



## ÔN THI THPT NĂM HỌC 2019 MÔN TIẾNG ANH

### CÓ ĐÁP ÁN

*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.*

**Câu 01:** A. honest B. rhinoceros C. healthy D. exhibition

**Câu 02:** A. signal B. mischievous C. primary D. Determine

*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.*

**Câu 03:** A. engineer B. optimist C. concentrate D. government

**Câu 04:** A. threaten B. reform C. police D. Advise

*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.*

**Câu 05:** Each of the twelfth grade students must have their application form sent before the deadline.

A. sent B. twelfth grade students C. their D. before the deadline

**Câu 06:** My cousin usually do his share of the housework by laying the table for meals.

A. by B. his share of C. laying D. do

**Câu 07:** We are looking for an employee who is not only skillful and responsible but also a good sense of humour.

A. a good sense of humour B. an employee C. who is D. looking for

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

**Câu 8:** Let's go out for a social gathering tonight, \_\_\_\_\_?

A. do we B. shall we C. shan't we D. will we

**Câu 9:** They \_\_\_\_\_ all their assignments last night but they didn't.

A. should finish B. must finish  
C. should have finished D. must have finished



**Câu 10:** If more labour-saving devices are used in our home, the housework\_\_\_\_\_ a burden any more.

- A. wouldn't have been      B. not be      C. wouldn't be      D. won't be

**Câu 11:** I'll\_\_\_\_\_ him for landing me in trouble.

- A. get back at      B. make up to      C. go down with      D. come up with

**Câu 12:** We made a mistake, but there's no point in\_\_\_\_\_.

- A. crying over spilled milk      B. taking it for granted  
C. turning over a new leaf      D. paying through the nose for it

**Câu 13:** By the end of this month, this language center\_\_\_\_\_ more than two hundred students.

- A. will have recruited      B. will recruit      C. had recruited      D. has recruited

**Câu 14:** To become a tour guide in our travel company, you need to speak English\_\_\_\_\_.

- A. fluency      B. fluently      C. fluent      D. fluency

**Câu 15:** Laura's former teacher promised\_\_\_\_\_ her wedding next week.

- A. to attend      B. attend      C. to attending      D. attending

**Câu 16:** When volunteering in the Middle East, she unfortunately\_\_\_\_\_ a rare disease.

- A. treated      B. contracted      C. committed      D. adopted

**Câu 17:** Her parents insisted that she\_\_\_\_\_ to medical university.

- A. applying      B. applied      C. applies      D. apply

**Câu 18:** The speaker showed some\_\_\_\_\_ photos to attract the audience's attention.

- A. far-reaching      B. thought-provoking      C. narrow-minded      D. weather-beaten

**Câu 19:** Only professionals can identify different\_\_\_\_\_ of natural light.

- A. intensities      B. extensions      C. expansions      D. Weights

**Mark the letter A, B, C, or D on your answer sheet to indicate the most suitable response to complete each of the following exchanges.**

**Câu 20: Mary:** "I'm sorry for breaking your flower vase, Bill."      **Bill:** "\_\_\_\_\_"



- Câu 26:** *It was not until he lost the game that he realized how important regular practice was.*



- A. No sooner had he realized how important regular practice was than he lost the game.
- B. Only after he lost the game did he realize how important regular practice was.
- C. Hardly had he lost the game that he realized how important regular practice was.
- D. Not until did he lose the game he realized how important regular practice was.

**Câu 27:** *People say that the members discussed the club's problems frankly.*

- A. It is said that the club's problems be discussed frankly.
- B. The club's problems are said to have been discussed frankly.
- C. The members are said discussing the club's problems frankly.
- D. The club's problems are said to be discussed frankly.

**Câu 28:** *"Why don't you type your essay?" said the class monitor to Kate.*

- A. The class monitor reminded Kate to type her essay.
- B. The class monitor criticized Kate for not typing her essay.
- C. The class monitor suggested that Kate should type her essay.
- D. The class monitor asked Kate why she didn't type her essay.

