SỞ GIÁO DỤC VÀ ĐÀO TẠO
LÀO CAI
ĐỀ CHÍNH THỨC

(Đề thi có 04 trang)

THI THỬ TỐT NGHIỆP THPT NĂM 2026
MÔN: TIẾNG ANH
Thời gian làm bài: 50 phút, không kể thời gian phát đề

Họ và tên: ..... Số báo danh: ..... **Mã đề 0948**

Read the following 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 1 to 10.

Technology, Deterrence and the Battle Against Waste Crime

Illegal waste dumping is frequently dismissed as a local inconvenience; however, in practice it constitutes a highly organised and financially lucrative form of environmental crime. In England alone, such activity is estimated to cost the economy approximately £1 billion annually, while simultaneously imposing long-term ecological and social damage. Against this backdrop, the government has announced the establishment of a 33-member drone unit intended to enhance the detection and investigation of unlicensed waste sites. Far from being a symbolic gesture, this initiative represents a strategic shift towards a more **assertive** and technology-driven enforcement model. **[I]**

The announcement coincided with the conviction of Varun Datta at Birmingham Crown Court. Datta orchestrated the illegal disposal of more than 4,000 tonnes of municipal waste across 16 sites, including protected land and a historic manor property. By falsely declaring that the waste would be transported to a licensed facility near Sheffield, he redirected it to unauthorised locations nationwide. **[II]** The court ordered him to repay over £1 million, reflecting the financial benefits derived from his activities, in addition to compensation and prosecution costs. **[III]** Although his custodial sentence was suspended, the substantial financial penalty was intended to undermine the economic incentives that often make waste crime attractive to organised groups.

Central to the revised strategy is the expanded role of the Environment Agency, which now integrates advanced surveillance technologies into its investigative framework. Several drones will be equipped with lidar systems capable of generating highly detailed topographical maps, enabling authorities to identify concealed or rapidly changing dumping sites. Officials argue that such innovation is necessary because organised offenders have become increasingly adept at exploiting regulatory gaps and avoiding conventional inspections. In this sense, technological monitoring is presented not as an optional enhancement but as a proportionate response to evolving criminal methods. **[IV]**

Nevertheless, questions remain regarding whether surveillance and financial penalties alone can deliver sustained deterrence. Critics contend that suspended prison sentences may dilute the perceived severity of the offence, potentially weakening the overall message of zero tolerance. Moreover, effective enforcement is resource-intensive and depends upon coordination between national regulators, local authorities and private landowners. Without consistent collaboration and long-term funding, even sophisticated technology may struggle to reverse entrenched patterns of illegal disposal.

Ultimately, while drones and harsher penalties are unlikely to eradicate waste crime entirely, **they** signal an effort to recalibrate the balance of risk and reward that has historically favoured offenders. By combining technological precision with legal accountability, policymakers appear determined to demonstrate that environmental crime will no longer remain a low-risk, high-profit enterprise.

(Adapted from *https://www.theguardian.com/am*)

Question 1. According to paragraph 1, the establishment of the drone unit is best understood as an attempt to _____.

A. offset the economic losses caused by environmental offences
B. increase the number of personnel responsible for environmental compliance
C. address illegal dumping through a more proactive and technology-oriented enforcement approach
D. replace conventional inspection methods with fully automated monitoring systems

Question 2. The word "**assertive**" in paragraph 1 is closest in meaning to _____.

A. temporary and flexible **B.** experimental and innovative **C.** hesitant and cautious **D.** forceful and determined

Question 3. Why are lidar-equipped drones presented as a necessary component of the revised enforcement strategy?

A. They symbolise a broader governmental commitment to technological modernisation in environmental governance.

B. They reduce the overall administrative burden associated with prosecuting environmental offences nationwide.

C. They improve the accuracy of detecting concealed dumping sites that traditional inspection procedures may overlook.

D. They prevent offenders from exploiting sentencing inconsistencies within the judicial system.

Question 4. Which of the following best summarises paragraph 3?

