



CHUẨN BỊ CHO KÌ THI TỐT NGHIỆP THPT VÀ ĐGNL

ĐỀ THI THỬ TỐT NGHIỆP THPT 2026

Bài thi: NGOẠI NGỮ; Môn thi: TIẾNG ANH

Thời gian làm bài: 50 phút, 40 câu trắc nghiệm

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Read the following piece of news and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 1 to 6.

Heavy rains have hit Hanoi hard, creating 122 flooding spots that have paralysed 30 streets. The downpour brought (1) _____ to daily life, and traffic in many districts came to a standstill. While some people tried to (2) _____ floodwaters with sandbags and wooden boards, others waded through deep water to reach safety. There were residents (3) _____ homes were soaked and vehicles that were trapped in waterlogged roads. Authorities are working to pump out water and clear the streets, which had been turned into shallow rivers, (4) _____ normal life can resume. A large (5) _____ of shops, markets, and schools in the worst-hit areas were forced to close or move. This extreme weather, which wreaked havoc across the city, highlights how vulnerable urban areas remain to heavy rains and (6) _____.

- | | | | | |
|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Question 1. | A. disturbances | B. disruptions | C. distortions | D. disabilities |
| Question 2. | A. turn out | B. put out | C. shut out | D. bring out |
| Question 3. | A. where | B. who | C. whom | D. whose |
| Question 4. | A. whereas | B. so that | C. unless | D. provided that |
| Question 5. | A. amount | B. degree | C. number | D. volume |
| Question 6. | A. poor drainage systems | B. systems poor drainage | C. drainage poor systems | D. poor systems drainage |

Read the following leaflet and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 7 to 12.

The Secret to Raising Siblings Who Get Along

Raising children who live under the same roof can be joyful—but also challenging. Here are some tips that help build (7) _____ and harmony among siblings.

- Encourage teamwork through shared tasks, such as cleaning or cooking together, which helps them see each other as partners rather than rivals.
- (8) _____ clear family rules so everyone knows what is acceptable and what isn't. When boundaries are consistent, children feel more secure.
- Teach empathy, reminding (9) _____ child to listen before reacting. Understanding one another's feelings can reduce (10) _____.
- Avoid comparing one child (11) _____ another. Instead, celebrate individual strengths so no one feels left out or undervalued.
- Give siblings personal space and time with parents. Feeling equally valued prevents jealousy.
- Offer praise for kind gestures – acts (12) _____ care and patience – so that positive behaviour becomes a family habit.

With patience and guidance, peace at home can truly last.

- | | | | |
|-------------------------------------|------------------|----------------|----------------|
| Question 7. A. cooperate | B. cooperatively | C. cooperative | D. cooperation |
| Question 8. A. Put | B. Lay | C. Set | D. Bring |
| Question 9. A. other | B. a few | C. a little | D. each |
| Question 10. A. distinctions | B. disputes | C. violations | D. demands |
| Question 11. A. for | B. from | C. of | D. with |
| Question 12. A. showed | B. show | C. have shown | D. showing |

Mark the letter A, B, C or D to indicate the best arrangement of utterances or sentences to make a meaningful exchange or text in each of the following questions from 13 to 17.

Question 13.

- a. Huy: Yeah, I have. I'm thinking of donating some clothes and food this weekend.
- b. Linh: From my perspective, helping together makes our support much more meaningful.
- c. Linh: That's great! I plan to send some money through a local charity.
- d. Linh: Have you seen the news about the floods in the central region? It's heartbreaking.
- e. Huy: Good idea. We could even organise a small donation drive at school.

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

Question 14.

- a. For some, the admiration of strangers replaces genuine connection, creating a quiet sense of emptiness behind the screen.
- b. The visibility offered by social media turns ordinary moments into performances, shaping how people present themselves to the world.
- c. Online fame has become a modern obsession, attracting countless individuals eager for recognition.
- d. Fame achieved through a viral post can disappear as quickly as it arrives, leaving many chasing the next burst of attention.
- e. What seems like success, therefore, often reveals the fragility of validation built on fleeting applause.

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

Question 15.

Dear Green Paw Animal Shelter,

- a. Could you please share more details about the volunteer requirements and available schedules?
- b. Caring for abandoned animals has always been a cause close to my heart, and your shelter's work truly inspires me.
- c. My previous experience at a local rescue centre taught me how patience and consistency can make frightened animals trust again.
- d. Your guidance will help me prepare properly before joining your dedicated team.
- e. Having some free time this summer, I would love to contribute by helping with daily care or adoption events.

Best regards,

Lan Nguyen

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

Question 16.

