

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

Read the following travel guide 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.

Thailand offers a rich mix of culture, food, and scenery, giving newcomers (1) _____ of opportunities to explore. First-time travellers can enjoy vibrant night markets, quiet temples, and warm beaches that stay lively from morning to evening. Most visitors appreciate the friendly atmosphere, especially in small towns (2) _____ with locals eager to help.

Here are some tips to make your trip smoother:

- Choose guesthouses (3) _____ owners are known for welcoming travellers with clear advice.
- Pack (4) _____ so you can move easily in the warm weather.
- Visit popular spots located near public transport to save time and energy.
- Spend (5) _____ least one day trying local street food and learning simple Thai greetings.

Thailand suits both (6) _____ travellers and those who prefer a slower pace. With a bit of planning and an open mind, your first visit will be memorable and full of colour.

- Question 1.** A. variety B. handful C. plenty D. level
Question 2. A. are filled B. filled C. to fill D. filling
Question 3. A. which B. whose C. whom D. where
Question 4. A. light travel clothes B. travel light clothes
 C. travel clothes light D. clothes light travel
Question 5. A. of B. to C. from D. at
Question 6. A. conscious B. adventurous C. qualified D. deliberate
-

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.

Helping Your Child with Anger

Anger can build up over time when children struggle (7) _____ inner worries that they don't understand. It's important for (8) _____ family members to join in finding calm solutions so the whole home feels safe. For example, you might turn a tense moment into a chance to talk quietly and openly about feelings. One helpful step is to ask your child what (9) _____ their anger and explore gentle strategies together.

- Encourage your child to take long, slow breaths when they feel upset.
- Teach them to (10) _____ from a heated situation until they feel more relaxed.
- Praise any small improvement in how your child deals with frustration, helping reduce stress and possible (11) _____.

When parents stay calm and connected, the child begins to feel trusted and supported. By working as a team, you will help your child learn healthy ways of expressing anger and (12) _____ stronger relationships at home.

- | | | | | |
|--------------|--------------|-----------------|---------------|---------------|
| Question 7. | A. of | B. to | C. from | D. with |
| Question 8. | A. every | B. much | C. a little | D. other |
| Question 9. | A. settles | B. commits | C. triggers | D. obtains |
| Question 10. | A. turn away | B. walk away | C. carry out | D. bring out |
| Question 11. | A. depressed | B. depressingly | C. depression | D. depressing |
| Question 12. | A. share | B. pull | C. leave | D. build |

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.

Hi Mateo,

- One wrong turn in a quiet neighbourhood took me away from the main street, and the map on my phone stopped loading just when I needed it most.
- Next time I travel, I'll be much more careful about keeping my route clear.
- The whole experience taught me how quickly a simple mistake can turn into an adventure.
- I have to tell you about the moment I got completely lost during my trip to Peru, because it turned out to be far more intense than I expected.
- After walking in circles for a while, I finally met a kind shop owner who explained the way back with such patience that my fear disappeared almost instantly.

Take care,

Milan

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

Question 14.

- a. Although the work requires constant patience, the small breakthroughs – like a shy child finally joining a group activity – make every challenge worth it.
- b. Once I began the job, I realised how fulfilling it is to guide young children through early routines that build confidence and social awareness.
- c. Over time, this role has shown me that caring for young minds demands both gentle firmness and a sense of purpose that easily outweighs old expectations.
- d. I also stay in close contact with parents so they can see how their children are learning, growing, and forming habits that influence later development.
- e. When I told my parents I would become a male nursery teacher, they were totally in shock.

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

Question 15.

- a. Although the path ahead remains complex, COP30 represents a crucial moment for deciding whether the world can still steer itself toward a more stable climate future.
- b. Public concern adds another layer, quietly guiding leaders toward decisions that demonstrate real accountability rather than symbolic ambition.
- c. As delegates prepare for negotiations, they face the difficult task of strengthening emissions targets in a world where economic pressures still influence political choices.
- d. This tension shapes every discussion, since deeper commitments require not only technological support but also trust among nations that fear unequal burdens.
- e. COP30 is emerging as a pivotal moment in global climate cooperation, as it pushes countries to face the growing gap between their promises and their progress.

