

**SỞ GIÁO DỤC VÀ ĐÀO TẠO
NGHỆ AN
ĐỀ CHÍNH THỨC**
(Đề thi có 04 trang)

**KỶ KHẢO SÁT CHẤT LƯỢNG KẾT HỢP THI THỬ
LỚP 12, NĂM HỌC 2025 – 2026 (Đợt 3)**

Môn thi: TIẾNG ANH

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Họ và tên: Số báo danh: **Mã đề 0224**

Read the following leaflet and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 1 to 6.

Navigating Cyberspace: A Security Guide for Students

Accessing the Internet offers a profound connection to global knowledge, but maintaining your online safety requires personal responsibility. Currently, the digital landscape provides immense learning opportunities and quick access to information. (1) _____, navigating the virtual world without basic awareness can expose your accounts to hackers, compromise your privacy, and ultimately culminate (2) _____ severe psychological distress caused by cyberbullying. To stay conscious of digital protection, students should remember to:

- Minimize sharing of sensitive information and question the safety of (3) _____ unfamiliar links, rather than only the most obvious ones, before clicking.
- Adopt a (4) _____ through consistent, careful adherence to cybersecurity guidelines.
- Use appropriate privacy settings to avoid (5) _____ consequences during the exploration of social media platforms.
- Make consistent, informed choices to support account security, data privacy, and a positive long-term digital footprint.

By applying these principles regularly, students can keep cybercriminals and digital threats at (6) _____ throughout their academic years and beyond. This will also strengthen personal privacy, educational focus, and overall long-term digital stability significantly.

(Source: Synthesized from CISA, UNICEF and eSafety Commissioner online safety guidelines for students and teens)

- Question 1.** A. However B. Therefore C. For instance D. Likewise
Question 2. A. toward B. in C. with D. into
Question 3. A. all B. several C. both D. many
Question 4.
A. digital comprehensive security routine B. comprehensive digital security routine
C. digital security comprehensive routine D. comprehensive routine digital security
Question 5. A. minor B. lasting C. indirect D. adverse
Question 6. A. reach B. bay C. check D. distance

Read the passage and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the following questions from 7 to 16.

We are living through a boom in "shadow education" – the strategic proliferation of private tutoring paralleling mainstream schooling. Picture a classroom where profound literary analysis is replaced by rigid formulas for writing essays. True intellectual cultivation always necessitates profound reflection alongside acceptable failures. Far easier is it for the lucrative tutoring industry to standardize complex thought processes, reducing subjects into foolproof templates that guarantee high exam scores while systematically starving genuine curiosity.

This algorithmic pedagogy meets adolescents everywhere. Language institutes promote vocabulary memorization devoid of cultural context, whilst science camps focus strictly on bypassing multiple-choice distractors. [I] Private supplementary tutoring is not historically novel, yet its current incarnation has mutated into a psychological arms race. It originally served as a safety net for struggling learners, but erupted as the middle class equated relentless drilling with guaranteed upward mobility. Faced with hyper-competitive university quotas, anxious teenagers internalize the belief that their worth is inextricably linked to standardized metrics. Such cognitive conditioning is so entrenched that progressive educators are struggling to reclaim holistic learning, yet pedagogical reform lags behind parental panic. [II] The phenomenon exemplifies a broader crisis. After years of subtly exploiting fear, tutoring conglomerates realized that explicitly promoting rote learning is pedagogically indefensible. They have therefore adopted a

“critical thinking” **camouflage**, advertising pseudo-analytical worksheets while silently expanding their rigid, drill-based curriculums.

Why does this matter? Shadow education and algorithmic learning share a detrimental outcome: they systematically dismantle the creative resilience urgently required to navigate unpredictable modern economies. [III] Whereas overt memorization invites academic criticism, standardized tutoring tricks students into believing that mastering exam hacks equates to profound brilliance. Under this collective illusion, the motivation to pursue authentic, unstructured exploration evaporates, and the paradigm shifts needed to foster true innovation are suppressed indefinitely. [IV] Shadow education thus functions as a cognitive straitjacket, marching youth toward intellectual conformity with a tune of comforting efficiency.