- a. Mai: If everyone reduced single-use plastic, the difference would be huge.

- b. Mai: I can't believe how much plastic ends up in the river every day.

- c. Huy: Yeah, it's scary. Even small bottles we throw away can harm wildlife.

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

Question 17.

- a. The process demanded sensitivity and teamwork, as every voice needed to be heard and respected.

- b. Working on a project against bullying at school was one of the most eye-opening experiences I've ever had.

- c. Through each discussion, I realised that genuine change begins with empathy rather than punishment.

- d. The project not only raised awareness but also reshaped the way we treat one another in daily life.

- e. Our team designed workshops where students shared stories that revealed how subtle cruelty can damage confidence.

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

Read the following passage and mark the letter A, B, C, or D to indicate the correct option that best fits each of the numbered blanks from 18 to 22.

Foul language on social media has become a growing concern, especially among young users whose online presence reflects both freedom and impulsiveness. Many teenagers, driven by a desire to sound bold or humorous, adopt harsh words without realising how they shape communication norms. What seems like a harmless expression of personality (18) _____. The internet, a space once celebrated for creativity and connection, is now also a stage where offensive remarks gain attention faster than thoughtful ideas – (19) _____.

When young people post comments while angry or amused, (20) _____. Because online conversations happen instantly, emotion replaces reflection, and exaggeration replaces empathy. Using vulgar language, though intended to impress peers, can lead to misunderstanding or even cyberbullying. While some say that swearing just makes speech funnier or stronger, (21) _____. Encouraging digital manners, therefore, is not censorship but education.

Schools, which play a central role in shaping behaviour, should integrate digital ethics into everyday learning. By combining awareness campaigns, discussions, and peer projects, educators can show that respect and expression are not opposites but partners. The goal is not to silence individuality but to guide it – helping students, both creators and consumers of content, (22) _____.

Question 18.

- A. the normalisation of disrespect and aggression
- B. when disrespect and aggression are normalised
- C. often normalises disrespect and aggression
- D. which can normalise disrespect and aggression

Question 19.

- A. teachers, parents, and digital platforms struggle to confront this reality
- B. the struggle to confront this reality from teachers, parents, and digital platforms
- C. the confrontation with teachers, parents, and digital platforms is a real struggle
- D. a reality that teachers, parents, and digital platforms struggle to confront

Question 20.

- A. they rarely consider the consequences their words may bring
- B. the consequences of their words are rarely brought for consideration
- C. their words that are rarely considered may not bring consequences
- D. they may bring the consequences of their words that are rarely considered

Question 21.

- A. people's sense of the truth can be dulled when they hear too many hurtful words
- B. hearing words that hurt too often can dull people's sense of how they can be truthful
- C. people are hurt when their sense of truthful words is dulled while hearing them
- D. the truth is that hearing it too often dulls people's sense of how words can hurt

Question 22.

- A. the defining online culture is built on civility, empathy, and responsibility
- B. an online culture is built by defining civility, empathy, and responsibility
- C. build an online culture defined by civility, empathy, and responsibility
- D. while defining an online culture built on civility, empathy, and responsibility

Read the following passage and mark the letter A, B, C, or D to indicate the correct answer to each of the questions from 23 to 30.

Football, the world's most beloved sport, is entering a new era with the development of robot players. Engineers and scientists are creating advanced machines that can dribble, pass, and even score goals. These robots use artificial intelligence (AI) to learn from their mistakes and improve their skills over time. While they are not yet ready to compete against human professionals, robot footballers are becoming impressively skilled, raising questions about the future of the sport.

One of the main difficulties in creating robot footballers lies in imitating human agility and quick thinking. People can respond instantly to surprises on the field, whereas robots depend on sensors and programmed instructions. Even so, progress is being made by groups such as RoboCup, an international robotics competition. Their machines can now cooperate, form strategies, and execute basic plays. Some models even use cameras and advanced software to track the ball and anticipate its direction—similar to how human players react. Robotic footballers could transform the sport in several ways. They may serve as training partners, offering athletes a tireless and consistent opponent. In the future, fully robotic tournaments could emerge, where machines compete in fast-paced matches without human restrictions. The same technology could also support rescue missions and industrial tasks, allowing robots to move through hazardous or uneven areas safely.

Still, many fans argue that robots could never replace the passion and unpredictability of human football. The sport thrives on emotion, creativity, and the human element - things machines cannot imitate. Still, robot footballers are an exciting technological achievement. Whether as training tools, entertainment, or a new kind of competition, they are set to become an important part of football's future.

Question 23. Robot footballers can do all of the following EXCEPT _____.