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

Question 16.

- a. **Liam:** A few times, but I'm not sure where to start or what projects need help.
- b. **Hana:** Have you ever thought about volunteering while travelling?
- c. **Liam:** That actually sounds meaningful, especially if it helps you learn about the local culture.
- d. **Hana:** I believe that volunteering abroad makes the journey richer and more memorable.
- e. **Hana:** Some programmes let you teach, farm, or join community events for a short time.

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

Question 17.

- a. **Linh:** Sometimes, but they make more sense when I break the ideas into small steps.
- b. **Nam:** Do you ever feel like science subjects get harder the more you study them?
- c. **Nam:** True, and it's great when everything finally clicks after a bit of patience.

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

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.

Crop burning, a long-standing farming practice, remains common in many rural regions because it allows farmers to clear fields quickly and prepare the soil for the next planting season. Although the method is fast and inexpensive, it also releases thick smoke that can travel far, and **(18)** _____. Moreover, the sudden rise in airborne particles can disrupt transport, harm public health, and reduce visibility, especially during dry months when winds are strong. Many experts argue that the short-term convenience of burning fields **(19)** _____.

In several countries, authorities have begun studying alternatives, such as composting crop residue, collecting leftover stalks for animal feed, and adopting mechanical shredding. These approaches, though slightly more expensive at first, help maintain soil nutrients and reduce harmful emissions. **(20)** _____. Yet the transition is not easy, particularly for small households that rely on traditional tools, shared knowledge, and seasonal labour.

As discussions continue, **(21)** _____, and they are doing so while recognising how deeply crop burning is tied to rural life. Educational campaigns, mild penalties, and financial support have been introduced to guide farmers toward safer practices. The future of crop burning will depend on whether farmers, policymakers, and researchers – three groups with overlapping interests – can work together to find solutions that **(22)** _____.

Question 18.

- A. this effect on nearby towns
- B. whose effects on nearby towns
- C. this often affects nearby towns
- D. often affects nearby towns

Question 19.

- A. a sharp contrast with its long-term environmental cost
- B. sharply contrasting with its long-term environmental cost
- C. whose sharp contrast with its long-term environmental cost
- D. contrasts sharply with its long-term environmental cost

Question 20.

- A. The reported switch to cleaner farming methods makes their fields more fertile over time
- B. Farmers who report the fertility of cleaner methods are switching to their fields over time
- C. Farmers switching to cleaner methods report that their fields become more fertile over time
- D. The fertility of their fields is reported to make farmers switch to cleaner methods over time

Question 21.

- A. the balance between governments and local communities is sustained by tradition
- B. the tradition of sustainability is being balanced by governments and local communities
- C. governments and local communities are trying to balance tradition with sustainability
- D. governments and local communities are trying to sustain the balance of tradition

Question 22.

- A. protect both the land and the livelihoods built upon it
 - B. build upon the protection of both the land and the livelihoods
 - C. protect the livelihoods that are built upon the land
 - D. build upon the land that can protect the livelihoods
-

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.

Jamie Oliver wants to change people's lives, and he is using food to do it. Oliver, a chef, is well-known for sharing his secrets of cooking healthy food through his magazine, cookbooks, and television shows. He is also changing lives through his Italian restaurant, Fifteen.

Fifteen started in London, England, as a place to train young adults to work in a kitchen.

Oliver's idea was to create a professional kitchen that could help young people get a fresh start and a chance to become professional chefs.

Every September, a new group of 18- to 24-year-olds starts work at Fifteen. When they start, they are usually not qualified for a restaurant job, but that will change quickly. In the 12 months of training, the student chefs study cooking at college and get **hands-on** training at the restaurant. Besides learning kitchen skills, they learn the importance of using fresh ingredients and how to create their own recipes. And their education doesn't stop with preparing and serving food. The students also learn how to manage money and deal with difficult customers. Overall, the program encourages them to believe in themselves and **enables** them to look forward to a future in the restaurant business.

The restaurant's name, Fifteen, comes from the number of students the restaurant had when it started in 2002. Today, Oliver has three of these restaurants, and a few hundred students have finished the program. Around 90 per cent of the graduates are still working in the food industry. **Some** own restaurants or work in some of the best kitchens around the world. Others are now starring in their own TV shows. They're all great examples of what young people can do if they're given the opportunity and support.

