ĐỀ MINH HỌA SỐ 31

ĐỀ THI THỬ THPTQG NĂM 2021 CHUẨN CẦU TRÚC CỦA BỘ GIÁO DỤC Môn thi: TIẾNG ANH

BÁM SÁT ĐỀ MINH HỌA 2021

Thời gian làm bài: 60 phút, không kể thời gian phát đề

| Họ, tên thí sinh: | | | |
|--|------------------------------|--------------------------------|---------------------------------|
| Số báo danh: | | | |
| Mark the letter A. B. C. or I. |) to indicate the word | whose underlined par | rt differs from the other three |
| in pronunciation in each of t | | _ | |
| Question 1: A. serves | | | D. writes |
| Question 2: A. teacher | | | _ |
| Mark the letter A, B, C, or I |) to indicate the word | that differs from the | other three in the position of |
| the primary stress in each of | the following question | ns. | |
| Question 3: A. mistake | B. unite | C. wonder | D. behave |
| Question 4: A. persistent | B. dynamic | C. sensitive | D. ambitious |
| Mark the letter A, B, C or D Question 5: "Give me another | to indicate the correct | answer to each of the | following questions. |
| A. don't you | B. aren't you | C. shall you | D. will you |
| Question 6: The old woman | | | |
| day at school. | | 0 / 1101 00001101 1111 | |
| | B. to have criticised | C. being criticised | D. criticising |
| Question 7: If Jim hadn't trie | ed to kill that millionain | re, he in pr | rison today. |
| A. hadn't been | | B. won't be | , |
| C. wouldn't be | | D. wouldn't have bee | n |
| Question 8: I haven't met Sa | | | |
| A. left | B. had left | C. would leave | D. was leaving |
| Question 9: He is a very inte | lligent boy; | , he sometimes gets | s bad marks. |
| A. otherwise | B. thus | | D. however |
| Question 10: , | | | |
| | rrived to help | | nen arrived to help |
| C . By the time the fire | emen arrived to help | D . After the firemen a | arrived to help |
| Question 11: I believe that ju | idges should be indepe | endent the gove | ernment. |
| | B. of | C. with | D. on |
| Question 12: He is only one | boy in this | s game. | |
| | B . participated | | D . who participate. |
| Question 13: Universities sen | | | |
| | B. acceptable | | |
| Question 14: My parents are | | | |
| | B. take care of | | |
| Question 15: At the end of the | ne film, the young princ | ce in love | with a reporter. |
| | B. made | | D. got |
| Question 16: Early to bed an | | | |
| | B. bring | | D. help |
| Question 17: The first week | of classes at university | was a little | _because so many students |
| get lost, change classes or go | to the wrong place. | | |
| A. disarranged | B. chaotic | C. uncontrolled | D. famous |

| Question 18: The captain has not d by and see how we feel. | ecided yet where to st | top on the journey | – we'll just play it | |
|---|--|---------------------------|-----------------------------------|--|
| A. mouth | B. ear | C. eye | D. hand | |
| Mark the letter A, B, C or D to ind | icate the word(s) CL0 | OSEST in meanin | g to the underlined word(s) | |
| in each of the following questions. | | | | |
| Question 19: The protesters were a and put a car park there instead. | ngry with the council | 's plan to do away | <u>with</u> a lovely old building | |
| A. destroy | B. replace | C. remain | D. keep | |
| Question 20: There are many TV c | | | - | |
| films. | | 8 | | |
| A. economics | B. businesses | C. contests | D. advertisements | |
| Mark the letter A, B, C or D to ind | icate the word(s) OPI | POSITE in meani | ng to the underlined word(s) | |
| in each of the following questions. | | | | |
| Question 21: Many people perishe A. survived | d in the Kobe earthqu B. departed | | | |
| Question 22: The writer was really | _ | | as mistaken for another. | |
| A. angry | B. worried | C. calm | D. curious | |
| Mark the letter A, B, C, or D on yo | ur answer sheet to in | dicate the sentend | ce that best completes each | |
| of the following exchanges | | | | |
| Question 23: Mai and Lan are frie | nds.Lan asks Mai ab | out Mai's plan. S | elect the most suitable | |
| response to fill in the blank. | | 1 | | |
| Lan: "Are you going to see the Mai: "". | he live show by Son T | Fung today?" | | |
| A. Yes, I enjoyed it very muc | h | B . Maybe I'll b | be out | |
| C. Yes, I'm going to stay in | | D . I think so | | |
| Question 24: Mary invited her frie | end, Sarah, to have d | inner out that nig | ht and Sarah accepted. | |
| Choose the most suitable response | | | | |
| Mary: "Shall we eat out tonight?" - | | ." | C | |
| A. It's kind of you to invi | | B . You are ve | ry welcome | |
| C. That's a great idea | | D. That's acc | | |
| Read the following passage and n correct word or phrase that best fit | s each of the number | red blanks from 2: | 5 to 29. | |
| In such a costly and competitive | e society and world, | no one of us can ? | live without money. We need | |
| money to fulfill our basic needs of the life such as buying food, and (25) many basic | | | | |
| necessities of life which are almost impossible to buy without money. People in the society | | | | |
| (26)are rich and have prop | erty are looked as ho | onourable and res | pectful person of the society | |
| however a poor person is seen as ha | tred without any good | d impression. | | |
| Money increases the position of | of the person in the so | ciety and (27) | a good impression to him. | |
| All of us want to be rich by earning | g more money throug | gh good job or bus | siness in order to fulfil all the | |
| increasing demands of the modern a | age. (28), only | few people get the | is chance of completing their | |
| dreams of being a millionaire. | | | | |
| So, money is the thing of gre | at importance all thr | ough the life. Mo | oney is required by everyone | |
| whether he/she is rich or poor and | _ | | <u>=</u> | |
| earning more money than the people living in backward or rural areas as the people of the urban areas | | | | |
| have more (29)to the technologies and get more opportunity because of the easy sources. | | | | |
| (Adapted from https://www.indiacelebrating.com) | | | | |

