

**ĐỀ CHÍNH THỨC**

(Đề gồm 14 trang)

Môn thi: **TIẾNG ANH – BẢNG A**

Thời gian: **150** phút (không kể thời gian giao đề)

Họ và tên thí sinh: \_\_\_\_\_

Số báo danh

Ngày tháng năm sinh: \_\_\_\_\_

Số phách

Học sinh trường: \_\_\_\_\_

Họ tên chữ ký Giám thị 1:

Họ tên chữ ký Giám thị 2:

**Chỉ dẫn:**

- Thí sinh làm bài trực tiếp vào đề thi.
- Đề thi gồm **14** trang. Thí sinh kiểm tra số trang trước khi làm bài thi.
- Thí sinh giữ gìn cẩn thận bài thi.
- Nếu thí sinh làm sai, dùng thước gạch, không dùng bút tẩy màu trắng, thí sinh chỉ được dùng bút một màu mực để làm bài thi, không được dùng bút mực màu đỏ.
- Thí sinh không được sử dụng bất cứ tài liệu nào, kể cả từ điển.
- Giám thị không giải thích gì thêm.

**Đề chính thức**

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ĐIỂM	HỌ TÊN, CHỮ KÍ GIÁM KHẢO	SỐ PHÁCH
Bảng số: .....	Giám khảo 1: .....	
Bảng chữ: .....	Giám khảo 2: .....	

**SECTION A. LISTENING (50 points)**

**Part 1. You are going to hear a talk. As you listen, fill in the missing information. For questions 1-15, write NO MORE THAN THREE WORDS in the spaces provided. You will listen twice. Write your answers in the boxes provided.**

**HOW TO GET MOTIVATED**

People often report feeling highly motivated at the start and end of a project, but the middle can (1)\_\_\_\_\_. Psychologists call this the “stuck in the middle” effect, and it’s thought to be caused by a shift in perspective that happens as you move closer to your goals. When you start working towards something, any progress can feel like a win, as we tend to compare ourselves against where we started. For example, when someone starts training for a marathon, (2)\_\_\_\_\_ even a short jog can feel motivating. But the longer you work on something, the more likely it is that your focus shifts to your end goal. In other words, rather than seeing how far you’ve come, it’s easy to become frustrated by how far you still need to go.

A simple way to avoid these (3)\_\_\_\_\_ is to break your pursuits into smaller, more achievable sub-goals. This creates less daunting, (4)\_\_\_\_\_ to compare your progress to. It also creates more opportunities to celebrate wins along the way. This is especially important when working towards bigger societal goals. These issues are, by nature, large-scale and complex—no single action or person is likely to solve them. So if you only focus on the end goal, it’s easy to (5)\_\_\_\_\_. And the enormity of these problems may be why so many people, including those who care deeply about the issues, think that progress is impossible, leading them to (6)\_\_\_\_\_. In fact, one 2021 global survey of young people found that over half believe humanity is (7)\_\_\_\_\_. But despite these obstacles, some people do manage to stay motivated, engaged, and unstuck. So, how do they do it?

Surprisingly, it’s not all about how concerned you are or how much you care about the issue in front of you. For instance, research has found that among those who feel the most alarmed about climate change, only about a third take regular climate action. However, a (8)\_\_\_\_\_ among those who do take action is the confidence that their personal involvement could make a difference. And this belief isn’t misguided. The long history of social progress proves that change is possible. And individual actions—whether it’s volunteering, voting, protesting, or personally contributing to a communal goal - are key to building the collective (9)\_\_\_\_\_ that has tackled seemingly impenetrable issues.

It’s not to say that concern and passion have no place. Moral outrage, or anger, can help us focus on what’s (10)\_\_\_\_\_. And when it’s correctly harnessed, outrage can be a powerful unifier. In the American Civil Rights Movement, shared anger over systemic racism, (11)\_\_\_\_\_, and violence against Black people galvanized diverse communities to work together in the fight for equality. And bringing together people of different backgrounds and mindsets is essential to building (12)\_\_\_\_\_ in any movement. In this way, thinking about how you can apply your own unique perspective, knowledge, and expertise to promoting change can be helpful. And finding community has plenty of other benefits. Just witnessing other people at work has been shown to motivate personal action, creating a (13)\_\_\_\_\_. Collaboration can help you better problem solve when you’re unsure what the next step is.

