$\begin{array}{c} \mathbf{B}\mathbf{\hat{Q}} \ \mathbf{G}\mathbf{I}\mathbf{\hat{A}}\mathbf{O} \ \mathbf{D}\mathbf{\hat{U}}\mathbf{C} \ \mathbf{V}\mathbf{\hat{A}} \ \mathbf{\bar{B}}\mathbf{\hat{A}}\mathbf{O} \ \mathbf{T}\mathbf{\hat{A}}\mathbf{O} \\ \hline \mathbf{\mathbf{D}}\mathbf{\hat{E}} \ \mathbf{T}\mathbf{H}\mathbf{I} \ \mathbf{T}\mathbf{H}\mathbf{A}\mathbf{M} \ \mathbf{K}\mathbf{H}\mathbf{\hat{A}}\mathbf{O} \end{array}$

KỲ THI TRUNG HỌC PHỔ THÔNG QUỐC GIA NĂM 2018 Bài thi: NGOẠI NGỮ; Môn thi: TIẾNG ANH

(Đề thi có 06 trang)

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

Họ, tên thí sinh:				Mã đề thi 001
Số báo danh:				
Mark the letter A, B, C,	, or D on your answer s	sheet to indicate the wo	ord that di	ffers from the
other three in the position	n of primary stress in eac	ch of the following ques	tions.	
Question 1. A. legal	B . diverse	C. polite	D. comp	lete
Question 2. A. interview	B . compliment	C. sacrifice	D . repres	sent
Mark the letter A, B, C,	or D on your answer sh	neet to indicate the wor	d whose u	nderlined part
differs from the other thi				•
Question 3. A. mood	_		D . m <u>oo</u> n	
Question 4. A. listens	B . reviews	C. protects	D . enjoy	<u>s</u>
Mark the letter A, B, C,	or D on your answer she	eet to indicate the corre	ect answer	to each of the
following questions.	or D on your answer sho	eei to indicate the corre	ci unswer	io each of the
Question 5. If he were yo	ounger he a profe	essional running competi	tion now	
A. will join	•			d ioin
Question 6. The children	•			a join
A. were all going	to bed before the	B . had all gone	om work.	
C. had all been going		D . have all gone		
Question 7. Linda refuse	d in the musical r	_	was sick.	
	B. participate			rticipating
Question 8. There has be	• •		2. to pu	- v
A. has it	B . has there	C. hasn't it	D . hasn'	t there
Question 9. David was de				
A. must have had	-	B . should have had		
C. needn't have had		D . mightn't have had		
Question 10. The propo		•	more trees	has received
approval from the council				
	B . be suggested	C. suggested	D . was s	uggested
Question 11. Project-bas				
·				-
A. creative	B . creativity	C. create	D . creati	vely
Question 12. Violent film	ns may have a negative _	on children.		
A. opinion	B . influence	C. dependence	D . decis	ion
Question 13. A good lead	der should not be conserv	ative, but rather	to new ide	as.
A . receptive	B. acceptable	C. permissive	D . appli	cable
Question 14. ind	ividuals are those who sha	are the same hobbies, int	terests, or p	oints of view.
A. Light-hearted	B . Like-minded	C. Even-handed	D . Open	-minded
Question 15. The child h	as no problem reciting the	e poem; he has it	t to memor	y.
A. devoted	B . added	C. committed	D . admir	tted
Question 16. After sever	al injuries and failures, t	hings have eventually _	for	Todd when he
reached the final round of	f the tournament.			
A. looked up	B . gone on	C. taken up	D . turne	d on
		•	Trang 1/6 -	Mã đề thi 001