Dismantling this parallel pedagogy is imperative if algorithmic test-taking is to be replaced by authentic, intellectually rigorous exploration.

(Source: Synthesized from UNESCO/IIEP materials by Mark Bray on shadow education and private supplementary tutoring, with additional ideas from research on rote learning and critical thinking in private tutoring)

Question 7. According to paragraph 1, the tutoring industry is criticized mainly because it _____.

- A. replaces serious literary study with commercially profitable science-based instructional programs
- B. refuses to adapt its methods to the procedural demands of standardized academic examinations
- C. converts complex thinking into formulaic routines that reward performance more than reflection
- D. encourages students to accept failure rather than pursue consistently high examination scores

Question 8. Which of the following best summarises paragraph 1?

- A. The tutoring market reflects concern that schools no longer prepare students for competitive examinations effectively.
- B. The rise of academic templates shows how efficiency shapes student expectations of success and classroom performance.
- C. The tutoring industry standardizes thinking patterns, reducing reflection and weakening authentic intellectual growth.
- D. The tutoring industry responds to exam pressure by simplifying instruction while rewarding efficient performance over deeper inquiry.

Question 9. Which of the following is NOT stated as an example of algorithmic pedagogy or its manifestations?

- A. fully authentic and deeply interpretive literary analysis sessions
- B. entirely context-free vocabulary memorization training routines
- C. highly specific instructional methods for bypassing exam distractors
- D. extremely rigid and repetitive drill-based academic programs

Question 10. The word “**camouflage**” in paragraph 2 mostly means _____.

- A. a selectively softened external image
- B. a carefully polished outward identity
- C. a deliberately misleading outward appearance
- D. a strategically appealing public presentation

Question 11. The word “**They**” in paragraph 2 refers to _____.

- A. massive tutoring conglomerates
- B. anxious middle-class parents
- C. highly competitive teenagers
- D. ambitious progressive educators

Question 12. Which of the following best paraphrases the underlined sentence in paragraph 3?

- A. Authentic intellectual exploration cannot replace algorithmic test-taking unless cognitive conditioning is thoroughly challenged worldwide.
- B. Authentic intellectual exploration cannot replace algorithmic test-taking unless drill-based instruction is more openly resisted worldwide.
- C. Authentic intellectual exploration cannot successfully replace algorithmic test-taking unless this parallel pedagogy is thoroughly dismantled worldwide.
- D. Authentic intellectual exploration cannot replace algorithmic test-taking unless progressive educators are fully supported worldwide.

Question 13. According to the author, the adoption of a “critical thinking” camouflage by tutoring conglomerates is mentioned as _____.

- A. a calculated response to parental anxiety about academic pressure and competitive schooling
- B. a strategic adjustment to criticism of narrow exam-focused instruction in private education
- C. a visible sign that mainstream schools are absorbing the promotional logic of private tutoring
- D. a concrete example of the industry's deceptive marketing strategy in contemporary tutoring

Question 14. Which of the following can be inferred from the passage?

- A. Profits from deceptive tutoring may gradually enable conglomerates to redefine the goals of mainstream schooling.
- B. Tutoring conglomerates' adoption of analytical branding signals a genuine shift in their instructional priorities.
- C. Increased anxiety over upward mobility and parental faith in drilling help drive the educational arms race.
- D. Algorithmic tutoring has already sparked the paradigm shifts needed to restore authentic intellectual exploration.

Question 15. Where in the passage does the following sentence best fit?

Yet shadow education is arguably more insidious.

- A. [II]
- B. [III]
- C. [I]
- D. [IV]

Question 16. Which of the following best summarises the passage?

- A. The passage argues that shadow education disguises exam training as analysis, dismantling creativity and delaying reform.
- B. The passage argues that tutoring conglomerates exploit competitive anxiety by camouflaging rote instruction as analytical learning.
- C. The passage argues that shadow education standardizes complex thought and rebrands drilling as analysis, suppressing intellectual curiosity.
- D. The passage argues that shadow education thrives on anxiety and replaces reflection with routines that narrow curiosity.