A. Waste crime has expanded primarily because enforcement agencies underestimated its economic impact.

B. Traditional inspection systems remain adequate despite the emergence of new technological tools.

C. Regulatory authorities are restructuring investigative practices to address increasingly adaptive criminal strategies.

D. Organised offenders have shifted towards less profitable but more discreet disposal methods.

Question 5. According to the passage, the financial penalty imposed on Datta was intended to _____.

A. remove the financial motivation behind organised waste crime

B. compensate local authorities for technological investment

C. replace imprisonment as the primary form of punishment

D. highlight the symbolic importance of environmental protection

Question 6. According to paragraph 4, which of the following factors is identified as essential for achieving sustained effectiveness in combating illegal waste crime?

A. Sustained inter-agency cooperation supported by consistent financial and institutional resources.

B. Comprehensive public awareness initiatives designed to discourage community-level participation.

C. Exclusive reliance on advanced aerial surveillance technologies across affected regions.

D. The immediate introduction of mandatory prison sentences for all environmental offences.

Question 7. Where in the passage would the following sentence best fit?

"**This case therefore served as a practical illustration of the economic logic underpinning organised waste crime.**"

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

Question 8. The word "**they**" in paragraph 5 refers to _____.

A. organised criminal groups **B.** drones and harsher penalties **C.** policymakers and regulators **D.** patterns of illegal disposal

Question 9. Which of the following can be inferred from the passage?

A. Regulatory agencies previously lacked both legal authority and technological capacity to address illegal dumping effectively.

B. The expansion of drone surveillance reflects widespread public dissatisfaction with current environmental policies.

C. Most individuals involved in illegal disposal activities are unaware of the long-term ecological consequences.

D. Organised waste crime has persisted partly because the anticipated financial returns have historically exceeded the perceived risks of enforcement.

Question 10. Which of the following best summarises the passage?

A. Illegal dumping primarily results from limited public awareness rather than coordinated criminal activity.

B. Financial sanctions represent the single most effective mechanism for addressing environmental offences nationwide.

C. The government is adopting a multifaceted strategy combining technology with financial and legal deterrents to rebalance criminal incentives.

D. Drone surveillance will gradually replace conventional inspections and permanently eliminate organised waste crime.

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 11 to 15.

An ethnography is a valuable research design for studying groups in education, focusing on their behaviors, beliefs, language, and the ways they develop shared patterns of interaction over time. Ethnographic research is a qualitative approach used to describe, analyze, and interpret the patterns of a culture-sharing group. (11) _____, including language, rituals, social structures, life stages, interactions, and communication.

Ethnographers conduct research by entering the "field," (12) _____. They aim to produce a detailed cultural portrait of a group within its natural setting. Typically, ethnographic studies focus on a group of individuals at a single site, examining shared patterns of behavior, belief, and language that have evolved over time. Fieldwork

often involves observing and interviewing participants in the contexts where they live and work. Data analysis begins with describing and analyzing the culture-sharing group and interpreting its patterns within the broader context of culture in action. (13) _____. The roots of ethnographic research lie in anthropology, sociology, education, and postmodern concerns about interpretation and representation.

Historically, three main types of ethnographic designs have emerged: realist, case study, and critical ethnographies. A realist ethnography presents an objective account of a culture-sharing group. (14) _____. Case studies focus on a specific program, event, or activity and offer an in-depth description and analysis based on extensive data collection. Critical ethnography emphasizes advocacy, giving voice to marginalized groups and addressing issues of power and authority. Together, these three ethnographic designs illustrate the methodological diversity of ethnographic research, (15) _____.

(Adapted from *Educational Research*)

Question 11.