Question 23. According to paragraph 1, Jamie Oliver shares his cuisine through all of the following channels, **EXCEPT** _____.

- A. television shows B. magazine C. Italian restaurant D. cookbooks

Question 24. Which of the following best paraphrases the underlined sentence in paragraph 2?

“Fifteen started in London, England, as a place to train young adults to work in a kitchen.”

- A. Fifteen was a London restaurant where chefs trained other professionals.
B. Fifteen opened in London to offer meals to young people and teach them how to run a business.
C. Beginning in London, Fifteen was set up to teach young adults the work in the kitchen.
D. The London branch of Fifteen was designed to help teenagers enjoy cooking and healthy eating.

Question 25. The word “**hands-on**” in paragraph 3 is **OPPOSITE** in meaning to _____.

- A. experimental B. practical C. theoretical D. inexperienced

Question 26. The word “**enables**” in paragraph 3 can be best replaced by _____.

- A. empowers B. prevents C. assists D. endangers

Question 27. The word “**Some**” in paragraph 4 refers to _____.

- A. these restaurants B. the graduates
C. the food industry D. the best kitchens

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

- A. Jamie Oliver teaches cooking on TV but doesn't work directly with young people.
B. Students at Fifteen only learn how to prepare food, not how to serve it.
C. The training programme at Fifteen helps young people start a career in the restaurant industry.
D. Most graduates from Fifteen decide not to work in the food business.

Question 29. Which paragraph discusses the outcomes of the training program at Fifteen?

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

Question 30. Which paragraph describes the things students do at Fifteen?

A. Paragraph 1

B. Paragraph 2

C. Paragraph 3

D. Paragraph 4

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.

Dogs are certainly one of the first animals to ever interact with humans, although at the time as a species of wolf. [I] The first contact was probably made between 30,000 and 40,000 years ago, when a group of Eurasian grey wolves approached a human settlement in search of food. The modern dog appeared around 20,000 years later. By this stage, a **mutual** understanding had developed between the two, by which humans provided shelter and protection in return for the animals' help with hunting. [II] From then on, humans and dogs continued evolving together and became increasingly dependent on each other.

Much research has been done into the extent of this **bond**. One study conducted by Emory University in the US has succeeded in demonstrating the sociability of dogs in relation to humans. In the experiment, thirteen dogs were trained to associate three different objects with different outcomes. A blue toy knight signalled verbal praise, a pink toy truck signalled a treat, and a hairbrush signalled no reward, and was a control. [III] During the study, each dog was tested 32 times to monitor **its** neural activity.

The researchers found that all the dogs displayed more brain activity when faced with the reward stimuli than the control. This suggests that dogs actively seek the companionship of humans, probably as a result of their evolution together. No less fascinating is the effect that dogs have had on humans. Scientists at Azabu University in Japan have recently shown that looking into a dog's eyes activates the same hormonal response that bonds us to human babies. Dogs and wolves were used in the research, which involved the owners and the animals staring into each other's eyes for a set amount of time while their levels of oxytocin were monitored.

While the dogs and their owners experienced a significant rise in what is known as the 'happiness' chemical, no change at all was detected in the wolves or their owners. This could explain the attachment that humans feel for dogs, sometimes treating them like children. Today, dogs are not just companions, but assistance animals too, helping children with learning difficulties and adults with mental- health issues. [IV]

Question 31. The word "**mutual**" in paragraph 1 is **OPPOSITE** in meaning to _____.

A. collective

B. potential

C. separate

D. dissimilar

Question 32. According to paragraph 1, which of the following is **NOT** true about dogs?

A. Dogs evolved from a type of wolf that first came near humans for food.

B. The relationship between dogs and humans started around 20,000 years ago.

C. Dogs were once wild animals that eventually helped humans hunt.

D. Humans gave dogs shelter and safety in exchange for assistance.

Question 33. The word "**bond**" in paragraph 2 mostly means _____.

A. surprising finding

B. close relationship

C. social activity

D. special ability

Question 34. The word "**its**" in paragraph 2 refers to _____.