- | | |
|-----------------------|-----------------------------|
| A. scoring goals | B. passing the ball |
| C. dribbling the ball | D. competing against humans |

Question 24. The word “they” in paragraph 1 refers to _____.

- | | |
|----------------------|------------------------|
| A. mistakes | B. skills |
| C. robot footballers | D. human professionals |

Question 25. The word “imitating” in paragraph 2 is CLOSEST in meaning to _____.

- | | | | |
|-------------|------------|--------------|--------------|
| A. revising | B. copying | C. assessing | D. enhancing |
|-------------|------------|--------------|--------------|

Question 26. The word “hazardous” in paragraph 3 is OPPOSITE in meaning to _____.

- | | | | |
|-----------|-------------|--------------|---------------|
| A. secure | B. complete | C. dangerous | D. unbearable |
|-----------|-------------|--------------|---------------|

Question 27. Which of the following best paraphrases the underlined sentence in paragraph 4?

“Still, many fans argue that robots could never replace the passion and unpredictability of human football.”

- | |
|--|
| A. Many supporters think that robots bring even greater enthusiasm and sudden changes to the game than human players do. |
| B. Many fans believe that machines already show the same emotion and surprise found in human football. |
| C. Many people claim that human football draws its energy and unexpected moments from robots. |
| D. Many fans believe robots can't match the emotional depth and unexpected nature of football played by humans. |

Question 28. Which of the following is **TRUE** according to the passage?

- A. In competitions like RoboCup, robot footballers can compete against human footballers.
- B. All robot footballers are already equipped with cameras and algorithms like humans.
- C. The more advanced robot footballers are, the more they threaten human footballers.
- D. Human footballers possess inherent abilities that are hard to programme into robots.

Question 29. Which paragraph explores how robots can be used apart from football?

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

Question 30. Which paragraph mentions a special competition?

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

Read the following passage and mark the letter A, B, C, or D to indicate the correct answer to each of the questions from 31 to 40.

A new generation of teenagers who mostly talk online or through text messages may face unemployment in the future because their everyday vocabulary is very limited – around 800 words, experts warn. Studies show that although they actually know about 40,000 words, they prefer a kind of “teenspeak” used in messages, chat rooms, and social media. Communication specialist Jean Gross believes that such a narrow vocabulary could harm their job prospects. She is starting a national campaign to help young people make better use of their language skills. Her goal is to make sure students don’t fail at school or later at work simply because they are **inarticulate**. [I]

Jean Gross explains that young people spend more time using short and quick digital messages, so they rarely practice formal communication. [II] She says, “We must teach them to see the difference between texting language and the proper English **they**’ll need for real success – 800 words aren’t enough for any career.” To support this, she plans to send students with video cameras into workplaces so they can record how professionals use language and report back to their classmates. She also encourages parents to reduce their children’s TV time and replace it with real conversations.

Her worries came after research by Professor Tony McEnery, who studied 10 million spoken words and 100,000 words from teenagers’ blogs. He found that teens use their top 20 words in one-third of all their speech, along with slang unknown to most adults – such as “chenzed” (tired), “spong” (silly), and “lol” (laugh out loud).

[III] According to language consultant John Bald, this limited use of vocabulary is not accidental but a kind of rebellion – teenagers, he explains, tend to simplify their language to fit in with friends and distance themselves from formal education. **He adds that this behaviour reflects a wider “anti-school” attitude that parents and teachers must address.** [IV] Linguist David Crystal argues that teenagers are, in fact, highly expressive and creative with words; their vocabulary is simply focused on subjects they care about, such as music, gaming, and social life. He believes this variation shows flexibility rather than laziness, proving that young people adapt language to suit their own world and identity.

Question 31. According to paragraph 1, experts have warned that teenagers _____.

- A. are addicted to communicating by using text messages
- B. find it challenging to memorise words learned at school
- C. can’t get a job easily because their vocabulary range is limited
- D. become withdrawn and lack motivation to talk to others

Question 32. The word “**inarticulate**” in paragraph 1 can be best replaced by _____.

- A. too slow to react
- B. bad at calculating
- C. unable to express thoughts clearly
- D. easy to be influenced by others

Question 33. The word “they” in paragraph 2 refers to _____.

- A. words B. cameras C. young people D. celebrities

Question 34. Jean Gross intends to send students with video cameras into workplaces to _____.

- A. observe how workers use language B. record short films for school projects
C. interview employees about their jobs D. learn how to act in professional settings

Question 35. Which of the following best summarises paragraph 3?