A. The concept of culture is broad and encompasses human behavior and belief systems

B. Culturally, encompassing belief systems in human behavior is a broad concept

C. Human behavior and their belief systems are broadly encompassed the concept of culture

D. People behave and believe in a system of cultural concepts and encompass them broadly

Question 12.

A. observing and interviewing are means of collecting extensive data

B. that extensive data are collected through interviewing and observation

C. through interviewing and observation, data are collected extensively

D. where they collect extensive data through observation and interviewing

Question 13.

A. Ethnographers, therefore, adopt a reflexive inquiry style, remaining self-aware in research while maintaining respect for participants.

B. On the contrary, ethnographers maintain a reflexive inquiry style and adopt self-aware in research to remain respect for participants.

C. Participants, on the contrary, respect for ethnographers while remaining self-aware in a reflexive inquiry in research.

D. Therefore, participants remain a reflexive inquiry style in research while maintaining their respect for ethnographers.

Question 14.

A. The researcher writes this type of ethnopghraphy from their own perspectives without any interpretation from a third person.

B. Regardless of a third-person perspective, it is typically written basing on the researcher's sole perspective and interpretation.

C. Typically, it is written from a researcher's perspective basing on the final interpretation which is provided by the third person.

D. This type of ethnopgraphy is typically written from a third-person perspective, with the researcher providing the final interpretation.

Question 15.

A. because social and cultural phenomena can be understood from a distinct lens offered

B. to understand social and cultural phenomena through a distinct lens offered by them

C. each offering a distinct lens through which social and cultural phenomena can be understood

D. each of them ofters a distinct lens in order to understand social and cultural phenomena

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 16 to 21.

Eat Real Food Policy – Updated U.S. Dietary Guidelines (2025–2030)

The Eat Real Food Policy refers to the updated *United States Dietary Guidelines for Americans (2025–2030)*, marking a significant shift in federal nutrition guidance. (16) _____, the policy delivers a clear message: prioritise real, minimally processed foods to curb diet-related diseases and improve public health.The guidelines emphasise **real, whole foods** (17) _____ are recognisable in their natural form. **Protein** is highlighted as a key nutrient and encouraged at every meal. **Fruit and vegetables** are prioritised with (18) _____, while **whole grains** are promoted over refined grains.

The policy addresses rising (19) _____ of obesity, prediabetes, and chronic diseases linked to poor diets by encouraging a shift towards nutrient-dense. **In doing so, it seeks to foster long-term** (20) _____ **habits that**

support sustainable public health outcomes. These science-based guidelines apply (21) _____ all life stages and influence national programmes such as school meals, public health campaigns, and nutrition education.

(Adapted from *https://www.hhs.govpolicy.com*)

Question 16. **A.** Accordingly **B.** Otherwise **C.** However **D.** Nevertheless

Question 17. **A.** what **B.** wh+ **C.** whose **D.** which

Question 18. **A.** specific intake targets **B.** targets specific intake
C. intake specific targets **D.** specific targets intake

Question 19. **A.** numbers **B.** degrees **C.** amounts **D.** rates

Question 20. **A.** diet **B.** dietetics **C.** dietary **D.** dietitian

Question 21. **A.** for **B.** t+ **C.** with **D.** of

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 22 to 29.

3D printers have been widely used in educational settings from K–12 schools to universities as tools that support experiential learning and innovation. They are placed in various locations and environmental settings on campus, such as classrooms, maker centers, laboratories, and offices, alongside other office equipment such as photocopy machines, and are used for teaching, research, design, and prototyping in engineering, architecture, and other fields. In particular, university maker centers often house diverse types and multiple 3D printers within a single space, where **these devices** may operate continuously for extended periods**. This intensive and frequent use increases the likelihood of prolonged exposure to emissions for students and staff working nearby.**

Chemical Insights Research Institute (CIRI) has conducted a multi-year research initiative on 3D printer emissions and has found that 3D printing produces ultrafine particles (UFPs, smaller than 100 nm) as well as volatile organic compounds (VOCs). Due to their extremely small size, UFPs can remain suspended in the air for long durations and are easily inhaled. Once inhaled, these particles may **penetrate** deep into the lungs and even enter the bloodstream, which has been linked to respiratory and cardiovascular diseases.