**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.**

**Câu 29:** *There had been prior warnings of the earthquake. It came as a shock to the people living in nearby villages.*

- A. Although they were warned of the earthquake, but the nearby villagers were surprised when it occurred.
- B. The earthquake was warned in advance, so that the nearby villagers were not surprised by it.
- C. Because of the prior warnings of the earthquake, few inhabitants in nearby villages were shocked about it.
- D. The earthquake had been predicted, but the residents of nearby villages were taken aback when it struck.



**Câu 30:** *Julie had a training course in alternative medicine. She was able to help the man out of danger.*

- A.** Much as Julie had a training course in alternative medicine, she was able to help the man out of danger.
- B.** Despite training in alternative medicine, Julie was able to help the man out of danger.
- C.** Having trained in alternative medicine, Julie was able to help the man out of danger.
- D.** But for a training course in alternative medicine, Julie could have helped the man out of danger.

**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 31 to 35.**

21st century teachers need to serve as (31)\_\_\_\_\_ guide or mentor for their students, not as the all-knowing sage providing them with everything they need. Nowadays, with so much access (32)\_\_\_\_\_ resources of all kinds, children invariably know more than teachers on different topics, step ahead of the technology. Teachers need to be empowered as facilitators for learning, so that they can empower their students in turn . This shift is great news for teachers. Instead of struggling to give kids all the information in areas (33)\_\_\_\_\_ they know little about, teachers can support students as they make their own steps into different fields. It's about preparing them to go beyond their seniors, ensuring they have the skills to do it, and assisting them along the way. (34)\_\_\_\_\_, teachers need to be forward-thinking, curious and flexible. They must be learners: learning new teaching methods, and learning alongside their students. Simply asking questions like “What will my students need dozens of years fromnow?” or “How can I help give them those skills?” can change teachers' (35)\_\_\_\_\_, make them a leader, and bring about changes in the classroom, school and community.

**Câu 31:**      **A.** the                      **B.** a                      **C.** an                      **D.** Ø



- Câu 32:     A. for                             B. in                             C. to                             D. with  
Câu 33:     A. that                             B. whom                             C. where                             D. what  
Câu 34:     A. In practice                             B. Otherwise                             C. Therefore                             D. For instance  
Câu 35:     A. prejudice                             B. knowledge                             C. mindset                             D. Judgment

*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.*

According to recent scientific theory, it is probable that life will develop on planets that have a favorable environment - planets similar to ours, that orbits stars like our sun. Since there are about 400 billion stars in our galaxy alone, that means there are a huge number of planets like ours that could sustain life. Planets with advanced civilizations are likely to be widely scattered throughout the universe. In the past four decades, humans on Earth have begun to search for these civilizations. This search is called SETI, the Search for Extra-Terrestrial Intelligence, and it has been conducted largely by searching for radio waves emitted from civilizations on other planets.

In 1960, Dr. Frank Drake made the first attempt at SETI, by conducting a radio search using an 85-foot antenna of the National Radio Astronomy Observatory in West Virginia. This search, called Project Ozma, observed two stars about 12 light years away. Since that time, more than 60 searches have been conducted by dozens of astronomers in at least eight countries.

All searches, thus far, have faced many limitations: they used equipment that lacked sensitivity, they did not search frequently, they covered little of the sky, or they could search for only a few types of signals or in a few directions. The searches did turn up signals of unknown origin, but data collected in these searches were often processed long after the observation. In order to be sure that a signal is from another civilization, it has to be independently verified and shown to originate from a point beyond the solar system. Later searches for the unknown signals turned up nothing.

Project Phoenix, the latest SETI, is more comprehensive than any of those previous experiments and proves to overcome all these problems. Project Phoenix uses the world's



largest antennas. This allows it to scrutinize the regions around 1,000 nearby Sun-like stars, and immediately test candidate signals. It is important that Project Phoenix continue to be upgraded, because radio interference from Earth sources is growing, and may soon interfere with our ability to detect possible extra-terrestrial signals. In order to overcome this growing interference, ever better antenna systems are being developed.