And the support and encouragement of others can serve as a source of inspiration and joy if you're feeling exhausted, defeated, or stuck. The path to conquering any goal is long and bound to (14) \_\_\_\_\_. Often, the best way to get unstuck is just to take any action, no matter how small or imperfect the (15) \_\_\_\_\_. Progress starts with writing that next sentence, running that extra mile, or even casting that vote to build a better future.

**Your answers:**

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

**Part 2. You will hear an interview in which two professors of psychology, Rowena Gray and Jesse Mulligan, are talking about the science of happiness. (WHILE LISTENING TO THE INTERVIEW, YOU MUST COMPLETE BOTH TASKS, TASK 1 AND TASK 2 AT THE SAME TIME).** You will listen twice.

**Task 1. For questions 16-20, decide whether the following statements are true (T) or false (F). Write your answers in the corresponding numbered boxes provided.**

16. Jesse says that when discontented with their life, people tend to think nothing can be done to change it.
17. Jesse claims that experiences usually produce more lasting happiness because they avoid direct comparison with others.
18. Rowena explains that teenagers mainly compare themselves with their classmates and friends when judging their appearance and wealth.
19. According to Rowena, remembering moments of good fortune can be more effective for mood than focusing on worries.
20. Both professors admit that sharing their expertise has made them alter how they live.

**Your answers:**

16.	17.	18.	19.	20.
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**Task 2. For questions 21-25, choose the answer (A, B, C or D) which fits best according to what you hear. Write your answers in the corresponding numbered boxes provided.**

**21. What does Jesse say about the typical goals that people set themselves?**

- A. They tend not to be very realistic or reachable.
- B. They generally revolve around status at work.
- C. They won't lead to lasting fulfilment if achieved.
- D. They are influenced by the expectations of others.

**22. Jesse mentions his recent holiday in Chile in order to \_\_\_\_\_**

- A. explain the reasons why people hide their disappointment.
- B. encourage people to compete in a healthier way with others.
- C. emphasise the importance of getting away from constant stress.
- D. give an example of an activity that is worth spending money on.

**23. Rowena admits that during conversations with friends, she sometimes \_\_\_\_\_**

- A. wishes they would overlook the line of work she is in.
- B. forgets to mention the good things happening in her life.
- C. enjoys hearing about the misfortune of people she knows.
- D. neglects to ask about the problems they are dealing with.

**24. Rowena believes her lectures on happiness are popular because students \_\_\_\_\_**

- A. appreciate the way she always appears cheerful herself.
- B. are determined to overcome negative feelings they have.
- C. like her humorous approach to discussing serious issues.
- D. feel reassured when they hear about her stories of self-doubt.

**25. Jesse and Rowena both feel that their podcast has made them \_\_\_\_\_**

- A. make more effort to follow their own advice about happiness.
- B. measure their levels of happiness on a more frequent basis.
- C. try new relaxation techniques as a means of staying happy.
- D. avoid appearing anything less than happy in public places.

**Your answers:**

21.

22.

23.

24.

25.

### SECTION B. LEXICO – GRAMMAR (20 points)

**Part 1. For questions 1-12, choose the best answer to complete each of the following sentences.**

**Write A, B, C or D in the corresponding numbered boxes.**

1. Despite their opposing political views, the two scholars could always be counted on to argue their points \_\_\_\_\_ but respectfully.

A. vehemently      B. deliriously      C. gregariously      D. pretentiously

2. When storm Bualoi swept across Nghe An, local authorities urged citizens to \_\_\_\_\_ non-essential travel until the danger had passed.

A. hold out      B. keep up      C. put off      D. stay away

3. Hardly \_\_\_\_\_ the research paper when she realized a fundamental error in her methodology.

A. she had submitted      B. had she submitted      C. did she submit      D. she submitted

4. While generally agreeable, she possesses a \_\_\_\_\_ of stubbornness that emerges whenever her principles are challenged.

A. flicker      B. hint      C. streak      D. shred

5. The rescue team finally got the hikers \_\_\_\_\_ after a long and perilous night in the forest.

A. out of commission      B. out of sync      C. out of reach      D. out of the woods

6. \_\_\_\_\_ disturb Ms. Smith during such an important meeting, I decided to contact her later.

