

**[TIẾNG ANH] ĐỀ THI MINH HỌA THPT QUỐC GIA 2020 MÔN TIẾNG ANH CỦA BỘ GD-ĐT NĂM 2020**

Thời gian: 60 | Số câu: 50

Họ và tên thí sinh: \_\_\_\_\_  
Lớp / Đơn vị: \_\_\_\_\_

Số báo danh: \_\_\_\_\_  
Ngày thi: \_\_\_\_\_

**1. 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.**

- |            |              |
|------------|--------------|
| A. attends | B. appears   |
| C. accepts | D. complains |

**2. 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.**

- |          |         |
|----------|---------|
| A. light | B. rise |
| C. mile  | D. gift |

**3. 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.**

- |            |            |
|------------|------------|
| A. respect | B. marry   |
| C. depend  | D. predict |

**4. 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.**

- |              |             |
|--------------|-------------|
| A. fantastic | B. powerful |
| C. sensitive | D. personal |

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

The view is great, \_\_\_\_\_ ?

- A. isn't it
- B. was it
- C. doesn't it
- D. did it

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

Mark hopes \_\_\_\_\_ a small part in the school play.

- A. to get
- B. getting
- C. get
- D. got

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

If I \_\_\_\_\_ just one year younger, I would be eligible for the scholarship.

- A. am
- B. will be
- C. would be
- D. were

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

His health has improved a lot since he \_\_\_\_\_ doing regular exercise.

- A. starts
- B. started
- C. has started
- D. had started

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

Parents shouldn't use physical punishment \_\_\_\_\_ it negatively influences children's development.

- A. because of
- B. although
- C. because
- D. in spite of

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

We'll send you an email of confirmation \_\_\_\_\_.

- A. after we had made our final decision
- B. before we made our final decision
- C. while we were making our final decision
- D. as soon as we have made our final decision

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

You should book \_\_\_\_\_ advance because the restaurant is very popular in the area.

- A. on
- B. by
- C. with
- D. in

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

Tommy is on the way to his friend's birthday party, carrying a gift box \_\_\_\_\_ colourful paper.

- A. were nicely wrapped
- B. having wrapped nicely
- C. nicely wrapped
- D. nicely wrapping

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

Many twelfth graders find it hard to \_\_\_\_\_ what university to apply to.

- A. decide
- B. decision
- C. decisive
- D. decisively

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

He is disappointed at not winning the competition, but he will soon \_\_\_\_\_ it.

- A. take after
- B. get over
- C. look after
- D. go over

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

The government has \_\_\_\_\_ every effort to stop the rapid spread of COVID-19.

- A. done
- B. made
- C. created
- D. brought

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

Making chicken soup is not difficult; it's just a matter of following the \_\_\_\_\_.

- A. ingredients
- B. design
- C. spices
- D. recipe

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

After his miraculous recovery from the stroke, the man spent the \_\_\_\_\_ of his life travelling and doing charity work.

- A. remainder
- B. abundance
- C. legacy
- D. excess

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

Despite our careful planning, the whole surprise party was a \_\_\_\_\_ of accidents.

- A. volume
- B. verse
- C. chapter
- D. page

**19. 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.**

Laura handled the vase with great **care** for fear of breaking it.

- A. strength
- B. comfort
- C. success
- D. attention

**20. 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.**

It is considered **wise** to keep silent when one is angry because saying anything then may make matters worse.

- A. sensible
- B. generous
- C. modest
- D. careless

**21. 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.**

When Josh was promoted to the position of marketing director, he had to **shoulder** more responsibilities.

- A. receive
- B. prevent
- C. avoid
- D. carry

**22. 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.**

The athlete's bitter defeat in the match **dealt a blow to** his hopes of defending his title at the championship.

- A. destroyed
- B. raised
- C. expressed
- D. weakened

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

David is talking to Lucy about her painting.

- David: "What a beautiful painting!"

- Lucy: " \_\_\_\_\_."

- A. No problem
- B. It's on the wall
- C. I'm glad you like it
- D. You're welcome

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

Peter and Dane are talking about environmental protection.

- Peter: "We should limit the use of plastic bags."

- Dane: " \_\_\_\_\_. We can use paper bags instead"

**A.** I completely agree

**B.** It's not true

**C.** I don't quite agree

**D.** You're wrong

**25. 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 25 to 29.**

### **Ecotourism**

The primary aim of ecotourism is to educate the traveller and bring him or her closer to nature. Participants are given the chance to visit parts of the world **(25)** \_\_\_\_ are untouched by human intervention and to engage in conservation work and various other kinds of environmental projects. Visitors benefit by gaining an appreciation of natural habitats and an **(26)** \_\_\_\_ into the impact of human beings on the environment. Local communities gain financially but also in **(27)** \_\_\_\_ ways, since not only monuments but other buildings as well, such as bridges or windmills, are restored in order to attract more visitors. **(28)** \_\_\_\_\_, there are also disadvantages to this type of tourism. There have been cases in which tourism has been allowed to develop with no control or limits. As a result, **(29)** \_\_\_\_ cultures have been affected or even threatened by foreign lifestyles. Many people today support that our approach to the development of ecotourism has to be reconsidered. It is essential that this type of tourism be environmentally, socially, and culturally friendly.

**A.** who

**B.** that

**C.** when

**D.** why

**26. 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 25 to 29.**

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**A.** advent

**B.** intent

**C.** access

**D.** insight

**27. 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 25 to 29.**

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**A.** other

**B.** another

**C.** every

**D.** one

**28. 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 25 to 29.**

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**A.** Although

**B.** Therefore

**C.** However

**D.** Moreover

**29. 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 25 to 29.**

### **Ecotourism**

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**A.** primary

**B.** peculiar

**C.** indigenous

**D.** exotic

**30. 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.**

Parents complain that it is difficult to live with teenagers. Then again, teenagers say exactly the same thing about their parents! According to a recent survey, the most common arguments between parents and teenagers are those regarding untidiness and household chores. On the one hand, parents **go mad** over untidy rooms, clothes dropped on the floor and their children's refusal to help with the housework. On the other hand, teenagers lose their patience continually when parents tell them off for dropping the towel in the bathroom, not cleaning up their room or refusing to do the shopping at the supermarket.

