ĐỂ MINH HỌA SỐ 6 Biên soạn: Cô Trang

Anh

(Đề thi có 06 trang)

ĐỀ THI TỐT NGHIỆP TRUNG HỌC PHỔ THÔNG NĂM 2023

Bài thi: NGOẠI NGỮ; Môn thi: TIẾNG ANH

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

| Question 17: The Hurricane laid | _ to the entire village and left the villagers |
|---|--|
| homeless. | |
| A. waste B. rubbish C. garbage | D. trash |
| Question 18: Indonesia got off to a | start with a goal in the first half, but |
| Vietnam still won the match in the end. | |
| A. jumping B. flying C. leaping | D. kicking |
| Question 19: We couldn't find the hotel | |
| A. so B. but C. and D. if | |
| Mark the letter A, B, C or D on your answer s | sheet to indicate the most suitable response to |
| complete each of the following exchanges. | r |
| Question 20: Tony and Steve are friends. The | y have just finished dinner in a restaurant. |
| - Tony: "The food is great. I'll get the bill." | , 110, 0 Just 11115110 0 0111101 111 0 105000201101 |
| - Steve: "" | |
| A. Yes, speak to you soon. B. It's not | thing |
| C. No, it is on me. D. Don't mention | |
| Question 21: Stark goes to the bank for a mon | |
| • | • |
| - Stark: "Do you have a change for a 100-dolla | ii note, piease? |
| - Bank clerk: "" | D II 1 1 10 |
| A. What kind of money do you want? | |
| C. How do you want your money? D | |
| Mark the letter A, B, C or D on your answer s | - |
| needs correction in each of the following que | |
| Question 22: Jonas, <u>along</u> with his friend Jose | ph, are travelling to Portland next week. |
| A B C D | |
| Question 23: In the 1980s, actress Sarah Bern | hardt made an important attribution to the role |
| of Lady | |
| \mathbf{A} | |
| Macbeth when she displayed an overt sensuali | ty that <u>has been</u> stressed by her <u>twentieth</u> |
| <u>century</u> successors. | |
| B C D | |
| Question 24: How does the organization addre | ess the problems identified and found out the |
| best | |
| $\mathbf{A} \mathbf{B} \mathbf{C}$ | |
| solution to them. | |
| $_{ m D}$ | |
| Mark the letter A, B, C or D on your answer s | sheet to indicate the word(s) CLOSEST in |
| meaning to the underlined word(s) in each of | • • |
| Question 25: The enemy can attack us at any i | |
| surprise! | or uney will take as ey |
| A. intense B. alert C. rapid I | nrecise |
| Question 26: When I came across him in front | |
| with a big yellow bow tie. | tof the office, he was conspicuous as usual |
| ~ · | otionable D open |
| A. easily seen B. popular C. unno | <u> -</u> |
| Mark the letter A, B, C or D on your answer s | |
| meaning to the underlined word(s) in each of | 0 1 |
| Question 27: Some research has shown that ac | cupuncture might help with the alleviation of |
| headaches and migraines. | |
| A. eradication B. aggravation C. | |
| Question 28: If you want to be a successful ga | irdener, of course you've got to have green |
| <u>fingers</u> . | |