| Question 25: A. other | B . some | C. many | D . few |
|-------------------------|---------------------|-------------|--------------------|
| Question 26: A. where | B. what | C. who | D . which |
| Question 27: A. gives | B . does | C. takes | D . draws |
| Question 28: A. Besides | B .Therefore | C. Moreover | D . However |
| Question 29: A. way | B . exit | C. access | D . order |

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 30 to 34.

For many American university students, the weeklong spring break holiday means an endless party on a sunny beach in Florida or Mexico. In Panama City Beach, Florida, a city with a permanent population of around 36,000, more than half a million university students arrive during the month of March to play and party, making it the number one spring break destination in the United States. A weeklong drinking binge is not for anyone, however, and a growing number of American university students have found a way to make spring break matter. For them, joining or leading a group of volunteers to travel locally or internationally and work to show problems such as poverty, homelessness, or environmental damage makes spring break a unique learning experience that university students can feel good about. Students who participate in alternative spring break projects find them very rewarding. While most university students have to get their degrees before they can start helping people, student volunteers are able to help people now. On the other hand, the accommodations are far from glamorous. Students often sleep on the floor of a school or spend the week camping in tents. But students only pay around \$250 for meals and transportation, which is much less than some of their peers spend to travel to more traditional spring break hotspots.

Alternative spring break trips appear to be growing in popularity at universities across the United States. Students <u>cite</u> a number of reason for participating. Some appreciate the opportunity to socialize and meet new friends. Others want to exercise their beliefs about people's obligation to serve humanity and make the world a better place. Whatever their reason, these students have discovered something that gives them rich rewards along with a break from school work.

Question 30. What is the passage mainly about?

A. Students' travelling preferences **B**. A traditional approach to spring breaks C. American students' social life **D**. Students' alternative spring breaks Question 31. How many university students travel to Panama Beach City every March for spring break? **A**. Around 10.000 **B**. Around 36,000 **C**. Around 500,000 **D**. Around 50,000 **Question 32.** The word "cite" in paragraph 2 probably means ___ **A**. listing **B**. getting **C**. avoiding **D**. inventing **Question 33**. The word "them" in paragraph 1 refers to _ **B**. people A. degrees C. projects **D**. students Question 34. Which of the following is NOT mentioned as a problem that alternative spring break trips

try to help solve?

A. Environment damage

B. Homelessness

C. Poverty

D. Overpopulation

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 following questions from 35 to 42.

What is commonly called pepper in reality comes from two very different families of plants. Black and white pepper both come from the fruit of the *Piper nigrum*, a vine with fruits called peppercorns. The peppercorns *turn* from green to red as they ripen and finally blacken as they dry out. The dried-out peppercorns are ground to obtain black pepper. White pepper, which has a more subtle flavour than black pepper, comes from the same peppercorns as black pepper. To obtain white pepper, the outer hull of the peppercorn, the pericarp, is removed before the peppercorn is ground. Red and green pepper, on the other hand, come from a completely different family from black and white pepper. Red and green

peppers are from the genus *Capsicum*. Plants of this type generally have tiny white flowers and fruit which can be any of a number of colours, shapes and sizes. These peppers range in flavour from very mild and sweet to the most incredibly burning taste imaginable. Bell peppers are the most mild, while habanros are the most burning.

Christopher Columbus is responsible for the present-day confusion over what pepper is. The *Piper nigrum* variety of pepper was highly valued for centuries, and high demand for pepper by Europeans was a major cause of the fifteen-century *push* to locate ocean routes to the spice-growing regions of Asia. When Columbus arrived in the New World in 1492, he was particularly interested in finding black pepper because of the high price it would command in Europe. Columbus came across plants from the *Capsicum* family in use among people of the New World, and he incorrectly identified *them* as relatives of black pepper. Columbus introduced the spicy *Capsicum* chili peppers to Europeans on his return from the 1492 voyage, and traders later spread them to Asia and Africa. These *Capsicum* peppers have continued to be called peppers in spite of the fact that they are not related to the black and white pepper of the *Piper nigrum* family.