The survey, conducted by St George University, showed that different parents have different approaches to these problems. However, some approaches are much more successful than others. For example, those parents who yell at their teens for their untidiness, but later clear up after them, have fewer chances of changing their teens' behaviour. On the contrary, those who let teenagers experience the consequences of their actions are more successful. For instance, when teenagers who don't help their parents with the shopping don't find their favourite food in the fridge, they are forced to reconsider their actions.

Psychologists say that the most important thing in parent-teen relationships is communication. Parents should talk to their teens, but at the same time **they** should listen to what their children have to say. Parents should tell their teens off when they are untidy, but they should also understand that their room is their own private space. Communication is a two-way process. It is only by listening to and understanding each other that problems between parents and teens can be solved.

Which best serves as the title for the passage?

- |                           |                          |
|---------------------------|--------------------------|
| <b>A.</b> Teen Issues     | <b>B.</b> Family Rules   |
| <b>C.</b> Parents' Advice | <b>D.</b> Parents' Anger |

**31. 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.**

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The phrase "**go mad**" in paragraph 1 is closest in meaning to \_\_\_\_\_.

- |                       |                        |
|-----------------------|------------------------|
| <b>A.</b> get bored   | <b>B.</b> feel sad     |
| <b>C.</b> remain calm | <b>D.</b> become angry |

**32. 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.**

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Which is NOT mentioned in paragraph 1 as a cause of arguments between teenagers and parents?

- A.** Teenagers drop their clothes on the floor.
- B.** Teenagers go shopping a lot.
- C.** Teenagers refuse to do the housework.
- D.** Teenagers do not tidy their rooms.

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According to paragraph 2, parents have a better chance of changing their children's behaviour by \_\_\_\_\_.

**A.** shouting at them whenever they do something wrong

**C.** doing the household chores for them

**B.** cooking them their favourite food

**D.** letting them experience the bad results of their actions

**34. 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.**

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The word "**they**" in paragraph 3 refers to

- A. parents
- B. teens
- C. psychologists
- D. children

**35. 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 35 to 42.**

Oxford University has released a sample of interview questions – including what a rock looks like and how you listen to music – to help students who want to study at the top institution. Among the list of questions are: “What can historians not find out about the past?”, “Is religion of value whether or not there is a God?” and “How can we estimate the mass of the atmosphere?”. Prospective earth sciences students could be asked what a rock handed to **them** looks like, meanwhile chemistry candidates are asked to calculate how many different molecules can be made from six carbon atoms and 12 hydrogen atoms.

In efforts to make the interview process more transparent, the prestigious university has released advice on how to answer the example questions just days after the deadline for applications closed. Dr Samina Khan, director of admissions and outreach, said: “Interviews will be an entirely new experience for most students, and we know many prospective applicants are already worried about being in an unfamiliar place and being questioned by people they have not met.”

She added: “We want to underscore that every question asked by our tutors has a purpose, and that purpose is to assess how students think about their subject and respond to new information or unfamiliar ideas. No matter what kind of educational background or opportunities you have had, the interview should be an opportunity to present your interest and ability in your chosen subject, since they are not just about **reciting** what you already know.”

Laura Tunbridge, from St Catherine's College, explained why a music candidate might be asked to explain the different ways they listen to music. “The question allows students to use their own musical experiences as a starting point for a broader and more abstract discussion about the different ways people consume music, the relationship between music and technology, and how music can define us socially,” she said.

Candidates who successfully **clear** the first hurdle with their written application will be invited to interview. “We know there are still misunderstandings about the Oxford interview, so we put as much information as possible out there to allow students to see the reality of the process,” added Dr Khan.

Which of the following best serves as the title for the article?

- A.** Oxford University: Lowering Standards in Times of Change!      **B.** The History of Oxford's Interviewing Schemes
- C.** Oxford University Interview questions: Would You Pass the Test?      **D.** The Oxford's Guide to Success in Job Interviews

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The word “**them**” in paragraph 1 refers to \_\_\_\_\_.

- |   |                      |
|---|----------------------|
| <b>A.</b> prospective earth sciences students | <b>B.</b> historians |
| <b>C.</b> chemistry candidates                | <b>D.</b> Questions  |

**37. 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 35 to 42.**

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Why has Oxford University publicised its sample interview questions and related advice?

- |  |  |
|--|--|
| <b>A.</b> To prepare students for unfamiliar questions in their job interviews | <b>B.</b> To familiarise potential applicants with their interview process |
| <b>C.</b> To test public reaction to their novel interview process             | <b>D.</b> To reduce confusion among most of their current students         |

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Candidates who successfully **clear** the first hurdle with their written application will be invited to interview. “We know there are still misunderstandings about the Oxford interview, so we put as much information as possible out there to allow students to see the reality of the process,” added Dr Khan.

The word “**reciting**” in paragraph 3 most probably means

- |                     |                       |
|---------------------|-----------------------|
| <b>A.</b> repeating | <b>B.</b> reassessing |
| <b>C.</b> releasing | <b>D.</b> revising    |

**39. 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 35 to 42.**

Oxford University has released a sample of interview questions – including what a rock looks like and how you listen to music – to help students who want to study at the top institution. Among the list of questions are: “What can historians not find out about the past?”, “Is religion of value whether or not there is a God?” and “How can we estimate the mass of the atmosphere?”. Prospective earth sciences students could be asked what a rock handed to **them** looks like, meanwhile chemistry candidates are asked to calculate how many different molecules can be made from six carbon atoms and 12 hydrogen atoms.

In efforts to make the interview process more transparent, the prestigious university has released advice on how to answer the example questions just days after the deadline for applications closed. Dr Samina Khan, director of admissions and outreach, said: “Interviews will be an entirely new experience for most students, and we know many prospective applicants are already worried about being in an unfamiliar place and being questioned by people they have not met.”

