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 1 to 6.

LearnNext – Your Smart Study Companion

LearnNext is a mobile-first learning platform **(1)** _____ is designed to fit into the busiest student schedules. Instead of waiting for a free evening, you can complete five-minute micro-lessons during short breaks and commutes. Powered by an AI tutor, LearnNext **(2)** _____ personalised study plans that adapt to your progress, helping you turn spare moments into real learning.

Built on three pillars – **(3)** _____ practice, clear explanations and meaningful feedback – the platform offers interactive videos, short quizzes and real-life projects. Lessons are available **(4)** _____ phones, tablets and laptops, so you can switch devices without losing your place. With an integrated **(5)** _____ dashboard, LearnNext shows you how many days you've studied, which topics you've mastered and where you still need support.

Whether you are preparing for exams or simply exploring new skills, LearnNext gives you the tools to learn **(6)** _____ and more flexibly than ever before.

Question 1: A. where **B.** Ø **C.** whose **D.** which
Question 2: A. makes **B.** creates **C.** does **D.** takes
Question 3: A. intensive **B.** intensively **C.** intensity **D.** intensify
Question 4: A. on **B.** in **C.** at **D.** for
Question 5: A. progress tracking learning **B.** tracking learning progress
    C. progress tracking learning **D.** learning progress tracking
Question 6: A. more effective **B.** more effectively **C.** most effective **D.** the most effectively

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 7 to 12.

Blended Learning Hub: Rethink How You Study

◆ **Why Blended Learning?**
Modern learners need more than traditional homework. At Blended Learning Hub, you combine classroom lessons with digital tools, live webinars and peer discussion spaces. Students who **(7)** _____ our online modules often say they feel more in control of their learning path.

◆ **Data that Guides, Not Judges**
Our platform provides gentle analytics, showing that **(8)** _____ your study time goes each week and which topics you return to most often. Instead of ranking you against classmates, the system suggests small changes that can make a big difference, such as shorter but more frequent review **(9)** _____.

◆ **Flexible, Not Chaotic**
(10) _____ busy timetables, you can switch between video lessons, practice tasks and group projects, using whichever format works best that day. Short "focus sessions" help you keep up with **(11)** _____ without spending whole evenings at your desk.

◆ **Support from Real People**

LIVEWORKSHEETS

You're never alone on the platform. Mentors run weekly check-ins and answer questions, while student forums allow you to share tips and resources. In many classes, teachers use data from the Hub to adjust activities for different groups, so that no one is left further behind than **(12)** _____.

Question 7: A. sign up for   **B.** look forward to   **C.** come up with   **D.** put up with

Question 8: A. most of   **B.** few of   **C.** many of   **D.** none of

Question 9: A. lessons   **B.** sessions   **C.** seasons   **D.** decisions

Question 10: A. In spite of   **B.** In response to   **C.** In addition to   **D.** With regard to

Question 11: A. coursework   **B.** classwork   **C.** homework   **D.** teamwork

Question 12: A. the others   **B.** another   **C.** others   **D.** the other

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 13 to 17.

Question 13:

a. Hoa: I sometimes look at sample essays online, but I'm careful not to copy. I just use them to see different ways of organising ideas.

b. Minh: I'm trying out an AI writing assistant for my essays. What do you usually do when you get stuck on ideas?

c. Minh: That makes sense. Maybe I'll ask the AI for outlines but still write the details myself.

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

Question 14:

a. Lan: Have you ever tried using an AI tutor to help with your homework?

b. Lan: Aren't you worried it will just give you the answers and stop you from thinking for yourself?

c. Phong: Yes, I started this year. It explains grammar rules and gives extra examples when I get confused.

d. Phong: It could, if I only copied what it wrote. But I usually write my own answer first and then ask the AI to point out mistakes or suggest improvements.

e. Lan: That sounds useful. Maybe I'll use it to check my ideas before class so I can ask the teacher better questions.

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

Question 15:

Dear Thu,

I hope everything is going well at your new school.

a. At first, I felt completely lost because nobody told us exactly what to do in each week, and there were no fixed lesson times.

b. Last month, I enrolled in my first massive open online course about environmental science.

c. The forums are really active, so when I ask a question, I often receive helpful replies from students in other countries within a few hours.

d. Gradually, I learnt to read the course outline carefully, plan my own schedule and set reminders so that I didn't fall behind.

e. Now I actually enjoy the freedom, and I've realised that managing my own time is just as important as understanding the content.