Read the passage and mark the letter A, B, C or D on your answer sheet to indicate the best answer to each of the following questions from 17 to 24.

When modern clothing brands merge digital platforms into a single "trend network," they use data tools to make youth marketing far more effective. Social media algorithms, influencer feeds, and online trackers build a live, shared picture of style preferences, color shifts, and fabric demands. Because everyone works on the same data, brands can set launch dates, determine when to restock, and track consumer reactions in real time. What once depended on guesswork is now driven by verifiable information.

With AI technology, brands can accurately map out their target audience and create customised clothing lines. Fast fashion companies change their designs on the fly, automated systems push ads to targeted demographics, and smart factories produce garments only where data shows a trend. **Because clothes match exactly what teenagers want, profits rise while unsold inventory falls.** Trials report considerable savings on materials, time, and shipping – benefits that companies maximize at the season's end.

Waste management is becoming just as precise for eco-conscious youth. Specialised apps track wardrobe usage every month, and style platforms predict vintage, minimalist, or oversized trends. Automated alerts remind users to donate or swap unused garments to local thrift stores and stop when a closet is full, **slashing** clothing waste and shopping bills. The result is a steadier personal style in changing seasons, fewer microplastics washed away, and a smaller fashion footprint for the whole community. Smart thrifting also helps limit impulse buying, reducing overall consumption.

The journey from factory to wardrobe is equally digital. Cloud platforms record fabric origins, factory conditions, and delivery times the moment they change, while blockchain records freeze each entry so eco-conscious customers can rely on it. Analytic tools browse the records to indicate weak points in the supply chain, forecast resale prices, and suggest better wardrobe plans for the next season to young shoppers. **This** makes youth fashion both expressive and sustainable.

(Source: Synthesized from McKinsey, UNEP, European Parliament and The Guardian materials on AI-driven fashion, fast fashion waste, sustainable textiles and digital wardrobe tracking)

Question 17. The word “set” in paragraph 1 mostly means _____.

- A. predict B. promote C. decide D. record
- Question 18.** Which of the following is NOT mentioned in paragraph 1 as information displayed on a live, shared picture?
- A. online trackers B. fabric demands C. style preferences D. color shifts
- Question 19.** Which of the following best paraphrases the underlined sentence in paragraph 2?
- A. As brands identify teenage preferences precisely, production expands while unsold inventory increases.
- B. As garments match teenage preferences precisely, profits increase while leftover inventory declines.
- C. As clothing lines follow teenage preferences closely, sales improve while leftover stock rises.
- D. As garments are promoted to teenagers more precisely, profits increase while environmental costs decline.
- Question 20.** The word “slashing” in paragraph 3 is OPPOSITE in meaning to ____.
- A. tolerating B. increasing C. intensifying D. maintaining
- Question 21.** The word “This” in paragraph 4 refers to ____.
- A. the recording of fabric origins and delivery details
- B. the donation and exchange of unused garments locally
- C. the creation of viral collections through trend prediction
- D. the digital tracking, verification, and planning process
- Question 22.** Which of the following is TRUE according to paragraph 4?
- A. Analytic tools record fabric origins, factory conditions, and delivery times as they change.
- B. Blockchain records forecast resale prices and suggest wardrobe plans for young shoppers.
- C. Analytic tools offer suggestions for better wardrobe plans for the following season.
- D. Cloud platforms verify each transaction so eco-conscious customers can rely on it.
- Question 23.** Which paragraph mentions approaches to managing unused garments?
- A. Paragraph 1 B. Paragraph 4 C. Paragraph 3 D. Paragraph 2
- Question 24.** Which paragraph suggests that digital tools can support more sustainable fashion decisions by ensuring supply-chain transparency and offering future-oriented planning?
- A. Paragraph 4 B. Paragraph 1 C. Paragraph 2 D. Paragraph 3

Mark the letter A, B, C, or D on your answer sheet to indicate the best arrangement of utterances or sentences to make a meaningful exchange or text in each of the following questions from 25 to 29.

Question 25.