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According to Laura Tunbridge, the question about a candidate's ways of listening to music is intended to \_\_\_\_\_.

- A.** judge the candidate's ability to react to familiar situations
- C.** encourage the candidate to elaborate on their individual preferences

- B.** set the context for a more abstract discussion on music-related topics
- D.** measure their understanding of how technology affects entertainment choices

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The word “**clear**” in paragraph 5 is closest in meaning to \_\_\_\_\_.

**A.** pass

**B.** face

**C.** give

**D.** skip

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Which of the following is TRUE, according to the passage?

- |   |   |
|---|---|
| <b>A.</b> Dr Khan advises candidates to focus more on showing their general knowledge at the interview. | <b>B.</b> Oxford University plans to use the same set of questions for all candidates.                            |
| <b>C.</b> Oxford University only releases sample interview questions for earth sciences and music.      | <b>D.</b> Dr Khan understands how the notion of attending the Oxford interview may affect prospective candidates. |

**42. 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 35 to 42.**

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Which question is a history candidate LEAST likely to be asked in the Oxford interview?

- A.** “How can one define a revolution?”                      **B.** “What would a historian find interesting about the place you live?”
- C.** “Name some pop idols you would most like to meet. Why the choice?”                      **D.** “Which sort of person in the past would you like to interview? Why?”

**43. 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.**

Maths were one of his favourite subjects when he was at primary school.

- A. were
- B. his
- C. subjects
- D. at

**44. 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.**

Daisy enjoys going shopping, playing sports, and to hang out with friends in her free time.

- A. enjoys
- B. playing
- C. to hang out
- D. in

**45. 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.**

It was inconsiderable of him not to call home and let his parents know he wouldn't A come back until the next day.

- A. inconsiderable
- B. not to call
- C. wouldn't
- D. until

**46. 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.**

Joe is more hard-working than his brother.

- A. Joe is not as hard-working as his brother.
- B. Joe's brother is not as hard-working as he is.
- C. Joe is less hard-working than his brother.
- D. Joe's brother is more hard-working than he is.

**47. 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.**

“You'd better stay at home during this time,” he said to Lan.

- |  |   |
|--|---|
| <b>A.</b> He ordered Lan to stay at home during that time. | <b>B.</b> He warned Lan against staying at home during that time. |
| <b>C.</b> He advised Lan to stay at home during that time. | <b>D.</b> He thanked Lan for staying at home during that time.    |

**48. 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.**

You are not allowed to take photos in the museum.

- |  |  |
|--|--|
| <b>A.</b> You may take photos in the museum.     | <b>B.</b> You should take photos in the museum.  |
| <b>C.</b> You mustn't take photos in the museum. | <b>D.</b> You needn't take photos in the museum. |

**49. 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.**

The film is not perfect. Its abrupt ending spoils it.

- |   |  |
|---|--|
| <b>A.</b> The film would be perfect if it ended abruptly.     | <b>B.</b> Provided the film ended abruptly, it would not be perfect. |
| <b>C.</b> Unless the film ends abruptly, it won't be perfect. | <b>D.</b> But for its abrupt ending, the film would be perfect.      |

**50. 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.**

Olga handed in her exam paper. She then realised that she had missed one question.

- |  |   |
|--|---|
| <b>A.</b> Having realised that she had missed one question, Olga handed in her exam paper.         | <b>B.</b> Not until Olga had handed in her exam paper did she realise that she had missed one question. |
| <b>C.</b> Had Olga realised that she had missed one question, she wouldn't hand in her exam paper. | <b>D.</b> Only after Olga realised that she had missed one question did she hand in her exam paper.     |

## ĐÁP ÁN

Câu 1	Câu 2	Câu 3	Câu 4	Câu 5	Câu 6	Câu 7	Câu 8	Câu 9	Câu 10
C	D	B	A	A	A	D	B	C	D
Câu 21	Câu 22	Câu 23	Câu 24	Câu 25	Câu 26	Câu 27	Câu 28	Câu 29	Câu 30
D	C	A	B	B	D	A	C	D	A
Câu 41	Câu 42	Câu 43	Câu 44	Câu 45	Câu 46	Câu 47	Câu 48	Câu 49	Câu 50
C	B	C	A	B	D	A	C	C	A
Câu 61	Câu 62	Câu 63	Câu 64	Câu 65	Câu 66	Câu 67	Câu 68	Câu 69	Câu 70
D	B	D	A	C	A	B	A	B	A
Câu 81	Câu 82	Câu 83	Câu 84	Câu 85	Câu 86	Câu 87	Câu 88	Câu 89	Câu 90
D	C	A	C	A	B	C	C	D	B

### Gợi ý / Giải thích:

**Câu 1:** Kiến thức: Phát âm đuôi “s”

Giải chi tiết:

- A. attends /ə'tendz/
- B. appears /ə'piə(r)z/
- C. accepts /ək'septs/
- D. complains /kəm'pleɪnz/

Quy tắc: Có 3 cách phát âm phụ âm cuối “s”:

- /s/: Khi từ có phát âm tận cùng là các phụ âm vô thanh /p/, k/, f/, ð/, t/

- /ɪz/: Khi từ có phát âm tận cùng là các âm /s/, /ʃ/, /tʃ/, /z/, /ʒ/, /dʒ/ (thường có tận cùng là các chữ cái ce,

x, z, sh, ch, s, ge, ss)

- /z/: Khi từ có tận cùng là các nguyên âm và các phụ âm còn lại.

Phần gạch chân phương án C được phát âm là /s/, còn lại phát âm là /z/.

**Câu 2: Kiến thức:** Phát âm nguyên âm “i”

**Giải chi tiết:**

- A. light /laɪt/
- B. rise /raɪz/

C. mile /maɪl/

D. gift /ɡɪft/

Phần gạch chân phương án D được phát âm là /ɪ/, còn lại phát âm là /aɪ/.