| of the Piper nigrum far | nily. | | |
|------------------------------|-------------------------------------|---------------------------|--------------------------------|
| Question 35: The purp | ose of this passage is to _ | • | |
| A. provide the s | scientific classification of | various types of pep | pers |
| B. classify the v | variety of sizes, shapes and | d colours of peppers | |
| C. demonstrate | that it was Columbus who | brought peppers to | Europe |
| D. explain why | there is confusion today of | over peppers | |
| Question 36: The word | d <u>turn</u> could best be replac | ced by | |
| A. revert | B. veer | C. exchange | D. change |
| Question 37: According | ng to the passage, both bla | ck and white pepper | s |
| A. have the sam | | B. come from di | fferent plants |
| C. change color | ars after they are ground | D. are ground from | om dried-out peppercorns |
| Question 38: What par | rt of the <i>Piper nigrum</i> is th | ne pericarp? | |
| A. The seed ins | ide the fruit | B. The outer cov | vering of the vine |
| C. The pulp ins | ide the vine | D. The outer cov | vering of the fruit |
| Question 39: What usu | ally does NOT vary in a | Capsicum plant? | |
| A. The size of t | he fruit | B. The colour of | the flower |
| C. The colour of | of the fruit | D. The shape of | the fruit |
| Question 40: The word | d <u>push</u> could best be repla | ced by | |
| A. hit | B. drive | C. shove | D. strength |
| Question 41: The pron | oun <u>them</u> refers to | _• | |
| A. Europeans | B. plants | C. people | D. relatives |
| Question 42: It can be | inferred from the passage | that chili peppers or | riginally came from |
| A. Europe | B. Asia | C. America | D. Africa |
| Mark the letter A, B, C | C, or D on your answer sh | eet to indicate the u | nderlined part that needs |
| correction in each of t | he following questions. | | |
| | | were satisfied with l | nis result when he was at high |
| school. | I | | <u> </u> |
| A. Neither | B. were | C. with | D. was |
| Question 44: The exam | nination will test your abil | lity to understand sp | oken English, to read |
| non- technical language | | , <u></u> | |
| A.will test | <u> </u> | B . spoken | |
| | aal languaga | * | |
| C. non – techni | | D . writing | |
| | says that we should read to | | |
| A. says | B. should | C. the constructi | ons D. proceeding |

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: Mai is the most beautiful girl in my class

- A. Noone in my class is more beautiful than Mai.
- **B**. Mai is not as beautiful as anyone in my class.
- **C**. Mai is more beautiful than everyone in my class.
- **D**. Mai is less beautiful than veryone in my class.

Question 47: "Mum, please don't tell Dad my mistake!" the boy said.

- **A**. The boy insisted his mother not tell his father his mistake.
- **B**. The boy told his mother not to mention his mistake any more.
- C. The boy asked his mother not to tell his father his mistake.
- **D**. The boy wanted his mother to keep his mistake in her heart.

Question 48: You are able to go out with your friend this evening

- **A**. You musn't go out with your friend this evening.
- **B**. You should go out with your friend this evening.
- C. You needn't go out with your friend this evening.
- **D**. You can go out with your friend this evening.

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: If it were not for Helen's wonderful acting, the play would be a flop.

- **A**. Helen acted so wonderfully, but the play was a flop.
- **B**. But for Helen acting so wonderfully, the play would be a flop.
- C. The play was a flop although Helen acted so wonderfully.
- **D**. The play was a flop although Helen was such a wonderful actor.

Question 50: Right after the boy got out of his house, it started to rain heavily.

- **A.** It had rained heavily before the boy got out of his house.
- **B.** No sooner had the boy got out of his house than it started to rain heavily.
- **C.** Not until it started to rain heavily did the boy got out of his house.
- **D.** Hardly had it started to rain heavily when the boy got out of his house.

THE END

| Đáp | | | o án | | | | |
|-----|------|------|------|------|------|------|------|
| | 4-C | 5-D | 6-C | 7-C | 8-A | 9-D | 10-C |
| | 14-B | 15-C | 16-C | 17-B | 18-B | 19-A | 20-D |
| | 24-C | 25-A | 26-C | 27-A | 28-D | 29-C | 30-D |
| | 34-D | 35-D | 36-D | 37-D | 38-D | 39-B | 40-B |

47-C

48-D

49-B

50-B

Lời giải chi tiết

46-A

45-C

Question 1. A

1-A

11-B

21-A

31-C

41-B

Kiến thức: Phát âm "-s"

2-C

12-C

22-C

32-A

42-C

3-C

13-D

23-D

33-C

43-B

Giải thích:

A. serves /s3:vz/

B. hopes /həups/
C. likes /laɪks/

D. writes /raɪts/

44-D

Quy tắc:

Cách phát âm đuôi "-s/es":

- Phát âm là /s/ khi tân cùng từ bằng -p, -k, -t, -f.
- Phát âm là /ız/ khi tận cùng từ bằng -s,-ss,-ch,-sh,-x,-z,-o,-ge,-ce.
- Phát âm là /z/ đối với những từ còn lai.

Phần gạch chân đáp án A phát âm là /z/, còn lại là /s/