Dear Applicant,

- This extension should give applicants time to check their entries after the system is restored.
- The problem occurred after a payment-gateway update temporarily blocked confirmation emails.
- If the receipt still does not appear, please send a screenshot to the support team by Friday.
- We apologize for the difficulty many applicants experienced while finalizing their scholarship forms.
- To address the disruption, the deadline has been extended to September 5.

Yours faithfully,

Scholarship Office

- A. d – b – a – e – c B. b – d – e – c – a C. d – e – b – a – c D. d – b – e – a – c

Question 26.

- Staff: The robotics workshop was moved to the media room after the floor repair started this morning.
- Student: That explains the locked door in Room 204; I’ll head there now. Thank you.
- Student: Excuse me, I followed the notice to Room 204, but there is no one inside.

- A. a – c – b B. b – c – a C. c – a – b D. c – b – a

Question 27.

- This peer-led workshop later grew into a year-long digital citizenship programme across English and civic education lessons.
- Riverdale High has received a provincial award for promoting responsible online communication.
- Encouraged by the programme’s results, the school plans to train student ambassadors for younger classes.
- This recognition grew out of a small peer-led workshop on checking sources before reposting news.
- Teachers added weekly fact-checking tasks, and survey responses showed fewer online conflicts.

A. b – d – e – a – c

B. d – b – a – e – c

C. b – a – d – e – c

D. b – d – a – e – c

Question 28.

- Mark: Record one rehearsal, then listen only for where your voice drops near the end.
- Alice: My science presentation is tomorrow, and I keep rushing whenever I practise.
- Alice: That sounds useful, but I might end up noticing every small mistake instead.
- Mark: Limit the reply to your pacing, not your pronunciation, so it does not become self-criticism.
- Alice: Fair enough. I'll try one short recording tonight and adjust the opening afterward.

A. a – b – c – d – e

B. b – c – a – d – e

C. b – a – c – e – d

D. b – a – c – d – e

Question 29.

- I had expected the charity fair to involve little more than assigning stalls and checking a timetable.
- Two teams missed deadlines, and several posters gave the wrong donation location.
- I spent the evening reallocating jobs, calling team leaders, and rewriting the announcement sheet.
- The experience showed me that leadership depends on calm follow-up, not just enthusiasm.
- Volunteering to lead the class charity fair had seemed like an exciting chance to prove myself.

A. e – a – b – d – c

B. e – a – b – c – d

C. e – b – a – c – d

D. e – a – c – b – d

Read the following piece of news and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 30 to 35.

Vietnam's Evolving University Admissions

In recent years, to align with international educational standards, Vietnam's higher education system has witnessed a growing (30) _____ of prestigious universities shifting towards diverse enrollment methods. Instead of relying solely on high school graduation scores, independent competency assessments are now designed to measure candidates' critical thinking and problem-solving skills (31) _____. (32) _____ by Vietnam's national universities and other leading institutions over the past few years, these standardized exams represent a significant shift away from rote memorization. Earning high scores in these specialized assessments is currently considered a (33) _____ criterion for early admission.

Across the country, there is a growing consensus (34) _____ relying on multiple evaluation methods offers a fairer chance for all applicants. Ultimately, these innovative admission strategies help well-rounded Vietnamese students (35) _____ from the crowd and confidently pursue global opportunities.

(Source: Synthesized from MOET, VNU and HUST official materials on Vietnam's 2025 university admissions and competency-based assessment exams)

Question 30. A. level

B. amount

C. number

D. range

Question 31. A. inaccurately

B. accurately

C. accurate

D. accuracy

Question 32.

A. Having been introducing

B. Having been introduced

C. Being introduced

D. Having introduced

Question 33. A. technical

B. supporting

C. supplementary

D. key

Question 34. A. how

B. whether

C. that

D. which

Question 35. A. stand out

B. put off

C. bring about

D. take after

Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the option that best fits each of the numbered blanks from 36 to 40.