| A. make plan | ats grow well B. bad at doing the gardening | |
|--|--|--|
| | in gardening D. don't have a good head for gardening | |
| | g passage and mark the letter A, B, C or D on your answer sheet to | |
| • | ct word or phrase that best fits each of the numbered blanks. | |
| | schools, American colleges are sometimes criticized for discarding required | |
| | ng too (29) electives. In the mid-1980s, the Association of | |
| American College | es issued a report that called for teaching a body of common knowledge to | |
| | ss. A similar report, "Involvement in Learning," issued by the National | |
| | tion, concluded that the college curriculum had become "excessively work- | |
| | rt also (30) that college education may no longer be | |
| | lents "the shared values and knowledge" that traditionally bind Americans | |
| together. | | |
| These repo | orts coincided with a trend away from the liberal arts. (31), | |
| students were choosing major fields designed to prepare them for specific jobs. In 1992, 51 | | |
| percent of the bachelor's degrees were conferred in the fields of business and management, | | |
| communications, computer and sciences, education, engineering, and health sciences. | | |
| | raises questions (32) apply to the educational philosophy of | |
| all industrialized countries. In an age of technological breakthroughs and highly specialized | | |
| disciplines, is there still a need for the generalist with a broad background and well- | | |
| - | s to reason and communicate? And if the answer to that question is yes, | |
| | e steps to encourage its colleges and universities to produce more such | |
| | their (33) in other countries, American educators continue to | |
| debate these quest | | |
| 0 4 20 | (Adapted from http://usa.usembassy.de/etexts/factover/ch6.htm | |
| Question 29: | A. a lot of B. many C. lots of D. a great many | |
| Question 30: | A. threatened B. urged C. warned D. expected A alternatively B. appears worth C. additionally D. fragments | |
| Question 31: | A. alternatively B. consequently C. additionally D. frequently | |
| Question 32: Question 33: | A. which B. what C. who D. whose A friends B supportors C sounterparts D enpoyents | |
| • | A. friends B. supporters C. counterparts D. opponents g passage and mark the letter A, B, C, or D to indicate the correct answer | |
| | estions from 34 to 38. | |
| | s suffering from one of its worst fire seasons in history, with more than two | |
| | ed, thousands of homes destroyed, and millions of acres burned so far. | |
| | es like this, exacerbated by the effects of climate change, will | |
| likely <u>rage</u> again, but Australia's government can take steps to minimize their destruction. | | |
| With warming temperatures, Australia will face longer fire seasons. To reduce future | | |
| damage, governments at all levels must act. Areas of focus should include enhancing early | | |
| | and fire prediction capabilities; launching public awareness campaigns on | |
| | by climate-fueled bushfires and necessary prevention measures; | |
| 0 1 | controlled burns; and developing more stringent building codes that address | |
| climate risk. | | |
| At the state | e and local levels, communities need to professionalize their firefighting | |

At the state and local levels, communities need to professionalize their firefighting capabilities. <u>They</u> should invest in improved training that educates firefighters and local leaders about the changing characteristics of bushfires. And, once this fire season subsides, states should oversee how and where rebuilding occurs, including restricting redevelopment of particularly fire-prone areas.

(Adapted from https://www.cfr.org/)

Question 34: What does the passage mainly discuss?

- **A.** Australia's measures to reduce the forest fires' damage
- **B.** The harmful effects of the Australia's forest fires

- **C.** The causes of forest fires in Australia **D.** How Australia reconstructs the forests Question 35: The word "rage" in the first paragraph is closest in meaning to **B.** spread C. change **D.** maintain Question 36: According to paragraph 2, which of the following is **NOT** the solution taken by the Australia's government? **A.** improving early warning systems and fire prediction capabilities
- **B.** raising public awareness of the dangers of bushfires and essential prevention measures
 - **C.** limiting the number of controlled burns
 - **D.** developing more stringent building codes to address climate risk.

Question 37: The word "**they**" in paragraph 3 refers to

- **B.** communities **A.** local levels
- **C.** firefighting capabilities **D.** local leaders

Question 38: As mentioned in paragraph 3, what should the states do to decrease the effects of the fires after this fire season?

- **A.** They should professionalize their firefighting capabilities.
- **B.** They should invest in improved training that educates firefighters and local leaders.
- **C.** They should take steps to minimize their destruction.
- **D.** They should oversee how and where rebuilding occurs, including restricting redevelopment of particularly fire-prone areas.

Read the following passage and mark the letter A, B, C, or D to indicate the correct answer to each of the questions from 39 to 45.

Children are not the face of this pandemic, but they risk being among its biggest victims. While they have thankfully been largely spared from the direct health effects of COVID-19 - at least to date – the crisis is having a profound effect on their wellbeing. All children, of all ages, and in all countries, are being affected, in particular by the socioeconomic impacts and, in some cases, by mitigation measures that may inadvertently do more harm than good. This is a universal crisis and, for some children, the impact will be lifelong. Moreover, the harmful effects of this pandemic will not be distributed equally. **They** are expected to be most damaging for children in the poorest countries, and in the poorest neighborhoods, and for those in already disadvantaged or vulnerable situations.

There are three main **channels** through which children are affected by this crisis: infection with the virus itself; the immediate socioeconomic impacts of measures to stop transmission of the virus and end the pandemic; and the potential longer-term effects of delayed implementation of the Sustainable Development Goals.

