SỞ GD&ĐT QUẢNG TRỊ **KỲ THI THỬ TỐT NGHIỆP THPT LẦN II NĂM 2022**

**TRƯỜNG THPT THỊ XÃ QUẢNG TRỊ** **Bài thi: NGOẠI NGỮ, Môn Thi: TIẾNG ANH**

*(Đề thi có 6 trang)* *Thời gian làm bài:60 phút, không kể thời gian giao đề*

**Mã đề: 001**

*Họ, tên thí sinh:……………………………………..Số báo danh:……………….*

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

**Question 1:** It’s a lovely hotel and we are \_\_\_\_\_\_\_ here.

**A.** happy **B.** happily **C.** happiness **D.** unhappy

**Question 2:** Their school is beautiful, \_\_\_\_\_\_\_?

**A.** does it **B.** isn’t it **C.** is it **D.** wasn’t it

**Question 3:** The company blamed a \_\_\_\_\_\_\_ storm of bad trading conditions for a 90 per cent fall in profits.

**A.** big **B.** severe **C.** smooth **D.** perfect

**Question 4:** The museum is closed \_\_\_\_\_\_\_ Mondays.

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

**Question 5:** A team of scientists did \_\_\_\_\_\_\_ on the causes of cancer in Edinburg University.

**A.** invention **B.** discovery **C.** research **D.** search

**Question 6:** Many exam candidates lose marks simply \_\_\_\_\_\_\_ they do not read the questions carefully.

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

**Question 7:** We spent our holidays in a \_\_\_\_\_\_ town.

**A.** small German beautiful **B.** German beautifulsmall

**C.** beautiful small German  **D.** small beautifulGerman

**Question 8:** She \_\_\_\_\_\_\_ a new job after she had left an international company.

**A.** got out **B.** put off **C.** asked after **D.** applied for

**Question 9:** When the phone rang, he \_\_\_\_\_\_ to music.

**A.** will listen **B.** was listening **C.** listens **D.** has listened

**Question 10:** \_\_\_\_\_\_, I will miss my teachers and friends.

**A.** When I had left my high school

**B.** When I left from my high school

**C.** When I leave my high school

**D.** When I was leaving from my high school

**Question 11:** Jenny likes **\_\_\_\_\_\_\_** friends with people all over the world.

**A.** working **B.** putting **C.** doing **D.** making

**Question 12:** You will pass the final exam easily if you\_\_\_\_\_\_ yourself.

**A.** apply **B.** try **C.** know **D.** promise

**Question 13:** The school \_\_\_\_\_\_\_ many years ago but it still looks beautiful.

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

**Question 14:** \_\_\_\_\_\_ to the development of his native country, he went abroad to pursue his dreams.

**A.** Having contributed **B.** Having been contributed

**C.** Have contributed **D.** Having been contributing

**Question 15:** The harder we work, \_\_\_\_\_\_\_ our life is.

**A.** the most good **B.** the best **C.** the better **D.** the good

***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 16:** Tom is thanking Mary for attending his birthday party.

Tom: “Thank you for attending my birthday party.”

Mary: “\_\_\_\_\_\_\_”  
**A.** My pleasure. **B.** No. I’m afraid not.

**C.** I can’t help doing it. **D.** Never mind.

**Question 17:** Tim offered a suggestion about summer holiday.

- Tim: “ Let’s go to Korea for our summer holiday!”

- Tom: “ \_\_\_\_\_\_\_ “.

**A.** How about you ? **B.** What’s the matter **C.** Not at all **D.** OK. It sounds good

***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 18: A.** study **B.** appear **C.** succeed **D.** begin

**Question 19: A.** wonderful **B.** negative **C.** ambitious **D.** beautiful

***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 20: A.** watched **B.** cleaned **C.** kissed **D.** jumped

**Question 21: A.** wake **B.** play **C.** snack **D.** bay

***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 22:** The air is **polluted**, so it is dangerous for us to live here.