The process of sorting through the various global trends on offer and determining which best aligns with Vietnamese identity is inevitably complex and individual personality traits will determine the eventual decision. Some youths undertake a process of extensive cultural evaluation, in which information is sought about a series of foreign lifestyles, (36) _____. Other youngsters with no patience to explore a variety of cultural choices (37) _____, for the sake of their own convenience rather than trying to guarantee that they adopt the most suitable one. This is known as limited cultural processing.

Many locals engage in routinised traditional behaviour, in which their daily customs change relatively little over time. (38) _____. Also, some generations who have been content with a particular local festival or traditional craft in the past may opt for the exact same experience again.

Finally, some youths will embrace foreign pop culture on impulse. (39) _____. It is, in fact, a pattern of behaviour that is becoming increasingly prevalent — to the dismay of cultural educators, who then

have less scope for forward planning and reduced opportunities to gain from promoting deep-rooted heritage in the short term. (40) _____, particularly when “stagnant traditions” need to be revitalised at short notice through sudden viral global phenomena.

(Source: Synthesized and localized from consumer decision-making models in Holloway and Humphreys' The Business of Tourism, with additional ideas from studies on Vietnamese youth identity in the context of globalization and digital transformation)

Question 36.

- A. many of which are accepted primarily for their perceived global appeal
- B. all of which are chosen for convenience rather than cultural compatibility
- C. some of which are adopted before any serious domestic comparison occurs
- D. each of which is evaluated and compared with domestic equivalents

Question 37.

- A. will carefully compare several foreign lifestyles with domestic equivalents
- B. will deliberately confine themselves to a small number of familiar habits
- C. will impulsively embrace whatever global trend becomes instantly popular
- D. will extensively evaluate unfamiliar customs before making cultural choices

Question 38.

- A. This is a common pattern among tradition-loyal locals, for example
- B. Such behaviour is often interpreted as a break from inherited customs
- C. Such routines usually encourage people to replace familiar experiences
- D. This pattern, however, tends to weaken when customs are repeatedly renewed

Question 39.

- A. While this is more typical of trends requiring little effort, it is by no means unknown among cultural adopters
- B. This pattern usually appears only when cultural choices require careful long-term reflection
- C. While such behaviour may seem spontaneous, it is rarely found among young cultural adopters
- D. This tendency is often linked to easily accessible trends, though it rarely reflects deeper cultural exploration

Question 40.

- A. Such cultural flexibility is rarely useful when rapid updates are required
- B. Such behaviour becomes valuable only when all traditional values are abandoned
- C. Such impulse adoption may, however, prove valuable in certain contexts
- D. Such adaptation may appear disruptive in highly stable cultural settings, however

----- THE END -----

ĐÁP ÁN

Câu	1	2	3	4	5	6	7	8	9	10
Đáp án	A	B	A	B	D	B	C	C	A	C
Câu	11	12	13	14	15	16	17	18	19	20
Đáp án	A	C	D	C	B	C	C	A	B	B
Câu	21	22	23	24	25	26	27	28	29	30
Đáp án	D	C	C	A	D	C	D	D	B	C
Câu	31	32	33	34	35	36	37	38	39	40
Đáp	B	B	B	D	C	A	D	B	C	D

Câu	1	2	3	4	5	6	7	8	9	10
án										

LỜI GIẢI THAM KHẢO

Câu 1: A. However

Phía trước nói Internet mang lại cơ hội học tập và tiếp cận thông tin. Phía sau lại nói nếu thiếu nhận thức cơ bản thì có thể bị hack, mất quyền riêng tư. Hai ý tương phản nên dùng **However**.

Câu 2: B. in

Cấu trúc đúng là **culminate in + noun/V-ing**, nghĩa là “dẫn đến/kết thúc bằng”.

Câu đúng: *ultimately culminate in severe psychological distress*.

Câu 3: A. all

Câu khuyên học sinh nên kiểm tra độ an toàn của **tất cả** các đường link lạ, không chỉ những link “rõ ràng” là nguy hiểm.

→ **all unfamiliar links**.

Câu 4: B. comprehensive digital security routine

Trật tự tính từ đúng:

comprehensive = toàn diện, bổ nghĩa cho cả cụm;

digital security routine = thói quen/quy trình bảo mật số.