In addition, some VOCs released during 3D printing processes have been associated with both acute and chronic adverse health effects, including eye and throat irritation, respiratory illness, and, in some cases, cancer, depending on exposure duration and concentration levels. The use of 3D printers on campuses can therefore contribute to elevated levels of indoor air pollutants, raising particular concerns for vulnerable populations such as individuals with asthma or other pre-existing respiratory conditions.

As a result, the growing prevalence of 3D printers in educational environments has increased attention to indoor air quality management. In enclosed or poorly ventilated spaces, continuous printer operation may lead to the **accumulation** of airborne pollutants, thereby heightening potential health risks. Consequently, systematic monitoring of particle and VOC levels, together with effective ventilation and exposure mitigation strategies, is essential to ensure a safe learning and working environment.

(Adapted from *https://chemicalinsights.ul.org*)

Question 22. The phrase **"these devices"** in paragraph 1 most directly refers to _____.

A. 3D printers **B.** laboratories **C.** photocopy machines **D.** universities

Question 23. Which of the following best paraphrases the underlined sentence in paragraph 1?

A. The frequent exposure of students and staff results in more intensive use of emission-producing equipment nearby.

B. Because students and staff work nearby, they are exposed to emissions for a long time, although the use is not frequent and intensive.

C. Intensive and frequently repeated use reduces the chances that emissions will affect students and staff working close to the source.

D. The heavy and repeated use makes it more likely that students and staff in close proximity will experience long-term exposure to emissions.

Question 24. The word **penetrate** in paragraph 2 mostly means _____.

A. embark **B.** enter **C.** remain **D.** remove

Question 25. Which of the following is **NOT** implied in the passage regarding 3D printers in educational environments?

A. Educational institutions are legally required to limit printer usage time.

B. Prolonged printer operation may increase exposure to airborne emissions.

C. Indoor air pollution levels may rise as a result of printer use.

D. They are commonly used for innovation-oriented learning activities.

Question 26. The word **"accumulation"** in paragraph 4 is **OPPOSITE** in meaning to _____.

A. retention **B.** intensity **C.** increase **D.** reduction

Question 27. Which of the following can be **reasonably inferred** from the passage?

A. 3D printer emissions pose no risk in well-ventilated classrooms.

B. UFPs are more dangerous than VOCs in all exposure conditions.

C. Maker centers are safer than laboratories for operating 3D printers.

D. Extended exposure increases potential health risks in enclosed spaces.

Question 28. Which paragraph(s) mainly focus on **the health implications of exposure to 3D printer emissions**?

A. Paragraph 1 only **B.** Paragraphs 2 and 3 **C.** Paragraph 4 only **D.** Paragraphs 1 and 4

Question 29. Which paragraph emphasizes the need to **balance educational benefits with health protection measures**?

A. Paragraph 2 **B.** Paragraph 1 **C.** Paragraph 3 **D.** Paragraph 4

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 30 to 34.

Question 30.

a. Liam: I agree. Protecting wildlife isn't just a local issue anymore; it's a global responsibility.

b. Sophie: I read that several countries are working together to save endangered species.

c. Liam: Yes, and some conservation projects have even created jobs for local communities.

d. Sophie: That's great! It shows that wildlife conservation benefits both the environment and the economy.

e. Liam: Exactly. When people see real benefits, they're more willing to support long-term conservation efforts.

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

Question 31.

a. However, the reality was far more demanding than I had anticipated, as cultural differences and tight deadlines quickly tested my adaptability.

b. Instead of feeling discouraged, I gradually adjusted my communication style and learned how to collaborate effectively with colleagues from diverse backgrounds.

c. Participating in an international exchange programme motivated me to pursue broader career opportunities beyond my home country.

d. This challenging yet transformative experience ultimately strengthened my resilience and brought me closer to achieving global success.

e. At first, I was excited about working on multinational projects and expanding my professional network.