A. study

B. reward

C. control

D. dog

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

- A. Research indicates dogs show increased brain activity for control, suggesting a drive for human companionship developed through co-evolution.
- B. Studies in Japan revealed that mutual gazing between dogs and owners triggers oxytocin release, similar to the bonding with wolves.
- C. Scientists found that dogs seek human companionship due to shared evolution and that gazing at them releases bonding hormones in humans.
- D. Monitoring oxytocin levels in owners and their dogs and wolves showed a hormonal response during mutual eye contact.

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

“While the dogs and their owners experienced a significant rise in what is known as the 'happiness' chemical, no change at all was detected in the wolves or their owners.”

- A. If wolves and their owners had experienced hormonal changes, they would have been similar to those observed in dogs.
- B. Rarely do wolves and their owners show emotional responses, since dogs and their owners tend to be more expressive.
- C. Were dogs and their owners not studied, the unchanged hormone levels in wolves might not have appeared unusual.
- D. Wolves and their owners showed no change, whereas dogs and their owners showed a clear rise in the happiness chemical.

Question 37. Which of the following is **TRUE** according to the passage?

- A. In the Emory University study, dogs were rewarded equally for responding to all three objects shown during the tests.
- B. The bond between dogs and humans is thought to be recent, forming long after domestication had already taken place.
- C. Research confirms that dogs value human praise and treats more than neutral stimuli, as seen through increased brain activity.
- D. The oxytocin study revealed that both dogs and wolves triggered bonding hormones in humans through extended eye contact.

Question 38. Where in the passage does the following sentence best fit?

“In this way, they most definitely fulfil the role of a best friend.”

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

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

- A. Wolves may also become emotional companions to humans if given more time to bond in domestic settings.
 - B. The long history of domestication has likely shaped a unique human-dog bond that isn't present with wolves.
 - C. Dogs were initially trained to support humans emotionally before they began helping with mental or learning difficulties.
 - D. Because dogs are helpful to humans, they produce higher hormone levels than wolves in all experimental situations.
-

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

- A.** Research shows dogs' brains respond more to rewards like praise and treats, indicating their sociability, while gazing at them triggers oxytocin release in humans, a unique bond shared with wolves.
 - B.** Unlike wolves seeking food near human settlements, dogs evolved over millennia into companions providing hunting help for shelter, a deep connection highlighted by brain activity and shared 'happiness' chemicals.
 - C.** Dogs evolved from wolves, developed early bonds with humans, show strong brain and hormonal responses to companionship, and now help people with emotional needs, truly living up to the term best friend.
 - D.** Studies using toys and eye contact reveal that dogs' brains are sensitive to human rewards and that mutual gazing fosters a hormonal bond in humans, explaining their role as assistance animals.
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BẢNG TỪ VỰNG

STT	Từ vựng	Nghĩa	Từ loại	Phiên âm	Cấp độ	Từ đồng nghĩa	Từ trái nghĩa
1	accountability	trách nhiệm giải trình	n	/əˌkaʊntəˈbɪləti/	C1		
2	adventurous	thích phiêu lưu, mạo hiểm	adj	/ədˈventʃərəs/	B2		unadventurous
3	airborne	trên không, lơ lửng trong không khí	adj	/'eəbɔ:n/	C1		
4	attachment	sự gắn bó	n	/ə'tætʃmənt/	C2		detachment
5	bond	mối liên kết, mối quan hệ chặt chẽ	n	/bɒnd/	B2	connection, tie	
6	breakthrough	bước đột phá	n	/'breɪkθruː/	C1		
7	click	bỗng nhiên hiểu ra, mọi thứ trở nên rõ ràng, thông suốt	v	/kɪk/	C2		
8	companionship	sự đồng hành, tình bạn	n	/kəmˈpænjənʃɪp/	B2	fellowship, company	isolation, loneliness
9	conscious	có ý thức, nhận ra	adj	/'kɒnʃəs/	B2	aware	unconscious, unaware
10	crucial	cực kỳ quan trọng, cốt yếu	adj	/'kruːʃl/	B2	vital, essential, critical	unimportant, insignificant, trivial
11	delegate	đại biểu	n	/'delɪgət/	C1		
12	deliberate	cố ý, có chủ đích	adj	/dɪˈlɪbərət/	B2	intentional, planned	unintentional, unplanned
13	disrupt	phá vỡ, làm gián đoạn	v	/dɪsˈrʌpt/	C1		
14	domestication	sự thuần hóa	n	/dəˌmestɪˈkeɪʃn/	C1		
15	empower	trao quyền, làm cho có khả năng	v	/ɪmˈpaʊə(r)/	C1	authorize, enable	
16	evolution	sự tiến hóa	n	/'iːvəˈluːʃn/	B2		
17	fertile	màu mỡ, phì nhiêu (đất đai)	adj	/'fɜːtaɪl/	C1		barren, infertile
18	fulfilling	mang lại cảm giác thoả mãn	adj	/fʊlˈfɪlɪŋ/	C2	satisfying, gratifying	disappointing
19	hands-on	thực hành, thực tế	adj	/.ˌhændz ˈɒn/	C1	practical	theoretical