→ *a comprehensive digital security routine*.

Câu 5: D. adverse

Cụm tự nhiên là **adverse consequences** = hậu quả bất lợi/tiêu cực.

Các đáp án khác như *minor*, *lasting*, *indirect* không hợp bằng trong ngữ cảnh cảnh báo rủi ro mạng xã hội.

Câu 6: B. bay

Thành ngữ: **keep something at bay** = ngăn chặn, giữ cho cái gì không tiếp cận/không gây hại.

→ *keep cybercriminals and digital threats at bay*.

Câu 7: C. converts complex thinking into formulaic routines that reward performance more than reflection

Đoạn 1 phê phán ngành dạy thêm vì biến tư duy phức tạp thành các “template” bảo đảm điểm cao, làm nghèo đi sự tò mò thật sự.

Ý này đúng với C.

A sai vì không phải “science-based instructional programs”.

B sai vì ngành này không “refuses to adapt”, mà ngược lại rất thích nghi với thi cử.

D sai vì không khuyến khích học sinh chấp nhận thất bại.

Câu 8: C. The tutoring industry standardizes thinking patterns, reducing reflection and weakening authentic intellectual growth.

Đoạn 1 nhấn mạnh: dạy thêm chuẩn hóa tư duy, biến môn học thành công thức, làm giảm suy ngẫm và triệt tiêu sự phát triển trí tuệ thật.

C tóm tắt sát nhất.

Câu 9: A. fully authentic and deeply interpretive literary analysis sessions

Bài nói phân tích văn học sâu sắc bị **thay thế** bởi công thức viết bài, nên nó không phải biểu hiện của “algorithmic pedagogy”.

B, C, D đều được nêu: học từ vựng không có ngữ cảnh, mẹo né nhiều trắc nghiệm, chương trình luyện tập cứng nhắc.

Câu 10: C. a deliberately misleading outward appearance

“Camouflage” nghĩa là sự ngụy trang. Trong bài, các trung tâm dạy thêm gắn nhãn “critical thinking” nhưng thực chất vẫn mở rộng chương trình luyện đề máy móc.

→ Đó là vẻ ngoài cố ý gây hiểu lầm.

Câu 11: A. massive tutoring conglomerates

Trước đại từ **They** là cụm: *tutoring conglomerates realized that...*

Vì vậy **They** chỉ **tutoring conglomerates**.

Câu 12: C. Authentic intellectual exploration cannot successfully replace algorithmic test-taking unless this parallel pedagogy is thoroughly dismantled worldwide.

Câu gạch chân:

Dismantling this parallel pedagogy is imperative if algorithmic test-taking is to be replaced by authentic, intellectually rigorous exploration.

Nghĩa là: Muốn thay thế lối làm bài máy móc bằng khám phá trí tuệ đích thực thì phải phá bỏ nền giáo dục song song này.

C diễn đạt lại sát nhất.

Câu 13: D. a concrete example of the industry's deceptive marketing strategy in contemporary tutoring

Cụm “critical thinking camouflage”, “advertising pseudo-analytical worksheets”, và “silently expanding their rigid, drill-based curriculums” cho thấy đây là một kiểu tiếp thị đánh lừa: bên ngoài quảng bá tư duy phản biện, bên trong vẫn luyện tập máy móc.

→ Chọn D.

Câu 14: C. Increased anxiety over upward mobility and parental faith in drilling help drive the educational arms race.

Bài nói tầng lớp trung lưu xem luyện tập liên tục là con đường bảo đảm thăng tiến xã hội, còn học sinh lo lắng vì chỉ tiêu đại học cạnh tranh. Điều đó làm cuộc đua giáo dục căng thẳng hơn.

→ Suy ra C.

Câu 15: B. [III]

Câu cần chèn: *Yet shadow education is arguably more insidious.*

Nó phù hợp nhất sau câu nói “Shadow education and algorithmic learning share a detrimental outcome...” rồi chuyển sang so sánh: giáo dục bóng tối còn nguy hiểm hơn vì nó ngụy trang thành tư duy phân tích.