**Câu 3: Kiến thức:** Trọng âm từ có 2 âm tiết

**Giải chi tiết:**

A. respect /rɪ'spekt/

B. marry /'mæri/

C. depend /dɪ'pend/

D. predict /prɪ'dɪkt/

Phương án B có trọng âm rơi vào âm tiết 1, còn lại là âm tiết 2.

**Câu 4: Kiến thức:** Trọng âm từ có 3 âm tiết

**Giải chi tiết:**

A. fantastic /fæn'tæstɪk/

B. powerful /'paʊəfl/

C. sensitive /'sensətɪv/

D. personal /'pɜːsənl/

Phương án A có trọng âm rơi vào âm tiết 2, còn lại là âm tiết 1.

**Câu 5: Kiến thức:** Câu hỏi đuôi

**Giải chi tiết:**

Vế trước câu hỏi đuôi dạng khẳng định => câu hỏi đuôi dạng phủ định

Vế trước: The view is => câu hỏi đuôi: isn't it?

**Tạm dịch:** Cảnh thật tuyệt, phải không?

**Câu 6: Kiến thức:** to V / V-ing

**Giải chi tiết:**

hope to do sth: hy vọng làm gì

**Tạm dịch:** Mark hy vọng có được một phần nhỏ trong vở kịch của trường.

**Câu 7: Kiến thức:** Câu điều kiện loại 2

**Giải chi tiết:**

Dấu hiệu: động từ ở MĐ chính (không chứa "if") chia "would + V\_nguyên thể.

Cách dùng: Câu điều kiện loại 2 diễn tả điều kiện trái với hiện tại dẫn đến kết quả trái với hiện tại.

Cấu trúc: If + S + was/were + O, S + would + V\_nguyên thể.

**Tạm dịch:** Nếu tôi trẻ hơn chỉ 1 tuổi thôi thì tôi sẽ đủ điều kiện nhận học bổng rồi.

**Câu 8: Kiến thức:** Sự phối hợp thì

**Giải chi tiết:**

Mệnh đề trước "since" chia thì hiện tại hoàn thành (has improved)

=> mệnh đề sau "since" chia quá khứ đơn.

start => started

**Tạm dịch:** Sức khỏe của anh ta đã cải thiện đáng kể kể từ khi anh tập thể dục thường xuyên.

**Câu 9: Kiến thức:** Mệnh đề trạng ngữ chỉ nguyên nhân

**Giải chi tiết:**

Sau chỗ trống là 1 mệnh đề (S + V + O).

because of + cụm từ / V\_ing : bởi vì ... => loại

although + S + V: mặc dù ...

because + S + V: bởi vì ....

in spite of + cụm từ / V\_ing : mặc cho ... => loại

**Tạm dịch:** Cha mẹ không nên sử dụng hình phạt thể chất vì nó ảnh hưởng tiêu cực đến sự phát triển của trẻ.

**Câu 10: Kiến thức:** Mệnh đề trạng ngữ chỉ thời gian

**Giải chi tiết:**

Trong MĐ trạng ngữ chỉ thời gian (bắt đầu bằng các liên từ chỉ thời gian): động từ chia hiện tại đơn/hiện tại hoàn thành.

Cấu trúc: .... as soon as + S + V\_hiện tại đơn/hiện tại hoàn thành: ngay khi ...

**Tạm dịch:** Chúng tôi sẽ gửi cho bạn một email xác nhận ngay khi chúng tôi đưa ra quyết định cuối cùng

**Câu 11: Kiến thức:** Giới từ

**Giải chi tiết:**

Cụm: book in advance: đặt (chỗ) trước

**Tạm dịch:** Bạn nên đặt chỗ trước vì nhà hàng rất nổi tiếng trong khu vực.

**Câu 12: Kiến thức:** Mệnh đề phân từ

**Giải chi tiết:**

Rút gọn mệnh đề quan hệ dạng bị động: bỏ đại từ quan hệ, bỏ tobe, giữ lại V\_PII.

Dạng đầy đủ: Tommy is on the way to his friend's birthday party, carrying a gift box **which/that is nicely wrapped** colourful paper.

Dạng rút gọn: Tommy is on the way to his friend's birthday party, carrying a gift box **nicely wrapped** colourful paper.

**Tạm dịch:** Tommy đang trên đường đến bữa tiệc sinh nhật của bạn mình, mang theo một hộp quà được gói bằng giấy sặc sỡ.

**Câu 13: Kiến thức:** Từ loại

**Giải chi tiết:**

find + O + adj + to V\_nguyên thể: thấy như thế nào khi làm gì

=> chỗ trống cần điền động từ

A. decide (v): quyết định

B. decision (n): sự quyết định

C. decisive (adj): quyết đoán

D. decisively (adv): một cách quả quyết

**Tạm dịch:** Nhiều học sinh lớp mười hai cảm thấy khó khăn khi quyết định nộp đơn vào trường đại học nào.

**Câu 14: Kiến thức:** Cụm động từ

**Giải chi tiết:**

A. take after: giống (ai trong gia đình)

B. get over: vượt qua

C. look after: chăm sóc

D. go over: xem xét, ôn lại

**Tạm dịch:** Anh ấy thất vọng vì không chiến thắng trong cuộc thi, nhưng anh ấy sẽ sớm vượt qua nó thôi.

**Câu 15: Kiến thức:** Sự kết hợp từ

**Giải chi tiết:**

make an/every effort: làm (mọi) thứ có thể

**Tạm dịch:** Chính phủ làm mọi thứ có thể để ngăn chặn sự lây lan nhanh chóng của COVID-19

**Câu 16: Kiến thức:** Từ vựng

**Giải chi tiết:**

A. ingredients : những nguyên liệu

B. design (n): bản thiết kế

C. spices (n): gia vị

D. recipe (n): công thức nấu ăn

**Tạm dịch:** Làm súp gà không khó; đó chỉ là vấn đề làm theo công thức mà thôi.

**Câu 17: Kiến thức:** Từ vựng

**Giải chi tiết:**

A. remainder (n): phần còn lại

B. abundance (n): sự dư thừa

C. legacy (n): di sản

D. excess (n): số dư, sự quá mức

**Tạm dịch:** Sau sự hồi phục kỳ diệu từ cơn đột quỵ, người đàn ông đã dành phần còn lại của cuộc đời để đi du lịch và làm công tác từ thiện.

