

Họ và tên thí sinh: .....

Mã đề thi 0229

Số báo danh: .....

**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.**

**Securing Your Digital Footprint: A Guide for High School Seniors**

Participating in online communities offers excellent networking benefits, but protecting your digital footprint requires constant vigilance. Currently, the internet can serve as an impressive portfolio showcasing your personal achievements and academic life. (1)\_\_\_\_\_, leaving digital traces without proper oversight can damage your reputation, attract malicious actors, and ultimately translate (2)\_\_\_\_\_ irreversible career setbacks. To stay in control of their online presence, students should remember to:

- Review past posts and evaluate the appropriateness of (3)\_\_\_\_\_ public photos, rather than only the most recent ones, before applying to colleges.
- Implement a (4)\_\_\_\_\_ by regularly auditing social media profiles and deleting outdated content.
- Utilize advanced profile controls to avoid (5)\_\_\_\_\_ impacts on university admissions or future job prospects.
- Think critically before engaging in heated online debates or oversharing location data.

By adhering to these practices strictly, students can keep cybercriminals and identity thieves at (6)\_\_\_\_\_ throughout their academic journey and beyond. This will also guarantee online privacy, professional credibility, and overall long-term digital stability.

*(Source: Synthesized from eSafety Commissioner, NYC Public Schools and The Princeton Review guidelines on managing students' digital footprints for college and career readiness)*

**Question 1.** A. Similarly B. Consequently C. Alternatively D. Nevertheless

**Question 2.** A. across B. onto C. toward D. into

**Question 3.** A. all B. both C. many D. several

**Question 4.** A. proactive strategy online reputation B. online proactive reputation strategy  
C. proactive online reputation strategy D. online reputation proactive strategy

**Question 5.** A. minimal B. unrelated C. adverse D. lasting

**Question 6.** A. check B. reach C. bay D. distance

**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 7 to 11.**

The process of sorting through the various foreign influences on offer and determining which is the best for our cultural identity is inevitably complex and individual personality traits will determine the eventual decision. Some youths undertake a process of extensive cultural synthesis, in which information is sought about a series of global trends, (7)\_\_\_\_\_. Other youngsters with no patience to explore a variety of cultural choices (8)\_\_\_\_\_, for the sake of their convenience rather than trying to guarantee that they adopt the best possible lifestyle. This is known as limited cultural adaptation.

Many locals engage in routinised traditional behaviour, in which daily rituals change relatively little over time. (9)\_\_\_\_\_. Also, some generations who have been content with a particular Tet festival or custom in the past may opt for the exact same experience again.

Finally, some youths will adopt foreign lifestyles on impulse. (10)\_\_\_\_\_. It is, in fact, a pattern of behaviour that is becoming increasingly prevalent – to the dismay of cultural preservationists, who then have less scope for forward planning and reduced opportunities to gain from instilling deep-rooted values in the short term. (11)\_\_\_\_\_, where 'stagnant mindsets' need to be updated at short notice and this can be stimulated by global digital connectivity particularly.

*(Source: Synthesized and localized from consumer decision-making models in Holloway and Humphreys, The Business of Tourism)*

**Question 7.**

- A. several of which are examined mainly through the lens of personal relevance
- B. many of which are accepted mainly because of their global popularity
- C. some of which are adopted before any serious cultural comparison occurs
- D. each of which is evaluated and compared with traditional values

**Question 8.**

- A. often return to convenient cultural options without seeking wider exposure
- B. tend to rely on familiar customs without examining broader alternatives
- C. will deliberately confine themselves to a small number of familiar customs
- D. usually select a limited cultural range before considering deeper values

**Question 9.**

- A. Such behaviour is often viewed as a break from inherited local customs
- B. Such routines usually encourage people to reject familiar experiences
- C. For instance, tradition-loyal locals often exhibit this common pattern
- D. This pattern, however, tends to weaken when traditions are constantly renewed

**Question 10.**

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

**Question 11.**

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

***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 12 to 21.***

We are living through a boom in "shadow education" – the strategic proliferation of private tutoring paralleling mainstream schooling. Picture a student enduring a 14-hour study schedule. Genuine systemic reform would require bruising policy overhauls, huge pedagogical shifts, and a complete assessment redesign. Far easier is it to let a lucrative industry of cram schools plaster programs with buzzwords like "gifted acceleration," placating anxious parents and administrators while the root causes of burnout remain unresolved.