Best wishes,

Mai

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

Question 16:

a. Instead of giving every student exactly the same worksheet, teachers can now assign tasks at different levels of difficulty.

b. In many schools, learning platforms collect data about how students work, such as how long they spend on a task or which questions they get wrong.

c. When used thoughtfully, this information helps teachers see who might need extra support and who is ready for more challenging activities.

d. This approach, sometimes called "data-informed teaching", aims to make lessons more responsive to students' real needs.

e. However, it also raises important questions about privacy and how long such data should be stored.

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

Question 17:

a. Some platforms encourage learners to share short video explanations of how they solved a problem, which others can then comment on or improve.

b. Peer teaching has become a popular feature of many learning apps and websites.

c. While this kind of sharing can be messy and informal, it often reveals common difficulties that textbooks do not address in detail.

d. Teachers sometimes use the best examples in class to start deeper discussions or to model effective study strategies.

e. As a result, students see themselves not only as people who receive knowledge, but also as contributors to a wider learning community.

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

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 18 to 22.

Learning Dashboards – Seeing Your Progress Clearly

Many modern learning platforms now include dashboards that show students colourful charts of their progress. These dashboards may display how many tasks a learner has completed, how often they log in or which topics they find difficult. Supporters argue that such tools **(18)** _____. They can also highlight small improvements that might otherwise go unnoticed during a busy term.

Learning dashboards, **(19)** _____, also encourage students to reflect on their own habits. When they notice that they always postpone certain activities, they can ask themselves why this happens and what might help them change. **(20)** _____. For example, a student who never finishes writing tasks on time could set smaller goals, such as drafting one paragraph per day.

(21) _____. Students may feel that they are constantly being watched, even when they are trying their best. At the same time, being encouraged by high numbers, **(22)** _____. Teachers therefore need to explain clearly what the data will be used for and how it can support learning rather than simply judging it.

Question 18:

A. only focus on displaying the number of tasks completed each week

B. are constantly being monitored by the teachers for grading purposes

C. can increase motivation by making progress more visible

D. must be carefully designed to avoid any potential student confusion

Question 19:

A. designed to show only the learner's weaknesses and failed attempts

B. who are designed primarily for parents and guardians to access

C. in which can help them learn in a more natural and flexible way

D. which are often displayed on the main page whenever a student logs in

Question 20:

A. Despite this benefit, some students still find setting goals to be an overwhelming challenge

B. Therefore, students should always share their specific learning goals with their peers and tutors

C. In this way, dashboards can become starting points for more realistic plans and healthier routines

D. However, the system cannot directly force the students to follow the new routines they have planned

Question 21:

A. However, some researchers warn that dashboards can create pressure if they focus only on numbers like scores or hours studied

B. In conclusion, the benefits of digital dashboards for academic performance far outweigh the drawbacks for all students

C. Consequently, teachers must ensure that all learning data is kept strictly confidential and anonymous at all times

D. Furthermore, dashboards are only effective when used in conjunction with traditional paper-based homework activities

Question 22:

A. the teachers will often modify the curriculum to make the tasks more challenging

B. they may start chasing scores instead of focusing on real understanding

C. only a few students truly grasp the importance of personal reflection and planning

D. parents often demand access to their children's progress data immediately

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

Online Peer Tutoring – Learning by Helping Others

In traditional classrooms, students who understand a topic well often have to wait quietly while their classmates ask questions. Online peer tutoring platforms are changing this pattern by giving learners structured ways to help each other. On these websites, students post questions about homework or difficult concepts, and other students try to respond with clear explanations. In many cases, tutors receive small rewards such as points or badges, but their main motivation is the satisfaction of being useful.

One advantage of online peer tutoring is that it offers a wider range of explanations than a single teacher can provide. **A tutor who only recently mastered the same topic may remember exactly which parts were confusing and how they overcame those problems**. As a result, **their** explanations may feel more **relatable** than a textbook or a formal lecture. For shy students, it can also be less intimidating to ask questions anonymously than to raise a hand in class.