**Câu 18: Kiến thức:** Cụm từ / Sự kết hợp từ

**Giải chi tiết:**

be a chapter of accidents: một chuỗi sự việc không may

**Tạm dịch:** Mặc cho kế hoạch tỉ mỉ của chúng tôi, toàn bộ bữa tiệc bất ngờ là một chuỗi sự việc không may.

**Câu 19: Kiến thức:** Từ vựng

**Giải chi tiết:**

care (n): sự quan tâm, chú tâm

A. strength (n): sức mạnh

B. comfort (n): sự thoải mái

C. success (n): thành công

D. attention (n): sự chú ý, để tâm

=> care = attention

**Tạm dịch:** Laura cầm chiếc bình rất cẩn thận vì sợ làm vỡ nó.

**Câu 20: Kiến thức:** Từ vựng

**Giải chi tiết:**

wise (adj): khôn ngoan

A. sensible (adj): hợp lý (chosen in accordance with wisdom or prudence: được lựa chọn với sự khôn ngoan hoặc thận trọng)

B. generous (adj): hào phóng

C. modest (adj): khiêm tốn

D. careless (adj): bất cẩn

=> wise = sensible

**Tạm dịch:** Thật khôn ngoan để giữ im lặng khi người ta tức giận vì nói bất cứ điều gì sau đó có thể làm cho vấn đề tồi tệ hơn.

**Câu 21: Kiến thức:** Từ vựng

**Giải chi tiết:**

to shoulder sth = to be responsible for sth: gách vác (trách nhiệm)

A. receive (n): nhận

B. prevent (v): ngăn cản

C. avoid (v): tránh

D. carry (v): mang, vác

=> shoulder >

**Tạm dịch:** Khi Josh được đề bạt vào vị trí giám đốc tiếp thị, anh phải gách nhiều trách nhiệm hơn.

**Câu 22: Kiến thức:** Thành ngữ

**Giải chi tiết:**

deal a blow to somebody/something: giáng một đòn mạnh vào ai/cái gì, làm dập tắt đi cái gì

destroy (v): phá hủy

raise (v): nâng lên, kéo lên

express (v): bày tỏ

weaken (v): làm yếu đi

=> dealt a blow to >

**Tạm dịch:** Thất bại cay đắng của vận động viên trong trận đấu đã giáng một đòn mạnh vào hy vọng bảo vệ danh hiệu của anh ấy tại giải vô địch.

**Câu 23: Kiến thức:** Ngôn ngữ giao tiếp

**Giải chi tiết:**

David đang nói chuyện với Lucy về bức tranh của cô.

- David: "Thật là một bức tranh đẹp!"

- Lucy: "\_\_\_\_\_."

- A. Không vấn đề gì
- B. Nó ở trên tường
- C. Mình rất vui vì bạn thích nó
- D. Không có gì đâu

**Câu 24: Kiến thức:** Ngôn ngữ giao tiếp

**Giải chi tiết:**

Peter và Dane đang nói về bảo vệ môi trường.

- Peter: "Chúng ta nên hạn chế sử dụng túi nhựa."

- Dane: "\_\_\_\_\_. Thay vào đó chúng ta có thể sử dụng túi giấy."

- A. Tôi hoàn toàn đồng ý
- B. Điều đó không đúng
- C. Tôi không hoàn toàn đồng ý
- D. Bạn sai rồi

**Câu 25: Kiến thức:** Đại từ quan hệ

**Giải chi tiết:**

Trong mệnh đề quan hệ:

who + V : người mà ... => bổ sung thông tin cho từ chỉ người trước nó

that + V : cái mà / người mà ... => bổ sung thông tin cho từ chỉ vật hoặc chỉ người trước nó

when + S + V : khi mà ...

why + S + V: lí do mà ...

“parts of the world”: các khu vực trên thế giới => chỉ vật

Participants are given the chance to visit parts of the world **(25) that** are untouched by human intervention...

**Tạm dịch:** Những người tham gia được trao cơ hội đến thăm các khu vực trên thế giới mà không bị ảnh hưởng bởi sự can thiệp của con người...

**Câu 26: Kiến thức:** Cụm từ

**Giải chi tiết:**

an insight into sth: hiểu biết sâu sắc về cái gì

A. advent + of : sự ra đời, xuất hiện của ...

B. intent + to : ý định ...

C. access + to : tiếp cận, truy cập ...

Visitors benefit by gaining an appreciation of natural habitats and an **(26) insight** into the impact of human beings on the environment.

**Tạm dịch:** Du khách đạt được lợi ích bằng cách có được sự đánh giá cao về môi trường sống tự nhiên và hiểu biết sâu sắc về tác động của con người đối với môi trường.

**Câu 27: Kiến thức:** Từ hạn định

**Giải chi tiết:**

other + N số nhiều: những ... khác

another + N số ít: (thêm) 1 cái nữa

every + N số ít: mỗi ...

one + N số ít: một ...

Sau chỗ trống là “ways” (những cách) => dùng “other”

Local communities gain financially but also in **(27) other** ways, since not only monuments but other buildings as well, ...

**Tạm dịch:** Các cộng đồng địa phương thu được tài chính nhưng cũng bằng những cách khác, khi

mà không chỉ các di tích mà cả những kiến trúc khác,...

**Câu 28: Kiến thức:** Liên từ liên kết

**Giải chi tiết:**

Although + S + V : mặc dù ...