→ Vị trí [III], đáp án B.

Câu 16: C. The passage argues that shadow education standardizes complex thought and rebrands drilling as analysis, suppressing intellectual curiosity.

Bài có 3 ý chính:

1. Dạy thêm chuẩn hóa tư duy phức tạp.
2. Nó đổi nhãn luyện tập máy móc thành “critical thinking”.
3. Nó làm giảm tò mò trí tuệ và sáng tạo.
C bao quát đầy đủ nhất.

Câu 17: C. decide

Trong câu: *brands can set launch dates* = các thương hiệu có thể **quyết định/ấn định** ngày ra mắt.
→ **set = decide**.

Câu 18: A. online trackers

Đoạn 1 nói bức tranh dữ liệu chung gồm: **style preferences, color shifts, fabric demands**.
Online trackers là công cụ tạo ra bức tranh đó, không phải thông tin hiển thị trong bức tranh.
→ A.

Câu 19: B. As garments match teenage preferences precisely, profits increase while leftover inventory declines.

Câu gạch chân: quần áo khớp đúng điều thanh thiếu niên muốn, lợi nhuận tăng, hàng tồn kho giảm.
B diễn đạt lại chính xác nhất.

Câu 20: B. increasing

Slashing = cắt giảm mạnh.
Từ trái nghĩa phù hợp nhất là **increasing** = làm tăng lên.

Câu 21: D. the digital tracking, verification, and planning process

“This” ở đoạn 4 chỉ toàn bộ quá trình số hóa: ghi nhận nguồn gốc vải, điều kiện nhà máy, thời gian giao hàng, xác minh bằng blockchain, phân tích và lập kế hoạch tủ đồ.
→ D.

Câu 22: C. Analytic tools offer suggestions for better wardrobe plans for the following season.

Đoạn 4 có câu: *Analytic tools ... suggest better wardrobe plans for the next season*.
A sai vì **cloud platforms** mới là thứ ghi nhận nguồn gốc vải, điều kiện nhà máy, thời gian giao hàng.
B sai vì **analytic tools** dự báo giá bán lại, không phải blockchain.
D sai vì blockchain mới “freeze each entry”.

Câu 23: C. Paragraph 3

Đoạn 3 nói về quản lý quần áo không dùng nữa: ứng dụng nhắc quyền góp hoặc trao đổi quần áo với cửa hàng đồ cũ.
→ Paragraph 3.

Câu 24: A. Paragraph 4

Đoạn 4 nói về minh bạch chuỗi cung ứng và lập kế hoạch tương lai: cloud platforms, blockchain records, analytic tools, wardrobe plans for the next season.

→ Paragraph 4.

Câu 25: D. d – b – e – a – c

Trình tự hợp lí của thư:

- d. Xin lỗi vì sự cố.
- b. Giải thích nguyên nhân: cập nhật công thanh toán làm chặn email xác nhận.
- e. Biện pháp xử lí: gia hạn hạn nộp đến 5/9.
- a. Việc gia hạn này giúp thí sinh kiểm tra lại thông tin sau khi hệ thống phục hồi.
- c. Nếu vẫn chưa thấy biên nhận thì gửi ảnh chụp màn hình.

→ D.

Câu 26: C. c – a – b

Hội thoại hợp lí:

- c. Học sinh hỏi vì đến phòng 204 nhưng không có ai.
- a. Nhân viên giải thích workshop đã chuyển sang phòng media.
- b. Học sinh hiểu ra và cảm ơn.

→ C.

Câu 27: D. b – d – a – e – c

Trình tự văn bản:

- b. Trường Riverdale High nhận giải thưởng.
- d. Sự công nhận này bắt nguồn từ một workshop nhỏ do học sinh dẫn dắt.
- a. Workshop đó phát triển thành chương trình công dân số kéo dài cả năm.
- e. Giáo viên thêm nhiệm vụ kiểm chứng thông tin hằng tuần, khảo sát cho thấy ít xung đột trực tuyến hơn.
- c. Từ kết quả đó, trường dự định đào tạo đại sứ học sinh.