However, these platforms are not without risks. Some answers are incomplete or even incorrect, especially when users try to respond too quickly in order to collect more points. If other students copy such answers without thinking critically, they may misunderstand the topic for a long time. To avoid this, many platforms allow experienced tutors or teachers to review popular explanations and add corrections where necessary.

Despite these challenges, online peer tutoring can be a powerful **complement** to classroom learning. It gives students more opportunities to take responsibility for their understanding, both as learners and as helpers. When used carefully, it can also support important skills such as communication, patience and critical thinking.

Question 23: According to the passage, what is mentioned as the main motivation for many online peer tutors?

A. The chance to earn money for each correct answer

B. The wish to gain higher marks on school exams

C. The satisfaction of being able to help others

D. The possibility of avoiding regular homework

Question 24: The word "**their**" in paragraph 2 refers to _____.

A. textbooks   B. tutors   C. teachers   D. classmates

Question 25: The word "**relatable**" in paragraph 2 is closest in meaning to _____.

A. easy to connect with   B. difficult to remember   C. quick to check   D. impossible to apply

Question 26: Which of the following best expresses the meaning of the statement from paragraph 2: "A tutor who only recently mastered the same topic may remember exactly which parts were confusing and how they overcame those problems."

A. Only tutors who are currently struggling with a subject can provide truly helpful and empathetic explanations to their peers on the platform.

B. Recent experience with the learning material allows the peer helper to offer instruction that specifically addresses the common difficult areas and feels more relatable to the student.

C. Peer tutors who recently learned the concepts are usually more reliable and authoritative than experienced teachers in providing accurate answers.

D. Students who successfully overcome academic obstacles often become great tutors because they deliberately document all of their initial struggles for future reference.

Question 27: According to the passage, why might explanations from peer tutors sometimes be especially helpful?

A. They are always shorter and more entertaining than teachers' explanations.

B. Peer tutors usually have more experience than professional teachers.

C. Tutors remember which parts of the topic used to confuse them.

D. They are checked by international experts before being posted.

Question 28: The word "**complement**" in paragraph 4 is closest in meaning to _____.

A. replacement   B. supplement   C. final result   D. main reason

Question 29: Which paragraph focuses on why a student, rather than an expert, might be better at helping a peer understand a specific complex topic?

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

Question 30: In which paragraph does the author mention that more experienced people sometimes step in to check popular answers and correct them when necessary?

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 on your answer sheet to indicate the correct answer to each of the questions from 31 to 40.

Learning Through Challenges and Competitions

In recent years, educational competitions have expanded far beyond traditional spelling bees and maths contests. Schools and organisations now run online "challenge weeks", coding marathons and problem-solving tournaments in which students work in teams to tackle real-world issues, from environmental protection to community health. These events are not only about collecting trophies; they are deliberately designed as alternative learning experiences that combine subject knowledge with so-called "21st-century skills".

One key feature of such competitions is the element of authentic pressure. Unlike in ordinary homework, where deadlines may be negotiable and results remain largely invisible, participants must

submit their work by a fixed time and then defend **it** publicly in front of judges or rival teams. Supporters argue that this kind of high-stakes environment helps teenagers **rehearse** situations they are likely to face later, such as university projects, job interviews or even workplace presentations. Critics, however, warn that if the pressure is not carefully managed, it may discourage students who already struggle with anxiety or fear of failure.

Another central aspect is collaborative work. **[I]** Many challenge-based events require students to divide responsibilities according to their strengths: one person might **take charge of** background research, another designs visual materials, while someone else focuses on presenting the team's ideas clearly and persuasively. **[II]** In this way, participants experience both the rewards and frustrations of teamwork. They gradually realise that long-term success depends not only on individual talent, but also on communication, negotiation, reliability and a willingness to compromise.

[III] Online platforms allow students from different schools, regions or even countries to join the same event without travelling. Teams can upload their projects, receive written or video feedback and watch other groups' presentations in real time. At the same time, organisers must pay attention to questions of fairness: if some students have powerful devices and fast internet while others rely on shared equipment or unstable connections, competitions may unintentionally reproduce – or even worsen – existing inequalities between learners.