**Câu 36:** What does the passage mainly discuss?

- A. Possible explanation for radio signals of unknown origin
- B. Efforts to search for signals from extra-terrestrial civilizations
- C. The life stories of scientists involved in SETI
- D. The origin of life on other planets

**Câu 37:** What is TRUE about Project Ozma?

- A. It used the space station's 85-foot antenna.
- B. It lasted only 12 years.
- C. It was conducted by a group of astronomers from eight countries.
- D. It was the first SETI.

**Câu 38:** It can be inferred from the passage that a major limitation of earlier searches for alien radio signals was\_\_\_\_\_.

- A. the difficulty of obtaining government funding
- B. the limited number of signals that might be extra-terrestrial
- C. the slowness of the verification process
- D. the lack of scientific interest in this topic

**Câu 39:** The word "it" in paragraph 3 refers to\_\_\_\_\_.

- A. search
- B. signal
- C. civilization
- D. datum

**Câu 40:** Which of the following would NOT distinguish Project Phoenix from previous SETI experiments?

- A. It uses larger antennas.
- B. It tests candidate signals quickly.
- C. It is comprehensive.
- D. It covers little of the sky.

**Câu 41:** The word "scrutinize" in paragraph 4 could be best replaced by\_\_\_\_\_.



- A. process                      B. establish                      C. examine                      D. orbit

**Câu 42:** Which of the following may be Project Phoenix's limitation?

- A. Its inaccurate detection caused by radio interference from Earth sources  
B. Its equipment's lack of sensitivity  
C. Its infrequent searches  
D. Its limited search directions

*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 43 to 50.*

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 serve the community makes spring break a unique learning experience that university students can feel good about.

During one spring break week, students at James Madison University in Virginia participated in 15 "alternative spring break" trips to nearby states, three others to more distant parts of the United States, and five international trips. One group of JMU students traveled to Bogalusa, Louisiana, to help rebuild homes damaged by Hurricane Katrina. Another group traveled to Mississippi to organize creative learning activities for literate children living in an orphanage. One group of students did go to Florida, but not to lie on the sand. They performed exhausting physical labor such as cleaning the beach, maintaining hiking trails and destroying invasive plant species that threaten the native Florida ecosystem.

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' expense on travelling to more traditional spring break hotspots.

Alternative spring break trips appear to be growing in popularity at universities across the United States. Students cite a number of reasons 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.

**Câu 43:** The article is mainly about\_\_\_\_\_.

- A. alternative spring break trips      B. sleeping on the floor or camping in tents  
C. drinking problems among university students      D. spring break in Florida and Mexico

**Câu 44:** How many university students travel to Panama Beach City every March for spring break?

- A. Around 500,000      B. Around 50,000      C. Around 10,000      D. Around 36,000

**Câu 45:** The word "binge" in paragraph 2 probably means\_\_\_\_\_.

- A. doing too much of something      B. studying for too long  
C. having very little alcohol      D. refusing to do something

**Câu 46:** Which of the following is NOT mentioned as a problem that students at James Madison University tried to help solve?

- A. Poverty      B. Illiteracy      C. Environmental damage      D. Homelessness

**Câu 47:** The word "invasive" in paragraph 3 could be best replaced by\_\_\_\_\_.

- A. wild      B. aggressive      C. local      D. bushy

**Câu 48:** The word "them" in paragraph 4 refers to\_\_\_\_\_.

- A. degrees      B. people      C. students      D. projects



**Câu 49:** The article implies that university students\_\_\_\_\_.

- A. complain about accommodations on alternative spring break trips
- B. would prefer to wait until they have their degrees to start helping people
- C. may take fewer alternative spring break trips in the future
- D. spend more than \$250 for traditional spring break trips

**Câu 50:** Which of the following is mentioned as a reason for participating in alternative spring break trips?

- A. A desire to travel to glamorous places
- B. A wish to get away from family and friends
- C. The hope of earning money
- D. A personal opinion that people must help other people

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