to the underlined word((s) in each of the followin	g questions.	
Question 17. The first	few days at university ca	an be very daunting	, but with determination and
positive attitude, freshm	en will soon fit in with the	e new environment.	
A . interesting	B . memorable	C. serious	D . depressing
Question 18. Deforesta	tion may seriously <u>jeopar</u>	dize the habitat of ma	any species in the local area.
A . do harm to	B . set fire to	C . give rise to	D . make way for
Mark the letter A, B,	C, or D on your answe	er sheet to indicate	the word(s) OPPOSITE in
meaning to the underli	ned word(s) in each of the	e following questions	S.
Question 19. In this wri	ting test, candidates will r	not be penalized for a	minor mechanical mistakes.
A. punished	B . rewarded	C. motivated	D . discouraged
Question 20. After their	r long-standing conflict ha	nd been resolved, the	two families decided to bury
the hatchet.			
A . become enemies		B . become friends	
C. give up weapons		D . reach an agreen	nent
	~ ~		
		heet to indicate the	sentence that best completes
each of the following ex	_	1 6 1	
=	Mary are talking about wh	at to do after class.	
John: ""			
Mary: "Yes, I'd lo			
•		•	e to have a drink after class?
, , ,		•	te tea or coffee after class?
_	Daisy are discussing life in		
•	ace travel will become mo	re affordable for mar	ny people in the future."
Daisy: ""			
A. It doesn't matter at		B . There's no doul	
C . It is very kind of y	ou to say so.	D . I am sorry to he	ear that.
Read the following pass	sage and mark the letter A	A, B, C, or D on your	r answer sheet to indicate the
correct word or phrase	that best fits each of the n	•	m 23 to 27.
B 11 1 1		RIENDS	
• •	<u>-</u>	_	ned companions is crucial to
_	• •	_	led that our friends even help
			social environment, general
·	•	•	ipants were asked how much
•	iends, children, relatives a	-	1.116 (2.5)
	=	=	ed life (25) to a far
-	•		s. This benefit held true even
	•	•	dent of factors such as socio-
	<u> </u>	_	e ability to have relationships
			n physical and mental health.
· · · · · · · · · · · · · · · · · · ·	<u>=</u>		that are damaging to health,
such as smoking and dr	inking, occur less frequen	itly. (27), o	ur support networks, in times

Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) CLOSEST in meaning

of calamity in particular, can raise our moods and feelings of self-worth and offer helpful strategies for dealing with difficult personal challenges.

(Source: Academic Vocabulary in Use by Michael McCarthy and Felicity O'Dell)

Question 23. A. prolong	B. lengthen	C. stretch	D . expand
Question 24. A. in	B . with	C. on	D . at
Question 25. A. expectation	B . insurance	C. expectancy	D . assurance
Question 26. A. who	B . whom	C. what	D . that
Question 27. A. Otherwise	B . For example	C. Moreover	D . However

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 28 to 34.

We get great pleasure from reading. The more advanced a man is, the greater delight he will find in reading. The ordinary man may think that subjects like philosophy or science are very difficult and that if philosophers and scientists read these subjects, it is not for pleasure. But this is not true. The mathematician finds the same pleasure in his mathematics as the school boy in an adventure story. For both, it is a play of the imagination, a mental recreation and exercise.

The pleasure **derived** from this activity is common to all kinds of reading. But different types of books give us different types of pleasure. First in order of popularity is novel-reading. Novels contain pictures of imaginary people in imaginary situations, and give us an opportunity of escaping into a new world very much like our world and yet different from it. Here we seem to live a new life, and the experience of this new life gives us a thrill of pleasure.

Next in order of popularity are travel books, biographies and memoirs. These tell us tales of places we have not seen and of great men in whom we are interested. Some of these books are as wonderful as novels, and they have an added value that they are true. Such books give us knowledge, and we also find **immense** pleasure in knowing details of lands we have not seen and of great men we have only heard of.

Reading is one of the greatest enjoyments of life. To book-lovers, nothing is more fascinating than a favorite book. And, the ordinary educated man who is interested and absorbed in his daily occupation wants to occasionally escape from his drudgery into the wonderland of books for recreation and refreshment.