Therefore, S + V : Vì vậy, Do đó,... => chỉ kết quả

However, S + V : Tuy nhiên => chỉ sự tương phản ý

Moreover, S + V : Ngoài ra, thêm vào đó, hơn thế nữa

Visitors benefit by gaining an appreciation of natural habitats and an insight into the impact of human beings on the environment. ... => đang nói đến lợi ích của du lịch sinh thái

**(28) However**, there are also disadvantages to this type of tourism. => nói về bất lợi của du lịch sinh thái

**Tạm dịch:** Du khách đạt được lợi ích bằng cách có được sự đánh giá cao về môi trường sống tự nhiên và hiểu biết sâu sắc về tác động của con người đối với môi trường. ... Tuy nhiên, cũng có những bất lợi cho loại hình du lịch này.

**Câu 29: Kiến thức:** Từ vựng

**Giải chi tiết:**

A. primary (adj): chính, cơ bản

B. peculiar (adj): riêng, cá nhân, dị thường

C. indigenous (adj): bản địa, bản xứ

D. exotic (adj): ngoại lai

As a result, **(29) indigenous** cultures have been affected or even threatened by foreign lifestyles.

**Tạm dịch:** Kết quả là các nền văn hóa bản địa đã bị ảnh hưởng hoặc thậm chí bị đe dọa bởi lối sống nước ngoài.

**Câu 30: Kiến thức:** Đọc hiểu

**Giải chi tiết:**

Cái nào là tiêu đề tốt nhất cho đoạn văn?

- A. Những vấn đề tuổi teen
- B. Những nội quy gia đình (nội quy cho các thành viên trong gia đình)
- C. Lời khuyên của cha mẹ => không nhắc đến
- D. Sự giận dữ của cha mẹ => ý nhỏ đoạn 1

**Thông tin:** Trong bài đọc đưa ra nhiều vấn đề tuổi teen gặp phải - khiến cha mẹ và thanh thiếu niên tranh cãi. Từ đó, các lời khuyên dành cho cha mẹ được đưa ra nhằm giải quyết các vấn đề đó.

=> A là hợp lý nhất.

**Câu 31: Kiến thức: Đọc hiểu**

**Giải chi tiết:**

Cụm “**go mad**” trong đoạn 1 thì gần nghĩa nhất với \_\_\_\_\_.

go mad: trở nên giận dữ, tức giận vô cùng

get bored: trở nên chán chường

feel sad: cảm thấy buồn

remain calm: giữ bình tĩnh

become angry: trở nên giận dữ

=> go mad = become angry: giận dữ, giận phát điên lên

**Thông tin:** On the one hand, parents **go mad** over untidy rooms, clothes dropped on the floor and their children's refusal to help with the housework.

**Tạm dịch:** Một mặt, cha mẹ phát điên vì những căn phòng bừa bộn, quần áo rơi trên sàn và con họ từ chối giúp đỡ việc nhà.

**Câu 32: Kiến thức: Đọc hiểu**

**Giải chi tiết:**

Cái nào KHÔNG được đề cập trong đoạn 1 như là nguyên nhân của tranh luận giữa thanh thiếu niên và cha mẹ?

- A. Thanh thiếu niên vứt quần áo xuống sàn nhà.
- B. Thanh thiếu niên đi mua sắm rất nhiều.

C. Thanh thiếu niên từ chối làm việc nhà.

D. Thanh thiếu niên không dọn phòng của chúng.

**Thông tin:**

- ... untidy rooms, clothes dropped on the floor and their children's refusal to help with the housework.

- ... or refusing to do the shopping at the supermarket.

**Tạm dịch:**

- những căn phòng bừa bộn, quần áo rơi trên sàn và con họ từ chối giúp đỡ việc nhà.

- ... hoặc từ chối mua sắm ở siêu thị.

**Câu 33: Kiến thức: Đọc hiểu**

**Giải chi tiết:**

Theo đoạn 2, cha mẹ có cơ hội tốt hơn để thay đổi hành vi của con mình bằng cách \_\_\_\_\_.

A. hét vào mặt chúng mỗi khi chúng làm điều gì sai

B. nấu cho chúng thức ăn ưa thích

C. làm việc nhà cho chúng

D. để chúng trải nghiệm kết quả xấu của hành động của chúng

**Thông tin:** On the contrary, those who let teenagers experience the consequences of their actions are more successful.

**Tạm dịch:** Ngược lại, những người để thanh thiếu niên trải nghiệm hậu quả của hành động của chúng thì thành công hơn.

**Câu 34: Kiến thức: Đọc hiểu**

**Giải chi tiết:**

Từ "**they**" trong đoạn 3 đề cập đến.

A. cha mẹ

B. thanh thiếu niên

C. nhà tâm lý học

D. trẻ em

**Thông tin:** Parents should talk to their teens, but at the same time **they** should listen to what their children have to say.

**Tạm dịch:** Cha mẹ nên nói chuyện với con cái ở độ tuổi thanh thiếu niên của họ, nhưng đồng thời cha mẹ nên lắng nghe những gì con cái họ nói.

**Câu 35: Kiến thức:** Đọc hiểu

**Giải chi tiết:**

Cái nào sau đây là tiêu đề tốt nhất cho bài viết?

A. Đại học Oxford: Hạ thấp tiêu chuẩn trong thời đại thay đổi!

B. Lịch sử các kế hoạch phỏng vấn của Oxford

C. Câu hỏi phỏng vấn của Đại học Oxford: Bạn sẽ vượt qua bài kiểm tra chứ?

D. Hướng dẫn thành công của Oxford trong phỏng vấn xin việc

**Câu 36: Kiến thức:** Đọc hiểu

**Giải chi tiết:**

Từ "**them**" trong đoạn 1 đề cập đến \_\_\_\_\_.

A. sinh viên khoa học trái đất tiềm năng

B. nhà sử học

C. thí sinh hóa học

D. câu hỏi

**Thông tin:** Prospective earth sciences students could be asked what a rock handed to **them** looks like, meanwhile chemistry candidates are asked to calculate how many different molecules can be made from six carbon atoms and 12 hydrogen atoms.