This parallel system meets adolescents everywhere. Social media promise guaranteed top-tier university admissions, neighborhood centers boast proprietary exam hacks, and weekend camps are marketed as elite leadership incubators. [I] Extracurricular tutoring is ancient, yet today's shadow education has flourished only recently. It surfaced decades ago as remedial support, but exploded as public anxiety over hyper-competitive job markets and social mobility intensified. Faced with mounting scrutiny, many families prefer **glossy** test-prep to authentic intellectual development. Such commodification is so pervasive that policymakers worldwide are scrambling to tighten rules, yet enforcement lags behind corporate marketing. [II] The EdTech sector exemplifies this. After years of subtly sowing doubt about public schools, digital learning giants grasped that overtly criticizing teachers is reputationally toxic. **They** have therefore swapped disruptive rhetoric for a "complementary" veneer, trumpeting token partnerships while expanding premium subscription models.

Why does this matter? Shadow education and overt elitism share a core consequence: to exacerbate the socio-economic divides urgently needing bridging to avert societal stratification. [III] Whereas elitism invites opposition, shadow education lulls the public into believing academic success purely stems from hard work and purchasing the right tutoring. Under this illusion, pressure on governments to fund public

education equitably evaporates, and radical decisions needed to transform pedagogical systems are delayed indefinitely. [IV] Shadow education thus acts as a soothing mirage, leading society toward educational inequity with comforting meritocracy. **Exposing this systemic privatization is essential if superficial credentials are to be replaced by real, measurable cognitive development.**

(Source: Adapted from Mark Bray, “Regulating Private Tutoring for Public Good”, UNESCO, 2023; updated 2025)

**Question 12.** According to paragraph 1, genuine systemic reform \_\_\_\_\_.

- A. can be achieved through limited adjustments to schedules, routines, and school procedures
- B. depends largely on expanding private tutoring across oversubscribed academic systems
- C. proves highly demanding and requires broad structural changes across educational systems
- D. relies mainly on tightening academic control within existing assessment structures

**Question 13.** Which of the following best summarises paragraph 1?

- A. The sector tolerates lucrative, buzzword-filled tutoring programs rather than undertaking authentic systemic reforms.
- B. Families increasingly favor efficient exam preparation when structural reform appears politically difficult and institutionally slow.
- C. Mounting concern about student burnout has encouraged schools to tolerate commercial tutoring as a temporary response.
- D. Educational institutions remain divided over how far deep structural reform should reshape academic expectations.

**Question 14.** Which of the following is NOT stated as an example of shadow education offerings?

- A. subsidized peer-mentoring workshops for collaborative public-school study
- B. elite leadership incubators marketed through intensive weekend programs
- C. guaranteed top-tier university admissions promoted through social media
- D. proprietary techniques designed to outmaneuver multiple-choice questions

**Question 15.** The word “**glossy**” in paragraph 2 mostly means \_\_\_\_\_.

- A. impressive yet rhetorically inflated
- B. attractive yet commercially polished
- C. polished yet outwardly convincing
- D. appealing yet outwardly superficial

**Question 16.** The word “**They**” in paragraph 2 refers to \_\_\_\_\_.

- A. public education leaders
- B. digital learning giants
- C. anxious families
- D. major tutoring centers

**Question 17.** Which of the following best paraphrases the underlined sentence in paragraph 3?

- A. Real cognitive development cannot replace superficial credentials unless educational inequity is openly challenged by governments.
- B. Real cognitive development cannot replace superficial credentials unless radical pedagogical decisions are fully implemented.
- C. Real cognitive development cannot replace superficial credentials unless public pressure for equitable funding is fully restored.
- D. Real cognitive development cannot replace superficial credentials unless this systemic privatization is fully exposed worldwide.

**Question 18.** The author mentions the adoption of a “complementary” veneer by digital learning giants as \_\_\_\_\_.

- A. a calculated attempt to soften criticism of commercial expansion in tutoring
- B. a specific example of shadow education's deceptive marketing strategy in practice
- C. a visible sign that mainstream schools now mirror the sales logic of private tutoring
- D. a strategic response to criticism of narrow exam preparation in private education

**Question 19.** Which of the following can be inferred from the passage?

A. Belief in meritocracy weakens when families begin treating educational success as something bought.

B. EdTech's shift toward partnership rhetoric signals genuine commitment to supporting rather than undermining public schools.