)

		(Source: h	ttp://www.importantindia.com	
Question 28. What does t	he passage mainly discus	s?		
A. Different types of bo	oks	B . Different kinds of	of reading	
C. Reading as an exerci	se for the brain D . Reading as a pleasurable activity			
Question 29. According t	o paragraph 1, which of t	he following is NOT tru	ie?	
A. Ordinary people may	y think that philosophy ar	nd science are difficult.		
B . Reading about mathe	ematics is mentally entert	aining for a mathematic	cian.	
C. Philosophers and sci	entists do not read for ple	easure.		
D . A more advanced pe	rson takes greater pleasu	re in reading.		
Question 30. The word "o	lerived " in paragraph 2 i	s closest in meaning to	•	
A. differed	B . established	C. bought	D . obtained	
Question 31. The word "i	t" in paragraph 2 refers to	0		
A. a new life	B . our world	C. an opportunity	D . a thrill of pleasure	

Question 32. The word	d "immense" in paragra	ph 3 is closest in meanin	g to	
A. great	B . limited	C. personal	D . controlled	
Question 33. According	ng to the passage, travel	books, biographies and r	nemoirs	
A. are wonderful nov	vels	B . tell stories of w	vell-known places	
C. are less popular th	nan novels	D . are more valuable than novels		
Question 34. Accordi	ng to paragraph 4, which	ch of the following is the	ne most fascinating to book-	
lovers?				
A. A daily occupation	n	B. An ordinary ed	ucated man	
C The wonderland		D A favorite book		

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.

The system of higher education had its origin in Europe in the Middle Ages, when the first universities were established. In modern times, the nature of higher education around the world, to some extent, has been determined by the models of influential countries such as France and Germany.

Both France and Germany have systems of higher education that are basically administered by state agencies. Entrance requirements for students are also similar in both countries. In France, an examination called the *baccalauréat* is given at the end of secondary education. Higher education in France is free and open to all students who have passed this *baccalauréat*. Success in this examination allows students to continue their higher education for another three or four years until they have attained the first university degree called a *licence* in France.

Basic differences, however, distinguish these two countries' systems. French educational districts, called *académies*, are under the direction of a rector, an appointee of the national government who is also in charge of universities in each district. The **uniformity** in curriculum throughout the country leaves each university with little to distinguish itself. Hence, many students prefer to go to Paris, where there are better accommodations and more cultural amenities for them. Another difference is the existence in France of prestigious higher educational institutions known as *grandes écoles*, which provide advanced professional and technical training. Most of these schools are not affiliated with the universities, although they too recruit **their** students by giving competitive examinations to candidates. The *grandes écoles* provide rigorous training in all branches of applied science and technology, and their diplomas have a somewhat higher standing than the ordinary *licence*.

In Germany, the regional universities have autonomy in determining their curriculum under the direction of rectors elected from within. Students in Germany change universities according to their interests and the strengths of each university. In fact, it is a custom for students to attend two, three, or even four different universities in the course of their undergraduate studies, and the majority of professors at a particular university may have taught in four or five others. This high degree of mobility means that schemes of study and examination are marked by a freedom and individuality unknown in France.

France and Germany have greatly influenced higher education systems around the world. The French, either through colonial influence or the work of missionaries, introduced many aspects of their system in other countries. The German were the first to stress the importance of universities as research facilities, and they also created a sense of them as **emblems** of a national mind.