**Tạm dịch:** Các sinh viên khoa học trái đất có triển vọng có thể được hỏi một hòn đá được trao cho họ thì trông như thế nào, trong khi các ứng cử viên hóa học được yêu cầu tính toán có bao nhiêu phân tử khác nhau có thể được tạo ra từ sáu nguyên tử carbon và 12 nguyên tử hydro.

**Câu 37: Kiến thức: Đọc hiểu**

**Giải chi tiết:**

Tại sao Đại học Oxford công khai các câu hỏi phỏng vấn mẫu và lời khuyên liên quan?

- A. Để chuẩn bị cho sinh viên cho các câu hỏi lạ trong các cuộc phỏng vấn việc làm của họ
- B. Để làm cho các ứng viên tiềm năng quen với quá trình phỏng vấn của họ
- C. Để kiểm tra phản ứng của công chúng đối với quá trình phỏng vấn về tiểu thuyết của họ
- D. Để giảm sự nhầm lẫn giữa hầu hết các sinh viên hiện tại của họ

**Thông tin:** ... so we put as much information as possible out there to allow students to see the reality of the process,"

**Tạm dịch:** ... vì vậy chúng tôi đã đưa ra ngoài càng nhiều thông tin càng tốt để cho phép sinh viên nhìn thấy thực tế của quá trình,"

**Câu 38: Kiến thức: Đọc hiểu**

**Giải chi tiết:**

Từ "**reciting**" trong đoạn 3 gần như có nghĩa \_\_\_\_\_.

- A. nhắc lại
- B. đánh giá lại
- C. phát hành
- D. sửa đổi

reciting (v): đọc thuộc lòng (những gì có trong trí nhớ)

**Thông tin:** ...No matter what kind of educational background or opportunities you have had, the interview should be an opportunity to present your interest and ability in your chosen subject, since they are not just about **reciting** what you already know."

**Tạm dịch:** Cho dù bạn có nền tảng giáo dục hay cơ hội nào đã có, cuộc phỏng vấn nên là một dịp để thể hiện sự quan tâm và khả năng của bạn với chủ đề bạn đã chọn, vì họ không chỉ nói lại về những gì bạn đã biết."

**Câu 39: Kiến thức: Đọc hiểu**

**Giải chi tiết:**

Theo Laura Tunbridge, câu hỏi về cách nghe nhạc của một ứng cử viên là để \_\_\_\_\_.

- A. đánh giá khả năng phản ứng của các ứng viên trước các tình huống quen thuộc
- B. đặt bối cảnh cho một cuộc thảo luận trừu tượng hơn về các chủ đề liên quan đến âm nhạc
- C. khuyến khích ứng viên xây dựng theo sở thích cá nhân của họ
- D. đo lường sự hiểu biết của họ về cách công nghệ ảnh hưởng đến các lựa chọn giải trí

**Thông tin:** "The question allows students to use their own musical experiences as a starting point for a broader and more abstract discussion about the different ways people consume music, the relationship between music and technology, and how music can define us socially,"

**Tạm dịch:** "Câu hỏi cho phép sinh viên sử dụng trải nghiệm âm nhạc của riêng họ làm điểm khởi đầu cho một cuộc thảo luận rộng hơn và trừu tượng hơn về cách mọi người nghe âm nhạc, mối quan hệ giữa âm nhạc và công nghệ và cách âm nhạc có thể định nghĩa chúng ta về mặt xã hội"

**Câu 40: Kiến thức: Đọc hiểu**

**Giải chi tiết:**

Từ "**clear**" trong đoạn 5 gần nghĩa nhất với \_\_\_\_\_.

- A. vượt qua
- B. đối mặt
- C. đưa, cho
- D. bỏ qua

clear (v): loại bỏ, vượt qua

**Thông tin:** Candidates who successfully **clear** the first hurdle with their written application will be invited to interview.

**Tạm dịch:** Các ứng viên vượt qua thành công rào cản đầu tiên với tờ đơn xin của họ sẽ được mời phỏng vấn.

**Câu 41: Kiến thức: Đọc hiểu**

**Giải chi tiết:**

Điều nào sau đây là ĐÚNG, theo đoạn văn?

- A. Tiến sĩ Khan khuyên các ứng cử viên tập trung hơn vào việc thể hiện kiến thức chung của họ tại buổi phỏng vấn.
- B. Đại học Oxford có kế hoạch sử dụng cùng một bộ câu hỏi cho tất cả các ứng viên.
- C. Đại học Oxford chỉ phát hành các câu hỏi phỏng vấn mẫu cho khoa học trái đất và âm nhạc.
- D. Tiến sĩ Khan hiểu quan niệm tham dự cuộc phỏng vấn Oxford có thể ảnh hưởng như thế nào ứng viên triển vọng.

**Thông tin:** ... we know many prospective applicants are already worried about being in an unfamiliar place and being questioned by people they have not met."

**Tạm dịch:** ... chúng tôi biết nhiều ứng viên có triển vọng đã lo lắng về việc ở một nơi xa lạ và bị hỏi bởi những người họ chưa gặp."

**Câu 42: Kiến thức:** Đọc hiểu

**Giải chi tiết:**

Câu hỏi nào mà một ứng cử viên lịch sử IT có khả năng được hỏi trong cuộc phỏng vấn Oxford?

- A. "Người ta có thể định nghĩa một cuộc cách mạng bằng cách nào?"
- B. "Điều gì một nhà sử học sẽ thấy thú vị về nơi bạn sống?"
- C. "Kể tên một số thần tượng nhạc pop mà bạn muốn gặp nhất. Tại sao lại chọn?"
- D. "Bạn muốn phỏng vấn loại người nào trong quá khứ? Tại sao?"

=> Thần tượng nhạc pop ít liên quan đến lịch sử nhất.