- A. Tony McEnery’s study found that teenagers prefer using slang words, all of which are not able to be understood by the older generation.
B. Research by Tony McEnery showed that teenagers use a very limited set of words and invent slang terms unfamiliar to adults.
C. Tony McEnery’s research found that teenagers use a small number of common words in their speech and create exciting expressions.
D. According to Tony McEnery, teenagers’ speech shows a strong reliance on common words, with few slang expressions.

Question 36. Which of the following best paraphrases the underlined sentence in paragraph 4?

“He adds that this behaviour reflects a wider “anti-school” attitude that parents and teachers must address.”

- A. Not only does John Bald think parents and teachers influence this behaviour, but he also claims it creates the anti-school culture itself.
B. John Bald argues that the anti-school culture controls the behaviour that parents and teachers struggle to confront.
C. Were this behaviour less obvious, John Bald suggests that parents and teachers would not have to deal with the anti-school attitude.
D. John Bald notes that opposition to schooling is evident in this behaviour, which parents and teachers should tackle.

Question 37. Where in the passage does the following sentence best fit?

“However, not all experts agree.”

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

Question 38. Which of the following is NOT mentioned in the passage?

- A. The campaign launched by Miss Gross aims at helping young people who struggle to use formal language.
B. According to Miss Gross, a multifaceted approach will help teenagers to use language effectively.
C. Tony McEnery was taken aback to discover some unusual slang words invented by teenagers.
D. David Crystal is at loggerheads with others on the understanding and assessment of teenagers' language abilities.

Question 39. Which of the following can be inferred from the passage?

- A. The long-term impact of text messages on teen language has yet to be comprehended.
B. The anti-school culture is seen as a normal aspect of teenagers' development.
C. Society tends to undervalue linguistic skills outside conventional or formal standards.
D. Teens should be exposed to formal language daily so that they can talk properly.

Question 40. Which of the following best summarises the passage?

- A. Experts caution that teenagers' limited vocabulary risks unemployment, prompting Jean Gross to advocate for broader language use in education and at home.
- B. Experts warn that teens' limited vocabulary may harm job prospects, leading to a language campaign and debates among experts over rebellion or creativity in teen speech.
- C. Experts warn that teenagers' limited 800-word everyday online vocabulary will negatively affect their job prospects, prompting an effort to teach them formal language skills.
- D. Teenagers use a slang-filled "teenspeak" with friends to rebel against formal education, though some experts argue this shows great creative language flexibility.

VŨ MAI PHƯƠNG

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BẢNG TỪ VỰNG

STT	Từ vựng	Nghĩa	Từ loại	Phiên âm	Cấp độ	Từ đồng nghĩa	Từ trái nghĩa
1	aggression	sự hung hăng, sự gây hấn	n	/ə'greʃn/	C1		
2	agility	sự nhanh nhẹn	n	/ə'dʒɪləti/	B2	nimbleness	slowness
3	anticipate	dự đoán trước, lường trước	v	/æn'tɪsipeɪt/	B2	predict, foresee	
4	bold	dũng cảm, táo bạo	adj	/bəuld/	B2	brave, daring, courageous	cowardly, timid
5	censorship	sự kiểm duyệt	n	/'sensəʃɪp/	C1		
6	civility	sự lịch sự, nhã nhặn	n	/sə'veləti/	C1	politeness, courtesy	incivility, impoliteness, discourtesy
7	comprehend	hiểu, lĩnh hội	v	/kəmprɪ'hend/	B2	understand, grasp	
8	confront	đối mặt, đương đầu	v	/kən'frənt/	C2	face up to, deal with	
9	consistency	tính nhất quán	n	/kən'sistənsi/	C1		inconsistency
10	consistent	nhất quán	adj	/kən'sistənt/	B2		inconsistent
11	conventional	thông thường, bình thường	adj	/kən'venʃənl/	B2	ordinary, common	unconventional, uncommon
12	cooperation	sự hợp tác	n	/kəʊ'ɒpə'reɪʃn/	B2	collaboration	
13	cruelty	sự tàn ác	n	/'kru:əlti/	B2	brutality, harshness	kindness
14	dispute	cuộc tranh cãi, cuộc tranh luận	n	/dɪ'spu:t/	C2	argument, disagreement	agreement, harmony
15	disruption	sự gián đoạn, sự phá vỡ	n	/dɪs'rʌpʃn/	C1		
16	distinction	sự khác biệt	n	/dɪ'stɪŋkʃn/	B2	difference	similarity
17	distortion	sự bóp méo, sai lệch (sự thật)	n	/dɪ'stɔ:ʃn/	C1	misrepresentation	
18	disturbance	sự quấy rầy, sự xáo trộn	n	/dɪ'stɜ:bəns/	C1		
19	dribble	rẽ bóng (thể thao)	v	/'drɪбл/	B2		