(Source: https://britannicalearn.com)

Question 33. What	does the passage in	nanny uiscu	33:		
A . The nature of	education around the	he world in	modern tim	es	
B. Systems of hig	gher education in Fi	rance and G	ermany		
C . The origin of 1	higher education sy	stem in Eur	ope		
D . The influence	of France and Gerr	many on edu	icational sys	stems of other coun	ıtries
Question 36. The v		=	-		
A . proximity	B . discrepancy	1 0 1	nilarity	D . uniqueness	
Question 37. The v			•	-	
A. schools	_	C. ex			
Question 38. Whic					ted in paragraph 39
_	have no connection	U		Trance is NOT state	ca in paragraph 3:
				shnical tuaining	
	eputation for advan				
_	are better recognize		-	•	
•	tter accommodation				
Question 39. Accord	rding to the passage	e, a regional	university	rector in Germany i	is elected by
		.		001 1 1	
A. the staff of the	•		•	overnment officials	
0 0	overnment officials			her universities	
Question 40. Accord	0 1 0 1		-	le for students in G	ermany to attend
different universitie	es during their unde	ergraduate st	udies?		
A . The university	y staff have become	far more m	obile and o	ccupied.	
B . The university	's training program	ns offer grea	ter flexibili	ty and freedom of c	hoice.
C. University tuit	tion fees are kept at	t an affordal	ole level for	all students.	
D . Entry requirer	nents to universities	s in German	y are made	less demanding.	
Question 41. The v	word "emblems" in	the final pa	ragraph is c	losest in meaning t	0
A. representative		_	ructures	D . delegates	
Question 42. Which	h of the following	can be inferi	ed from the	passage?	
_	rance and Germany				l nationalities.
· -	kes longer to compl	_	_	_	
•	n Germany can gove		•		•
	ecentralization of h				
D . The level of d	cccintanzation of n	ngner cauca	tion is great	er in Germany mar	i iii i i ance.
Mark the letter A,	P C or D on vo	un angwan	shoot to inc	licato the underlin	and nave that moods
correction in each	•		sneet to thu	ucaie ine unaeriin	ea pari mai neeus
			itad to the n	arty by the form to	a char
Question 43. Every			пец <u>ю</u> ше р		icher.
Oraștian 44 Histo	A	B		D	shall table termis
Question 44. Histo			mes in Japai		baii, table tennis
_	A	В		C	
and hockey were ac	ided.				
D	1 (11 1 0		1 .	. 10	1 4 4 .
Question 45. Thou	= -	riends, they		_	
	A]	В	C
some regrettable mi	_				
I	D				

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. Harry no longer smokes a lot.

A. Harry now smokes a lot.

- **B**. Harry used to smoke a lot.
- **C**. Harry didn't use to smoke a lot.
- **D**. Harry rarely smoked a lot.

Question 47. "I'll call you as soon as I arrive at the airport," he said to me.

- **A**. He objected to calling me as soon as he arrived at the airport.
- **B**. He promised to call me as soon as he arrived at the airport.
- **C**. He denied calling me as soon as he arrived at the airport.
- **D**. He reminded me to call him as soon as he arrived at the airport.

Question 48. People think that traffic congestion in the downtown area is due to the increasing number of private cars.

- **A**. Traffic congestion in the downtown area is blamed for the increasing number of private cars.
- **B**. The increasing number of private cars is thought to be responsible for traffic congestion in the downtown area.
- C. The increasing number of private cars is attributed to traffic congestion in the downtown area.
- **D**. Traffic congestion in the downtown area is thought to result in the increasing number of private cars.

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. The young girl has great experience of nursing. She has worked as a hospital volunteer for years.

- **A**. Before she worked as a hospital volunteer for years, the young girl has great experience of nursing.
- **B.** Much as she has worked as a hospital volunteer for years, the young girl has great experience of nursing.
- C. Having worked as a hospital volunteer for years, the young girl has great experience of nursing.
- **D**. With great experience of nursing, the young girl has worked as a hospital volunteer for years.

Question 50. Peter told us about his leaving the school. He did it on his arrival at the meeting.

- **A**. Only after his leaving the school did Peter inform us of his arrival at the meeting.
- **B**. Not until Peter told us that he would leave the school did he arrive at the meeting.
- C. Hardly had Peter informed us about his leaving the school when he arrived at the meeting.
- **D**. No sooner had Peter arrived at the meeting than he told us about his leaving the school.

 THE	END	