C. Anxiety over social mobility and belief in purchased success help drive shadow education's expansion.

D. Commercial tutoring firms may refine their rhetoric as criticism of overt exam drilling intensifies.

**Question 20.** Where in the passage does the following sentence best fit?

*Yet shadow education is arguably more insidious.*

A. [II]

B. [IV]

C. [I]

D. [III]

**Question 21.** Which of the following best summarises the passage?

A. Shadow education expands by exploiting anxiety, replacing reflective learning with efficient routines that normalize educational pressure.

B. Shadow education conceals systemic inequity behind enrichment labels, diverting scrutiny from the reforms education urgently requires.

C. Shadow education's pivot from disruptive to complementary rhetoric enables market expansion while deflecting regulatory scrutiny.

D. Shadow education exploits competitive anxiety through rebranded programs that placate families without addressing structural inequity.

**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.**

When modern teenagers curate their personal style into a "digital aesthetic", they often rely on fast fashion platforms to make that process far more affordable. TikTok hauls, Instagram influencers, and targeted ads build a live, shared picture of seasonal trends, color shifts, and popular styles. Because everyone consumes the same media, the industry can **direct** buying habits, determine when to launch collections, and track consumer preferences in real time. What once depended on individual guesswork is now driven by viral algorithms.

With rapid manufacturing technology, major clothing brands can accurately map out the market and create budget-friendly fashion lines. Rather than relying on traditional seasonal collections, fast fashion companies shift inventory on the fly to capitalize on fleeting digital trends, heavily promoting **those** expected to generate immediate viral engagement. **Because garments are produced so cheaply and rapidly, teenagers update their wardrobes constantly while clothing durability drops.** Studies report a considerable increase in discarded apparel and microplastics – problems the environment bears at the season's end.

Environmental management is just as critical in this trend-conscious era. Specialised organizations track textile waste every month, and climate apps predict pollution, water usage, or carbon emissions. Educated youth promote second-hand shopping to vulnerable communities and stop buying when a wardrobe is full, **curbing** excess waste and financial strain. The result is a steadier focus on personal style, fewer garments thrown away, and a smaller carbon footprint for the whole generation. Smart thrifting also helps limit overconsumption, reducing factory emissions.

The journey from fast fashion to sustainable choices is equally digital. Wardrobe apps record clothing usage, washing frequencies, and lifespan the moment they change, while peer-to-peer platforms freeze each transaction so buyers can rely on it. Analytic tools browse the records to indicate weak points in shopping habits, forecast long-term costs, and suggest better mixing-and-matching plans for the next season to young users. This makes personal fashion both expressive and sustainable.

*(Source: Synthesized from UNEP, European Parliament, The Guardian and Vogue materials on fast fashion, textile waste and digital wardrobe tracking)*

**Question 22.** The word “**direct**” in paragraph 1 mostly means \_\_\_\_\_.

A. expand

B. predict

C. control

D. display

**Question 23.** Which of the following is NOT stated as something that helps build a live, shared picture in paragraph 1?

- A. Instagram influencers
- B. popular styles
- C. TikTok hauls
- D. targeted ads

**Question 24.** The word “those” in paragraph 2 refers to \_\_\_\_\_.

- A. low-cost fashion items
- B. fleeting digital trends
- C. trendy fashion brands
- D. seasonal fashion lines

**Question 25.** Which of the following best paraphrases the underlined sentence in paragraph 2?

A. As clothes are marketed quickly and cheaply, teenagers replace outfits often while environmental waste increases.

B. As clothes are made quickly and cheaply, teenagers replace outfits often while garment quality declines.

C. As clothes are made quickly and cheaply, fashion demand expands while garment durability improves overall.

D. As clothes are bought quickly and cheaply, factory output slows while garment quality remains unstable.

**Question 26.** The word “curbing” in paragraph 3 is OPPOSITE in meaning to \_\_\_\_\_.

- A. expanding
- B. increasing
- C. tolerating
- D. prolonging

**Question 27.** Which of the following is TRUE according to paragraph 4?

A. Analytic tools verify each resale transaction so that buyers can rely on peer-to-peer exchanges.

B. Analytic tools can suggest better mixing-and-matching plans for the following fashion season.

C. Wardrobe apps suggest future mixing-and-matching plans after calculating seasonal outfit costs.

D. Peer-to-peer platforms record clothing usage and washing frequency for long-term wardrobe analysis.

**Question 28.** Which paragraph mentions approaches to different environmental factors?

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

**Question 29.** Which paragraph suggests that digital tools can support more sustainable fashion decisions by monitoring clothing habits and offering future-oriented planning?