**A.** dirty **B.** clean **C.** clear **D.** safe

**Question 23:** We need to **conserve** wildlife because it is important to the local ecosystem.

**A.** damage **B.** preserve **C.** harm **D.** destroy

***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 24:** He often makes us disappointed because he usually **gives the game away.**

**A.** does right things **B.** win games **C.** keeps a secret **D.** remember things

**Question 25:** Lucy’s parents are proud of her as she is quite **clever** and does well at school.

**A.** intelligent **B.** skilled **C.** smart **D.** stupid

***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 26:** We reached the top of the mountain. We realized how far we had come.

**A**. Not until we had reached the top of the mountain did we realize how far we had come.

**B**. Hardly had we realized how far we had come when we reached the top of the mountain.

**C**. Only after had we reached the top of the mountain, we realized how far we had come.

**D**. No sooner had we realized how far we had come than we reached the top of the mountain.

**Question 27:** Her parents are away on business. She really needs their support now.

**A.** As long as her parents are not away on business, they will be able to support her.

**B.** She wishes her parents were at home and could support her now.

**C.** If her parents are not away on business, they can support her now.

**D.** If only her parents had been at home so that they could have supported her.

***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 28:** Her close friend lives with his family in Paris for ten years.

**A.** close **B.** lives **C.** family **D.** in

**Question 29:** The class reunion was special, so they attracted all of my classmates.

**A.** class **B.** was **C.** they **D.** of

**Question 30:** This attitude is, to me, perfectly understood, largely laudable and not at all unique to Mrs Clinton.

**A.** perfectly **B.** understood **C.** laudable **D.** unique

***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 31:** They began to study English three years ago.

**A.** They had not studied English for three years.

**B.** They have no longer studied English for three years.

**C.** They have studied English for three years.

**D.** They have not studied English for three years.

**Question 32:** “You can use this app to learn Japanese.” said Nancy.

**A.** Nancy said that I could use that app to learn Japanese.

**B.** Nancy said that I could use this app to learn Japanese.

**C.** Nancy said that I can use that app to learn Japanese.

**D.** Nancy said that I can’t use that app to learn Japanese.

**Question 33:** You are not allowed to poach endangered animals.

**A.** You mustn’t poach endangered animals.

**B.** You don’t have to poach endangered animals.

**C.** You can’t poach endangered animals.

**D.** You needn’t poach endangered animals.

***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 34 to 38.***

This article discusses the Roles of ICT, Information communication technologies, in education. ICTs are making dynamic changes in society as well as influencing (34)\_\_\_\_\_\_ aspects of life. Even though ICTs play significant roles in representing equalization strategy for developing countries, the reality of the digital divide, which is the gap between those people having access to, and control technology and those people (35) \_\_\_\_\_\_\_ do not make a huge difference in the use of ICTs. This means that the introduction and integration of ICTs at different levels and various types of education is the most challenging undertaking. Failure to (36) \_\_\_\_\_\_ the challenges would mean a further widening of the knowledge gap and deepening of existing economic and social inequalities among the developed and the developing countries. (37) \_\_\_\_\_\_, the purpose of this review article is to discuss the benefits of ICT use in education, in the enhancement of student learning and experiences of some countries in order to encourage policy makers, school administrators, and teachers to pay (38) \_\_\_\_\_\_ so as to integrate this technology in their education systems.

*(Adapted from ‘The Role of Information communication’ by FissehaMikre.)*

**Question 34. A.** much **B.** all **C.** each **D.** every

**Question 35. A.** which **B.** when **C.** who **D.** whose

**Question 36. A.** control **B.** make **C.** take **D.** handle

**Question 37. A.** Therefore **B.** Yet **C.** On the contrary **D.** However

**Question 38. A.** ability **B.** role **C.** attention **D.** effort

***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 39 to 43.***

Within the last decade, social and biological researchers have discovered a specific link between music and emotional sensitivity. Music has a universal appeal. It has ability to make us feel a certain way, and to change how we are currently feeling. In fact, music is often said to be the language of emotion. The relationship between music and emotions is formed not only by man and sound, but also by the body and knowledge, individual taste and communities. How people experience music depends strongly on the historical context, society, and **their** habits. Moreover, one’s family background and education also have impact on his enjoyment of music.