→ D.

Câu 28: D. b – a – c – d – e

Trình tự hội thoại:

- b. Alice nêu vấn đề: ngày mai thuyết trình, cứ luyện là nói vội.
- a. Mark khuyên ghi âm một lần và chỉ nghe chỗ giọng bị hụt ở cuối.
- c. Alice lo mình sẽ soi từng lỗi nhỏ.
- d. Mark nói chỉ tập trung vào nhịp nói, không phải phát âm, để tránh tự phê bình quá mức.
- e. Alice đồng ý thử.

→ D.

Câu 29: B. e – a – b – c – d

Trình tự đoạn tự sự:

- e. Ban đầu việc lãnh đạo hội chợ từ thiện có vẻ thú vị.
- a. Người kể nghĩ việc đó chỉ đơn giản là phân công gian hàng và kiểm tra lịch.
- b. Sau đó phát sinh vấn đề: hai đội trễ hạn, poster sai địa điểm quyên góp.
- c. Người kể phải phân công lại, gọi trưởng nhóm, viết lại thông báo.
- d. Rút ra bài học về lãnh đạo.

→ B.

Câu 30: C. number

Cụm đúng: **a growing number of prestigious universities** = ngày càng nhiều trường đại học danh tiếng.
Amount dùng cho danh từ không đếm được, còn **universities** là danh từ đếm được số nhiều.

Câu 31: B. accurately

Cần trạng từ bổ nghĩa cho động từ **measure**.

→ *measure candidates' skills accurately*.

Câu 32: B. Having been introduced

Các bài thi chuẩn hóa đã được giới thiệu bởi các đại học quốc gia và các cơ sở hàng đầu.

Cấu trúc bị động hoàn thành: **Having been introduced by...**

→ B.

Câu 33: D. key

Cụm tự nhiên: **a key criterion** = tiêu chí then chốt.

Trong ảnh đề, câu 33 chọn **D. key**.

Câu 34: C. that

Cấu trúc: **There is a growing consensus that** + mệnh đề = ngày càng có sự đồng thuận rằng...

→ C.

Câu 35: A. stand out

Cụm: **stand out from the crowd** = nổi bật giữa đám đông.

Các cụm khác:

put off = trì hoãn/làm ai mất hứng;

bring about = gây ra;

take after = giống ai.

→ A.

Câu 36: D. each of which is evaluated and compared with domestic equivalents

Câu trước nói một số bạn trẻ tiến hành **extensive cultural evaluation**, tức đánh giá văn hóa kỹ lưỡng. Vì vậy mỗi lối sống nước ngoài được đánh giá và so sánh với lựa chọn trong nước.

→ D.

Câu 37: B. will deliberately confine themselves to a small number of familiar habits

Nhóm thứ hai không kiên nhẫn khám phá nhiều lựa chọn, nên họ giới hạn mình vào một số thói quen quen thuộc để tiện lợi. Đây là **limited cultural processing**.

→ B.

Câu 38: A. This is a common pattern among tradition-loyal locals, for example

Đoạn đang nói về hành vi truyền thống lặp lại, phong tục hằng ngày ít thay đổi. Câu A nói tiếp tự nhiên và dẫn vào ví dụ sau đó.

→ A.

Câu 39: D. This tendency is often linked to easily accessible trends, though it rarely reflects deeper cultural exploration

Đoạn nói một số bạn trẻ tiếp nhận văn hóa pop nước ngoài theo cảm tính. D giải thích đúng bản chất: theo các xu hướng dễ tiếp cận, nhưng không phản ánh sự khám phá văn hóa sâu sắc.

→ D.

Câu 40: C. Such impulse adoption may, however, prove valuable in certain contexts

Trước đó nói hành vi tiếp nhận theo cảm tính gây khó khăn cho các nhà giáo dục văn hóa. Sau đó lại nói nó có thể hữu ích khi cần làm mới truyền thống nhanh bằng hiện tượng toàn cầu lan truyền.

Cần một câu chuyển ý tương phản: **may, however, prove valuable**.

→ C.