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

**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. Maple High has therefore become a more inclusive learning hub where students can study independently and collaboratively.

b. These combined upgrades have improved classroom interaction, reduced pressure on the library, and attracted positive feedback from parents.

c. To meet this demand, the administration converted unused rooms into quiet study zones and expanded the library schedule.

d. It also upgraded campus Wi-Fi and installed smart boards so teachers could support project-based learning more effectively.

e. Over the past year, Maple High has faced rising enrolment and growing pressure on its ageing learning facilities.

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

**Question 31.**

a. Mai: Great, I'll save the code and confirm the appointment this afternoon.

b. Counselor: Use the online booking form first; it will give you a confirmation code.

c. Mai: I need to book a university-advice session. What should I do before coming to the office?

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

**Question 32.**

Dear Applicant,

- If the link has expired or is missing, please contact our Admissions Support Team at 1900-8888.
- This step will transfer your saved choices and uploaded documents to the new account.
- Your unfinished application on the old portal will remain editable until May 15th.
- Once you receive the activation email, sign in and confirm your identity.
- We would like to inform you that the university admissions portal has moved to a new platform.

Yours sincerely,

University Admissions Office

A. e – a – d – b – c

B. c – e – d – a – b

C. e – d – c – b – a

D. e – d – b – c – a

**Question 33.**

- The experience eventually made me calmer in public and showed me why careful preparation pays off.
- At first, it had never crossed my mind that defending a position could be so mentally demanding.
- I had to read background materials, predict counterarguments, and revise my speech repeatedly.
- Taking part in the provincial debate contest for a month was exhausting, yet it taught me to value structured argumentation.
- The workload became so intense that I lost sleep and began to doubt my own ideas.

A. d – b – e – c – a

B. e – c – a – b – d

C. d – b – c – e – a

D. d – e – b – a – c

**Question 34.**

- Jane: I break revision into small targets and leave my phone outside the room. What about you?
- Jane: That seems sensible, especially because rest can prevent careless mistakes later.
- Mark: I stop at nine, write down tomorrow's tasks, and go for a short walk to clear my mind.
- Mark: You seem calm even with exams approaching. How do you keep your routine under control?
- Mark: Exactly. A steady routine matters more than studying until midnight.

A. e – a – c – b – d

B. d – a – b – c – e

C. d – c – a – b – e

D. d – a – c – b – e

**Read the following text 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.**

**Vietnam's Education Innovation 2025**

With a strong focus on competency development, Vietnam's 2018 General Education Curriculum offers the largest (35)\_\_\_\_\_ of elective subjects in its history, and is designed to assess students' abilities (36)\_\_\_\_\_.

(37)\_\_\_\_\_ by the Ministry of Education and Training after thorough public consultations, the 2025 High School Graduation Exam marks a major educational milestone. With only two compulsory subjects alongside two electives, it is expected to significantly reduce academic pressure. Ensuring a smooth transition is among the (38)\_\_\_\_\_ objectives for high schools nationwide.

From urban centers to rural provinces, there is a widespread belief (39)\_\_\_\_\_ these digital transformation initiatives will bring students a world-class educational experience. Over the past few years, these ongoing reforms have helped Vietnamese youths (40)\_\_\_\_\_ their full potential and confidently enter the globalized workforce.

*(Source: Synthesized from MOET official materials on the 2018 General Education Curriculum, the 2025 High School Graduation Exam, and digital transformation in education)*

**Question 35.** A. range                      B. level                      C. amount                      D. number

**Question 36.** A. comprehension      B. comprehensively      C. comprehensive      D. comprehensiveness

**Question 37.** A. Having been approving      B. Having approved  
C. Having been approved      D. Being approved

**Question 38.** A. core                      B. technical                      C. administrative                      D. supporting

**Question 39.** A. whether                      B. how                      C. that                      D. which

**Question 40.** A. bring out                      B. open to                      C. draw up                      D. build up

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