**Câu 43: Kiến thức:** Sự hòa hợp giữa chủ ngữ và động từ

**Giải chi tiết:**

Chủ ngữ "Maths" (Môn Toán) => danh từ số ít, tobe thì quá khứ đơn chia "was".

Sửa: were => was

**Tạm dịch:** Toán học là một trong những môn học yêu thích của cậu ấy khi cậu học tiểu học.

**Câu 44: Kiến thức:** Cấu trúc song hành

**Giải chi tiết:**

enjoy + V\_ing: thích làm gì

“and” nối các từ cùng loại, cùng tính chất

Trước “and” là các động từ dạng V\_ing (going, playing) => sau “and” cũng phải là V\_ing.

Sửa: to hang out => hanging out

**Tạm dịch:** Daisy thích đi mua sắm, chơi thể thao và đi chơi với bạn bè trong thời gian rảnh.

**Câu 45: Kiến thức:** Từ vựng

**Giải chi tiết:**

inconsiderable (adj): không đáng kể, không có giá trị

inconsiderate (adj): vô tâm, khinh suất

Sửa: inconsiderable => inconsiderate

**Tạm dịch:** Anh ta thật khinh suất khi không gọi điện về nhà báo bố mẹ anh ta biết rằng anh ta sẽ không quay lại cho đến ngày hôm sau.

**Câu 46: Kiến thức:** So sánh hơn, so sánh bằng/không bằng

**Giải chi tiết:**

Cấu trúc so sánh hơn với tính từ dài: S1 + to be + more + adj + than S2.

Cấu trúc so sánh không bằng với tính từ: S2 + to be + not + as + adj + as + S1.

**Tạm dịch:** Joe chăm chỉ hơn anh trai mình.

A. Joe không chăm chỉ như anh trai mình. => sai nghĩa

B. Anh trai của Joe không chăm chỉ bằng anh ấy.

C. Joe ít chăm chỉ hơn anh trai mình. => sai nghĩa

D. Anh trai của Joe chăm chỉ hơn anh ấy. => sai nghĩa

**Câu 47: Kiến thức:** Câu tường thuật

**Giải chi tiết:**

S + had better + V\_nguyên thể: Ai đó nên làm gì

= S + advise + O + to V\_nguyên thể: Ai đó khuyên ai làm gì

Các cấu trúc:

order sb to do sth: yêu cầu ai làm gì

warn sb against doing sth: cảnh báo ai không được làm gì

thank sb for doing sth: cảm ơn ai vì đã làm gì

**Tạm dịch:** "Bạn nên ở nhà trong thời gian này," anh ta nói với Lan.

A. Anh ta ra lệnh cho Lan ở nhà trong thời gian đó. => sai nghĩa

B. Anh ta cảnh báo Lan không nên ở nhà trong thời gian đó. => sai nghĩa

C. Anh khuyên Lan ở nhà trong thời gian đó.

D. Anh ta cảm ơn Lan vì đã ở nhà trong thời gian đó. => sai nghĩa

**Câu 48: Kiến thức:** Động từ khuyết thiếu

**Giải chi tiết:**

be not allowed to do sth: không được phép làm gì

= mustn't do sth

may + V\_nguyên thể: có lẽ là làm gì

should + V\_nguyên thể: nên làm gì

needn't + V\_nguyên thể: không cần thiết làm gì

**Tạm dịch:** Bạn không được phép chụp ảnh trong bảo tàng.

A. Bạn có thể chụp ảnh trong bảo tàng. => sai nghĩa

B. Bạn nên chụp ảnh trong bảo tàng. => sai nghĩa

C. Bạn không được chụp ảnh trong bảo tàng.

D. Bạn không cần chụp ảnh trong bảo tàng. => sai nghĩa

**Câu 49: Kiến thức:** Câu điều kiện (Những từ thay thế cho "if")

**Giải chi tiết:**

Câu gốc có động từ được chia ở thì hiện tại đơn (is, spoils) => sử dụng câu điều kiện loại 2 để viết lại.

Cách dùng: Câu điều kiện loại 2 diễn tả điều kiện trái với hiện tại dẫn đến kết quả trái với hiện tại.

Cấu trúc: If + S + was/were + O, S + would + V\_nguyên thể.

Dạng rút gọn: But for + N, S + would (not) + V\_nguyên thể: Nếu không vì ... thì ...

**Tạm dịch:** Bộ phim không hoàn hảo. Kết thúc đột ngột của nó làm hỏng bộ phim.

A. Bộ phim sẽ hoàn hảo nếu kết thúc đột ngột. => sai nghĩa

B. Miễn là bộ phim kết thúc đột ngột, nó sẽ không hoàn hảo. => chỉ dùng "Provided (that)" trong câu điều kiện loại 1

C. Nếu bộ phim không kết thúc đột ngột thì nó sẽ không hoàn hảo. => sai nghĩa

D. Nếu không vì kết thúc đột ngột của nó, bộ phim sẽ hoàn hảo.

**Câu 50: Kiến thức:** Đảo ngữ

**Giải chi tiết:**

Not until + S + V ... + trợ động từ + S + V: Mãi cho đến khi ... thì ...

Only after + S + V ... + trợ động từ + S + V: Chỉ sau khi ... thì ...

**Tạm dịch:** Olga nộp bài thi của mình. Sau đó cô nhận ra rằng mình đã bỏ sót một câu hỏi.

A. Nhận ra rằng cô ấy đã bỏ sót một câu hỏi, Olga nộp bài thi của mình. => sai nghĩa

B. Mãi đến khi Olga nộp bài thi của mình thì cô mới nhận ra mình đã bỏ sót một câu hỏi.

C. Nếu Olga nhận ra rằng cô đã bỏ sót một câu hỏi, cô sẽ không nộp bài thi của mình rồi. => sai cấu trúc câu điều kiện loại 3 (wouldn't hand => wouldn't have handed)

D. Chỉ sau khi Olga nhận ra rằng cô ấy đã bỏ sót một câu hỏi thì cô ấy mới nộp bài thi của mình. => sai nghĩa