All of this is affecting children in multiple ways. An estimated 42-66 million children could fall into extreme poverty as a result of the crisis this year, adding to the estimated 386 million children already in extreme poverty in 2019. 188 countries have imposed countrywide school closures, affecting more than 1.5 billion children and youth. The potential losses that may accrue in learning for today's young generation, and for the development of their human capital, are hard to **fathom**. More than two-thirds of countries have introduced a national distance learning platform, but among low-income countries the share is only 30 percent. Before this crisis, almost one-third of the world's young people were already digitally excluded.

Lockdowns and shelter in place measures come with a heightened risk of children witnessing or suffering violence and abuse. Children in conflict settings, as well as those living in unsanitary and crowded conditions such as refugee and IDP settlements, are also at considerable risk. Children's reliance on online platforms for distance learning has also increased their risk of exposure to inappropriate content and online predators.

| (Adapted from https://wasda.un.org/ | | |
|--|--|--|
| (Adapted from https://unsdg.un.org/ | | |
| Question 39: Which of the following could be the most suitable title of the passage? | | |
| A. Protecting children from COVID-19B. The impact of COVID-19 on children | | |
| | | |
| C. What do children do in the COVID-19 pandemic? | | |
| D. Are children affected by COVID-19-controlling measures? | | |
| Question 40: The word " <u>they</u> " in the first paragraph refers to | | |
| A. children B. measures C. harmful effects D. countries | | |
| Question 41: The word "channels" in paragraph 2 is closest in meaning to | | |
| A. ways B. programs C. factors D. steps | | |
| Question 42: According to the passage, which of the following is TRUE? | | |
| A. All children, of all ages, and in all countries, are being affected equally by the | | |
| pandemic. | | |
| B. The measures to stop the spread of the virus and control the pandemic are not harmful | | |
| to children. | | |
| C. The pandemic could put millions of children into extreme poverty this year. | | |
| D. Only one third developed countries have introduced distance learning in the | | |
| pandemic. | | |
| Question 43: The word " <u>fathom</u> " in paragraph 4 most probably means | | |
| A. solve B. prove C. recover D. understand | | |
| Question 44: It can be inferred from the last paragraph that in the | | |
| pandemic | | |
| A. children may be unsafe even in their houses. | | |
| B. children have more risks than adults. | | |
| C. the number of violent cases is increasing. | | |
| D. most children don't want to learn online. | | |
| Question 45: According to the passage, the following are the impacts of the pandemic on | | |
| children, EXCEPT | | |
| A. falling into poverty B. exacerbating the learning crisis | | |
| C. risks for child safety D. threats to child survival and health | | |
| | | |
| 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: I don't know but I guess a faulty electrical connection caused the explosion. | | |
| A. The explosion must have been caused by a faulty electrical connection. | | |
| B. A faulty electrical connection may have been caused the explosion. | | |
| C. The explosion should have been caused by a faulty electrical connection. | | |
| D. The explosion may have been caused by a faulty electrical connection. | | |
| Question 47: "I was just getting into the shower when the phone rang." he said to me. | | |
| A. He said to me he was just getting into the shower when the phone rang. | | |
| B. He told me he had just been getting into the shower when the phone had rung. | | |
| C. He said to me that he had just been getting into the shower when the phone rang. | | |
| D. He told to me he was just getting into the shower when the phone rang. | | |
| Question 48: Though my bag may be cheaper than Lucas's, it is bigger and more attractive. | | |
| A. Lucas's bag might be more expensive than me but it is not so big and attractive as | | |
| mine. | | |
| B. Lucas's bag may be more expensive than mine but it is not bigger and attractive than | | |
| mine. | | |
| C. Lucas's bag may be more expensive than mine but it is not as big and attractive as | | |
| mine. | | |

D. Lucas's bag might be more expensive than me but it is not bigger or more attractive than mine.

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: Collin is not very good at English. He failed the English exam last week.

- **A.** Were Collin good at English, he wouldn't have failed the English exam last week.
- **B.** If Collin were better at English, he would pass the English exam last week.
- C. Should Collin be good at English, he would not fail the English exam last week.
- **D.** Had Collin been better at English, he would've passed the English exam last week.

Question 50: She decided to move to the city. She didn't bring any money with her.

- **A.** No money with her did she decide to move to the city.
- **B.** Not money did she bring with her, she decided to move to the city.
- C. Not a penny did she bring with her when she decided to move to the city.
- **D.** Not a penny she brought with her did she decide to move to the city.

----THE END-----