There are many ways to introduce music into a child’s life. Singing and making rhythms in the early years are first steps in building a musical foundation. As children age, finding or creating opportunities to play an instrument or sing in a choir will continue to fire up those neurons resulting in both music appreciation and the added benefit of **positive** social and emotional brain forming.

**Question 39.** What is the passage mainly about?

**A.** Universal appeal of music **B.** Music and human life

**C.** Social and biological research **D.** The relationship between music and emotions

**Question 40.** Which is not mentioned in paragraph 1 as something that affects the way people experience music?

**A.** historical context **B.** society **C.** habits **D.** routines

**Question 41.** The second paragraph refers to \_\_\_\_\_\_\_.

**A.** introducing music **B.** children’s learning music

**C.** brain development **D.** singing and making rhythms

**Question 42.** The word **their** in paragraph 1 refers to \_\_\_\_\_\_\_.

**A.** music **B.** communities **C.** emotions **D.** people

**Question 43.** The word **positive** in paragraph 2 is closest in meaning to \_\_\_\_\_\_\_.

**A.** bad **B.** good **C.** negative **D.** poor

***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 44 to 50.***

The decisions we make in our early life, e.g. what school we go to, the subjects we chose to study, the decision to go to university/college, the courses we choose, can impact our career path. If this decision is heavily **swayed** by parental preference, the child may end up following a vocation that, deep down, they are not interested in. At the same time, without practical guidance and support when pursuing interests, poor choices can be made.

Everyone has a unique set of skills and aptitudes. Each child is individual in their own way, and so may possess different skills and abilities to their parents. With this in mind, adopting a similar career role to either parent may not be the right course of action.

We all take time to ‘find our feet’. Parents will often say things such as “pick a course you think you’ll like” or “why don’t you apply for this job”. Though it may seem they are doing the right thing in terms of steering their children in the right direction, parents also need to understand that we all need space and time to **discover** what we truly want to pursue. University, for example, isn’t for everyone – and engaging in relevant work experience and/or undertaking an apprenticeship can be just as valuable in finding a suitable vocation in **which** you can thrive.

The trick here is to educate children that life is about self-discovery and new skills and talents are developed. How many of us are in careers we thought we would be in when we were 18? We can only make decisions based on what we know about ourselves at the time, take the pressure off of them by letting them know it's okay that they aren't sure what they want to do yet but the important thing is to be proactive in finding their way.

*(Adapted from* [*https://www.midkent.ac.uk/*](https://www.midkent.ac.uk/)*)*

**Question 44:** Which of the following best serves as the title for the article?

**A.** Practical guidance and support for children

**B.** What to remember when guiding children’s education

**C.** Adopting a similar career role to either parent

**D.** Valuable things in a suitable vocation

**Question 45:** According to paragraph 2, because each child is individual in their own way,

\_\_\_\_\_\_

**A.** they tend to have different careers.

**B.** they may possess various skills and abilities to their parents.

**C.** they always adopt a similar career role.

**D.** they are in the right course of action.

**Question 46:** The word “**swayed**” in paragraph 1 most probably means \_\_\_\_\_\_.

**A.** prevented **B.** helped **C.** influenced **D.** supported

**Question 47:** The word “**discover**” in paragraph 3 is closest in meaning to \_\_\_\_\_\_.

**A.** find **B.** count **C.** take **D.** work

**Question 48:** The word “**which**” in paragraph 3 refers to \_\_\_\_\_\_.

**A.** work experience **B.** apprenticeship **C.** suitable vocation **D.** the trick

**Question 49:** Which of the following is NOT true, according to the article?

**A.** Early decision of what school to go to doesn’t affect our career.

**B.** Each child has his own set of skills and aptitudes.

**C.** Children also need space and time to discover what they truly want to pursue.

**D.** It’s unsure we would do the job we like when we were 18.

**Question 50:** Which of the following can be inferred from the passage?

**A.** Parents think children are sure what to do as soon as possible.

**B.** Children need to be proactive in finding the way when making decisions.

**C.** University is useful for children to find a suitable vocation.

**D.** Parents are certain to help children to go in the right direction.

1. ------------------------ THE END ------------------------