Question 37:** The word **“disconnected”** in paragraph 2 is closest in meaning to \_\_\_\_\_\_\_\_.

**A.** separated **B.** removed **C.** divided **D.** disagreed

**Question 38:** What opinion does the writer express in the second paragraph?

**A.** What children learn about animals at school is often inaccurate.

**B.** The amount of acquired knowledge about animals at school is adequate.

**C.** Children’s storybooks are an effective way of teaching them about animals.

**D.** Children’s learning about animals at school has the wrong emphasis.

**Question 39:** The word **“They”** in paragraph 2 refers to \_\_\_\_\_\_\_.

**A.** ideas **B.** storybooks **C.** children **D.** animals

**Question 40:** Which of the following is NOT true according to the passage?

**A.** Children’s storybooks give factual information about animals.

**B.** The writer raises the issue of the outcome of what children learn about animals.

**C.** Learning about animals in their natural habitats teaches children more about animals than other methods.

**D.** Zoo visits have less educational benefit than they are believed to have.

**Question 41:** It can be inferred from paragraph 4 that children’s attitudes to animals \_\_\_\_\_\_\_.

**A.** depend on whether or not they have pets

**B.** differ from what adults might expect them to be

**C.** based on how much they know about the animals

**D.** are not affected by what they learn about them at school

**Question 42:** The word **“regard”** in paragraph 4 is closest in meaning to \_\_\_\_\_\_\_.

**A.** opinion **B.** respect **C.** attitude **D.** sympathy

**Mark the letter A, B, C, or D on your answer sheet to indicate the underlined part that needs correction in each of the following questions.**

**Question 43: The effect of this drug has been proven to be extremely harmful a long time ago.**

**A. this drug B. has been C. to be D. harmful**

**Question 44: The participants in the workshop learned how to communicate, negotiate, and work with his partners for the most effective outcome.**

**A. in B. how C. his D. outcome**

**Question 45:** Strict and severe as he was with his soldiers, he was particularly considerable to the people generally, and made their burdens as light as possible.

**A.** Strict and severe **B. soldiers C. considerable D. their burdens**

**Mark the letter A, B, C, or D on your answer sheet to indicate the sentence that is closest in meaning to each of the following questions.**

**Question 46:** My brother started studying French three years ago.

**A.** My brother hasn’t studied French for three years.

**B.** My brother studied French for three years ago.

**C.** My brother studies French for three years.

**D.** My brother has studied French for three years.

**Question 47:** “I’ll tell you about this tomorrow, Mary.” said Tom.

**A.** Tom told Mary that he will tell her about that tomorrow.

**B.** Tom told Mary that I would tell you about that the next day.

**C.** Tom told Mary that he would tell her about that the next day.

**D.** Tom told Mary that she would tell him about that the day before.

**Question 48: It's not compulsory for freshmen to register this course.**

**A. Freshmen shouldn’t register this course.** **B. Freshmen ought not to register this course.**

**C. Freshmen can’t register this course.** **D. Freshmen don’t have to register this course.**

**Mark the letter A, B, c, or D on your answer sheet to indicate the sentence that best combines each pair of sentences in the following questions.**

**Question 49:** Joe is not here with us. He will know how to fix this technical issue.

**A.** If only Joe were here with us to help fix this technical issue.

**B.** Provided that Joe is here with us, he won’t know how to fix this technical issue.

**C.** Joe will know how to fix this technical issue even if he is not here with us.

**D.** We wish Joe had been here with us and fix this technical issue.

**Question 50:** The marketing team knew they couldn’t sign the contract. They soon started to blame each other.

**A.** Hardly had the marketing team known they couldn’t sign the contract when they started to blame each other.

**B.** Not only could the marketing team sign the contract but they also blamed each other.

**C.** No sooner had the marketing team started to blame each other than they knew they couldn’t sign the contract.

**D.** As soon as they blamed each other, the marketing team knew they couldn’t sign the contract.

**------ The end ------**