Despite these concerns, many educators view learning through challenges and competitions as a valuable complement to regular lessons rather than a replacement for them. **[IV]** When tasks feel meaningful and are clearly connected to real-world problems, students often invest far more energy and creativity than they would in a standard worksheet. **Even teams that do not win any formal prize may leave the event with sharper skills, broader networks of friends and a more realistic understanding of what they are capable of achieving when they push themselves and support one another**.

Question 31: Where in paragraph [] does the following sentence best fit?

Technology plays a crucial role in making these opportunities accessible.

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

Question 32: The phrase "**take charge of** " in paragraph 2 could be best replaced by _____.

A. be responsible for　　　**B.** take care of　　　**C.** make use of　　　**D.** be absent from

Question 33: The word "**it**" in paragraph 2 refers to _____.

A. a fixed time　　　**B.** their work　　　**C.** a trophy　　　**D.** a deadline

Question 34: According to paragraph 3, students participating in collaborative challenge-based events realize that lasting success is influenced by all the following **EXCEPT** _____.

A. an excessive focus on developing outstanding individual creativity

B. the ability to clearly negotiate different ideas and roles within the group

C. the dependable performance and responsibility of all team members

D. a shared willingness from everyone to make concessions when necessary

Question 35: Which of the following best summarizes the main idea of paragraph 3?

A. The experience of working in teams helps students understand the crucial role of individual specialization and delegation of tasks based on personal talent.

B. Team-based challenges teach participants that successful outcomes in the long run require collaborative skills, dependability, and mutual understanding beyond just personal ability.

C. The difficulties and satisfactions of working with others make students more aware of the importance of designing attractive visual materials and clear presentations.

D. Students are required to assign specific roles like research, design, and presentation to ensure all tasks are completed efficiently under a strict set of regulations.

Question 36: The word "**rehearse**" in paragraph 2 is **OPPOSITE** in meaning to _____.

A. practice   **B.** perform   **C.** train   **D.** drill

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

A. Traditional academic contests like spelling bees and math competitions have been entirely replaced by modern online challenge weeks.

B. Critics generally believe that the high-pressure environment of these challenges is always beneficial for improving students' mental resilience and performance.

C. Even teams that fail to achieve recognition or a formal award still gain valuable practical skills and a more accurate self-assessment of their capabilities.

D. Technology primarily benefits the organizers by reducing the administrative costs associated with hosting complex educational events for large audiences.

Question 38: Which of the following best expresses the meaning of the last sentence in paragraph 5: "Even teams that do not win any formal prize may leave the event with sharper skills, broader networks of friends and a more realistic understanding of what they are capable of achieving when they push themselves and support one another."

A. The ultimate goal of educational competitions is not the collection of formal awards but the opportunity for students to expand their friendships and learn about their capacity for success.

B. Students who participate in these challenges gain technical knowledge, improve their social circle, and manage their anxiety about failure more effectively, regardless of the final competition results.

C. The absence of official recognition does not diminish the value of the experience, as participants gain enhanced practical abilities, expanded connections, and a clearer view of their potential when working hard and cooperating.

D. Teams that fail to secure a trophy often demonstrate higher levels of resilience and motivation for future success, because they have already understood the importance of mutual support.

Question 39: Which of the following can most likely be inferred from the passage?

A. Most high schools have already integrated challenge-based events into their mandatory curriculum, replacing significant portions of traditional class time.

B. Educators largely acknowledge that challenge-based learning is an effective instructional approach when combined appropriately with standard, daily classroom teaching.

C. The primary purpose of introducing these high-stakes competitions is to generate additional revenue for the schools and the organizing educational institutions.

D. The technological infrastructure required to host international online competitions is currently too unstable and expensive for most educational organizations to maintain.

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

A. Competition-based learning is a revolutionary educational methodology that completely replaces outdated traditional teaching methods, focusing solely on future workplace preparation.

B. The most notable features of educational challenges are the requirement for intense collaboration and the high-pressure deadlines, which critics warn could negatively affect students' mental health.

C. Educational challenges are expanding rapidly due to technology and are effective because they apply academic knowledge to real-world problems, but concerns about fair access remain a key obstacle.

D. Many educators value structured challenges and competitions as a powerful complement to lessons, building key 21st-century skills despite digital equity challenges.