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

Question 32.

a. I am writing to express my interest in the part-time sales assistant position advertised on your website.

b. I believe my customer service experience and strong communication skills make me a suitable candidate for this role.

c. I am currently a second-year university student seeking practical work experience to develop my professional skills.

d. I would welcome the opportunity to attend an interview at your convenience.

e. I have attached my CV for your consideration and look forward to hearing from you soon.

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

Question 33. a. Mia: Honestly, chances like that don't come up very often. It could help your career in the long run.

b. Leo: I've just been offered a short-term contract abroad, but I'm not sure if I should take it.

c. Leo: Yeah, I guess it might give me an edge later on.

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

Question 34.

a. Overall, these developments suggest a clear transition from a predominantly agricultural village to a more urbanised and functionally diverse area.

b. Significant developments occurred in Greenfield village between 1990 and 2015, during which the village underwent considerable changes.

c. By 2015, several new housing estates had been constructed on former farmland, and the main road had been extended to the east.

d. In 1990, Greenfield was largely rural in character, consisting mainly of open fields, a small number of houses, and a primary school located near the river.

e. Furthermore, a community centre and a small retail area were added in the southern part of the village, replacing what had once been open land.

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

Read the following advertisement 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 35 to 40.

Francophonie Day 2026

With a nod to both language and the environment, Francophonie Day will bring an eco-minded energy to Thong Nhat Park on March 22, 2026. The event is an annual (35) _____ for the Francophone and Francophile community in Viet Nam and this year it also aims to guide people towards a greener future through sport, culture, education, and (36) _____ professional opportunities.

As part of the even, the fourth season of the Course de la Francophonie *(Race of the Francophonie)* continues its commitment (37) _____ the values of the Francophone community. It offers an opportunity to (38) _____ personal goals and spread a positive spirit. The Francophone Career and Job Fair will be held (39) _____ the race, offering young people the chance to meet directly with embassies and organisations of the Francophone community, schools and universities, as well as business representatives. There will also be numerous booths and stands (40) _____ by Francophone embassies and institutions teaching French and in French.

(Adapted from *https://vietnamnews.vn*)

Question 35. **A.** gathering **B.** ceremony **C.** congress **D.** conference
Question 36. **A.** other **B.** the others **C.** others **D.** another
Question 37. **A.** to promoting **B.** promoting **C.** to promote **D.** promote
Question 38. **A.** set **B.** d+ **C.** play **D.** go
Question 39. **A.** by dint of **B.** in line with **C.** by virtue of **D.** in parallel with
Question 40. **A.** run **B.** which run **C.** running **D.** were run

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

ĐÁP ÁN

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
C	D	C	C	A	A	A	B	D	C	A	D	A	D	C	A	D	A	D	C

21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
B	A	D	B	A	D	D	B	D	A	B	C	D	A	A	A	A	A	D	A

LỜI GIẢI

Câu 1: C
• Đề hỏi mục đích của việc lập đội drone.
• Đoạn 1 nói rõ: chuyển sang **mô hình thực thi chủ động + công nghệ**
→ Không phải tăng nhân lực hay thay thế hoàn toàn kiểm tra
Chọn **C**

Câu 2: D
• *assertive* = mạnh mẽ, quyết liệt
→ gần nghĩa **forceful and determined**
Chọn **D**

Câu 3: C
• Drone lidar giúp:
+ phát hiện bãi rác ẩn
+ theo dõi thay đổi địa hình
→ tức là **tăng độ chính xác phát hiện**
Chọn **C**