20	evident	rõ ràng, hiển nhiên	adj	/'evɪdənt/	B2	obvious, clear, apparent	unclear
21	exaggeration	sự phóng đại	n	/ɪg'zædʒə'reɪʃn/	C1	overstatement	understatement
22	execute	thi hành, thực hiện	v	/'eksɪkju:t/	C1	carry out	
23	eye-opening	mở mang tầm mắt	adj	/'aɪ əʊpənɪŋ/	B2		
24	fleeting	thoáng qua, ngắn ngủi	adj	/'fli:tɪŋ/	C1	brief, momentary, ephemeral	lasting
25	foul language	ngôn ngữ thô tục	n.p	/faʊl 'læŋgwɪdʒ/	B2		
26	fragility	sự mong manh, dẽ vỡ	n	/frə'dʒɪləti/	C1		
27	harsh	lỗ mảng, thô bỉ, gay gắt	adj	/ha:ʃ/	C1	unkind, cruel	kind
28	hazardous	nguy hiểm	adj	/'hæzədəs/	C1	dangerous, unsafe	safe, secure
29	heartbreaking	đau lòng	adj	/'ha:tbreɪkiŋ/	B2	grievous, heartrending	happy, joyful
30	imitate	bắt chước	v	/'ɪmɪteɪt/	C1	mimic, copy	
31	impulsiveness	sự bốc đồng	n	/ɪm'pʌlsɪvnəs/	C1	impetuosity, rashness	caution
32	inarticulate	không diễn đạt rõ ràng	adj	/ɪn'a:tɪkjələt/	C1		articulate
33	inherent	vốn có	adj	/ɪn'herənt/	C2	inbuilt	
34	multifaceted	nhiều khía cạnh	adj	/mʌltɪ'fæstɪd/	C1	complex, many-sided	
35	obsession	nỗi ám ảnh	n	/əb'seʃn/	C1		
36	offensive	xúc phạm, gây khó chịu	adj	/ə'fɛnsɪv/	B2	insulting, rude	inoffensive, polite
37	opposition	sự phản đối	n	/ɒpə'zɪʃn/	C1	resistance, disapproval, disagreement	support, approval
38	paralyse	làm tê liệt	v	/'pærəlaɪz/	C1		
39	proper	đúng đắn, thích hợp	adj	/'prɒpə(r)/	B1	appropriate, suitable, correct	improper, inappropriate
40	rebellion	sự nổi loạn	n	/rɪ'beljən/	C1		

41	slang	tiếng lóng	n	/slæŋ/	C1		
42	subtle	tinh tế, khó nhận ra	adj	/'sʌtl/	C1		obvious
43	tackle	giải quyết, đối phó	v	/'tækkl/	B2	deal with	
44	unbearable	không thể chịu đựng nổi	adj	/ʌn'beərəbl/	B2	intolerable, unendurable	bearable, tolerable
45	undervalue	đánh giá thấp	v	/ʌndə'velju:/	C1	underestimate	overvalue, overestimate
46	unpredictability	tính khó đoán	n	/ʌnpri'diktə'bɪləti/	C1		predictability
47	validation	sự công nhận (từ người khác)	n	/vælɪ'deɪʃn/	C1	recognition	
48	vulgar	thô tục, phản cảm	adj	/'vʌlgə(r)/	C1	rude, crude	polite
49	withdrawn	khép kín, thu mình	adj	/wɪð'drə:n/	C2		outgoing, sociable

BẢNG CẤU TRÚC

STT	Cấu trúc	Nghĩa
1	be at loggerheads with somebody	bất đồng với ai
2	be set to do something	sắp, chuẩn bị làm gì
3	be taken aback	bị bất ngờ, sững sốt
4	bring out	phát hành, xuất bản
5	come to a standstill	dừng lại, đình trệ
6	compare somebody with somebody	so sánh ai với ai
7	deal with	giải quyết, đối phó
8	eager for something	háo hức, mong muốn điều gì
9	fit in with somebody	hòa nhập với ai đó
10	integrate something into something	kết hợp, hòa nhập cái gì vào cái gì
11	live under the same roof	sống chung dưới một mái nhà
12	make use of something	tận dụng
13	put out	dập tắt (lửa, ánh sáng); phát hành
14	raise questions about something	đặt ra nghi vấn về điều gì
15	rebel against something	nôй loạn, chống lại
16	set rules	đặt ra quy tắc, luật lệ
17	shut out	ngăn chặn ai/cái gì xâm nhập vào một nơi
18	turn out	hóa ra là
19	wreak havoc	gây thiệt hại, tàn phá