20	inexperienced	thiếu kinh nghiệm	adj	/,ɪnɪk'spiəriənst/	B2	unseasoned	experienced, seasoned
21	inner	nội tâm, bên trong	adj	/'ɪnə(r)/	B2	internal	outer, external
22	knight	hiệp sĩ	n	/naɪt/	C1		
23	livelihood	sinh kế, kế sinh nhai	n	/'laɪvliːhəʊd/	C1		
24	long-standing	lâu đời, tồn tại lâu dài	adj	/,lɒŋ'stændɪŋ/	C1		
25	mild	nhẹ, không nghiêm trọng, không nghiêm khắc	adj	/maɪld/	B1	gentle	severe, harsh
26	monitor	theo dõi, giám sát	v	/'mɒnɪtə(r)/	B2	track	
27	mutual	lẫn nhau, chung	adj	/'mju:tʃʊəl/	C1		separate
28	negotiation	sự đàm phán, thương lượng	n	/nɪˌɡəʊʃi'eɪʃn/	C1		
29	neutral	trung tính, không gây tác động	adj	/'nju:trəl/	C1		
30	outcome	kết quả	n	/'aʊtkʌm/	C1	result	
31	outweigh	lớn hơn, quan trọng hơn	v	/,aʊt'weɪ/	C1	override, overshadow, eclipse	
32	overlapping	chồng chéo; trùng lặp	adj	/,əʊvə'læpɪŋ/	C1		
33	particle	hạt, phần tử	n	/'pɑ:tlɪkl/	C2		
34	pivotal	then chốt	adj	/'pɪvətl/	C2	critical, crucial, vital	insignificant, unimportant
35	qualified	đủ tiêu chuẩn, đủ điều kiện	adj	/'kwɒlɪfɪd/	B1		unqualified
36	residue	phần còn lại, cặn bã	n	/'rezɪdju:/	C1	remains	
37	settlement	khu định cư	n	/'setlmənt/	C2		
38	sociability	tính xã hội, tính hoà đồng	n	/,səʊʃə'bɪləti/	C1	gregariousness	
39	trigger	gây ra, khơi mào (phản ứng, cảm xúc mạnh mẽ)	v	/'trɪɡə(r)/	C1		
40	vibrant	sôi động, nhộn nhịp	adj	/'vaɪbrənt/	C1	lively	dull, boring
41	visibility	tầm nhìn	n	/,vɪzə'bɪləti/	B2		

BẢNG CẤU TRÚC

STT	Cấu trúc	Nghĩa
1	associate something with something	liên kết cái gì với cái gì
2	at least	ít nhất
3	bring out	phát hành, đưa ra thứ gì
4	build relationships	xây dựng các mối quan hệ
5	build up	tích lũy, tích tụ
6	carry out	tiến hành, thực hiện
7	contrast with something	tương phản, đối lập với cái gì
8	deal with	giải quyết, đối phó
9	gaze at	nhìn chăm chăm
10	in exchange for something	đổi lấy cái gì
11	live up to	đáp ứng (kỳ vọng, danh tiếng)
12	struggle with something	vật lộn, gặp khó khăn với điều gì
13	turn away	đuổi đi, từ chối cho vào
14	walk away	rời bỏ, từ bỏ (tình huống, mối quan hệ...)