Câu 4: C
• Đoạn 3 nói:
+ tội phạm ngày càng tinh vi
+ cơ quan quản lí phải thay đổi cách điều tra
Ý chính: **điều chỉnh phương pháp điều tra để thích nghi**
Chọn **C**

Câu 5: A
• Phạt tiền để:
+ làm giảm lợi ích kinh tế
tức là **loại bỏ động cơ tài chính**
Chọn **A**
Câu 6: A
• Đoạn 4:
+ cần phối hợp giữa nhiều cơ quan
+ cần nguồn lực lâu dài
Điều kiện quan trọng = **hợp tác + tài chính ổn định**
Chọn **A**
Câu 7: A
Câu cần chèn nói:
→ "vụ này minh họa động cơ kinh tế của tội phạm"
• Vị trí hợp lí:
+ sau khi mô tả vụ Datta
chính là [III]
Chọn **A**
Câu 8: B
• "they" = drones + harsher penalties
Chọn **B**
Câu 9: D
Suy luận:
• tội phạm tồn tại lâu vì:
+ lợi nhuận cao
+ rủi ro thấp
Chọn **D**
Câu 10: C
Tóm tắt bài:
• dùng công nghệ + pháp luật + tài chính
Chọn **C**
Câu 11: A
• Câu đúng cấu trúc:
→ "The concept of culture is broad..."
Chọn **A**
Câu 12: D
• Cấu trúc chuẩn:
→ "enter the field, **where they collect data...**"
Chọn **D**
Câu 13: A
• Logic:
→ nhà nghiên cứu phải tự ý thức (reflexive)
Chọn **A**
Câu 14: D
• Realist ethnography:
→ viết theo **ngôi thứ ba**
Chọn **D**
Câu 15: C
• Cấu trúc chuẩn:
→ "each offering a distinct lens..."
Chọn **C**
Câu 16: A
• *Accordingly* = do đó
Chọn **A**
Câu 17: D

• "foods **which are** recognisable"
Chọn **D**

Câu 18: A
• Collocation:
→ *specific intake targets*
Chọn **A**

Câu 19: D
• "rising **rates of obesity**"
Chọn **D**

Câu 20: C
• *dietary habits*
Chọn **C**

Câu 21: B
• "apply **to** all life stages"
Chọn **B**

Câu 22: A
• "these devices" = 3D printers
Chọn **A**

Câu 23: D
• Diễn đạt lại:
→ dùng nhiều → tăng nguy cơ tiếp xúc lâu dài
Chọn **D**

Câu 24: B
• *penetrate* = đi vào
Chọn **B**

Câu 25: A
• Bài không nói:
→ có quy định pháp lí bắt buộc
Chọn **A**

Câu 26: D
• accumulation ≠ reduction
Chọn **D**

Câu 27: D
• suy luận:
→ tiếp xúc lâu → nguy hiểm hơn
Chọn **D**

Câu 28: B
• đoạn 2 + 3 nói về tác hại sức khỏe
Chọn **B**

Câu 29: D
• đoạn 4:
→ vừa dùng công nghệ vừa cần bảo vệ sức khỏe
Chọn **D**

Câu 30: A
Trình tự:
b → a → c → d → e
Chọn **A**

Câu 31: B
c → e → a → b → d
logic: mở → kỳ vọng → khó khăn → thích nghi → kết quả
Chọn **B**

Câu 32: C
Thư xin việc chuẩn:
a → c → b → d → e
Chọn **C**

Câu 33: D

b → a → c

Chọn **D**

Câu 34: A

b → d → c → e → a

Chọn **A**

Câu 35: A

• *annual gathering*

Chọn **A**

Câu 36: A

• "and **other** opportunities"

Chọn **A**

Câu 37: A

• "commitment to **promoting**"

Chọn **A**

Câu 38: A

• *set goals*

Chọn **A**

Câu 39: D

• *in parallel with*

Chọn **D**

Câu 40: A

• "booths **run by** ..."

Chọn **A**