A. I didn't want to      B. Without wanting      C. Wanting not      D. Not wanting to

7. The government needs to stop procrastinating and \_\_\_\_\_ on the issue of pension reform.

A. grasp the nettle      B. beat the bush      C. hold the fort      D. jump the gun

8. The curator felt the gold mask was \_\_\_\_\_ that it should be at the center of the display.

A. a such significant exhibit      B. so significant an exhibit  
C. an exhibit significant so      D. significant an exhibit

9. My friend is good at mimicking people. He \_\_\_\_\_ a great impression of Charlie Chaplin.

A. took      B. gave      C. made      D. did

**10. Choose the best answer A, B, C, or D to indicate the word CLOSEST in meaning to the underlined word(s) in the following question.**

In *Red Rain*, Chu Lai highlights the comradeship of soldiers who endured years of hardship together. One officer remarks that in those days, “we learned to stick it out no matter how hopeless things seemed.”

- A. refuse to cooperate with others in a group
- B. escape from danger as quickly as possible
- C. endure a difficult or unpleasant situation until it is over
- D. express one's feelings openly without hesitation

**11. Choose the best answer A, B, C, or D to indicate the words OPPOSITE in meaning to the underlined words in the following question.**

The two departments were constantly at loggerheads over the allocation of the annual budget.

A. in a quandary      B. in cahoots      C. in high dudgeon      D. in complete agreement

**Choose the best answer A, B, C, or D to indicate the sentence that best completes the following exchange.**

**12. Anna:** "I've spent all day analyzing the font choices for the party invitation. Should it be serif or sans-serif? What does Garamond imply versus Helvetica...?"

**Ben:** "\_\_\_\_\_ It's a casual BBQ, not a royal wedding."

- A. You've really hit the nail on the head.      B. Don't make a mountain out of a molehill.
- C. Let's cross that bridge when we come to it.      D. Every cloud has a silver lining.

**Your answers:**

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

**Part 2. Read the passage below, which contains 8 mistakes. For questions 13-20, identify the mistakes and write the corrections in the corresponding numbered boxes.**

**Line**

### Understanding Cognitive Biases

1 Cognitive biases are systematic patterns of deviation from a norm or rationality in judgment, often  
2 triggered by our brains' attempts to simplify information processing.  
3 One prevalent example is the confirmation bias, in which individuals actively seek out and to favor  
4 information that confirms their pre-exist beliefs or hypotheses. This mental shortcut can lead to poor  
5 decision-making, as it discourages critical evaluating opposing viewpoints.  
6 Another common bias is the availability heuristic, which people overestimate the importance of  
7 information that is most readily available to them. For instance, despite statistical data showing air  
8 travel is safer than driving, a person might feel more anxious about flying after hearing about a single,  
9 vivid plane crash.  
10 Understanding these biases is the first step towards mitigate their pervasive influence on our  
11 lives. Strategies like seeking out contrary evidence and slowing down one's thinking process are  
12 crucial to improving the amount of objective decisions we are making on a daily basis.

**Your answers:**

	Line	Mistake	Correction		Line	Mistake	Correction
13.				17.			
14.				18.			
15.				19.			
16.				20.			

### SECTION C. READING (70 points)

**Part 1. For questions 1-10, read the passage and choose the best answer. Write your answers A, B, C or D in the corresponding numbered boxes.**

#### Navigating the Ethical Maze of Artificial Intelligence

The discussion surrounding the ethics of Artificial Intelligence is no longer confined to academic circles; it has become a societal (1)\_\_\_\_\_. As this technology, still in its (2)\_\_\_\_\_ stages in many respects, becomes increasingly (3)\_\_\_\_\_ in our lives, its development presents a classic (4)\_\_\_\_\_ sword. On one hand, it promises to solve some of humanity's most pressing problems; on the other, the unfettered pursuit of innovation could exacerbate existing inequalities and (5)\_\_\_\_\_ new ethical dilemmas.

A primary concern is the potential for AI to (6)\_\_\_\_\_ human roles in the workforce, leading to widespread economic disruption. (7)\_\_\_\_\_, the algorithms that drive these systems can contain insidious biases, often reflecting the societal blind spots of their creators. Without a concerted international effort to (8)\_\_\_\_\_ these emerging dangers, we risk embedding discrimination into the very fabric of our digital infrastructure. A central tenet of any regulatory framework must therefore be transparency, (9)\_\_\_\_\_ for independent auditing and validation. This approach will help cultivate an (10)\_\_\_\_\_ of responsible creation, ensuring that technological progress aligns with fundamental human values.

1. A. whim	B. luxury	C. option	D. imperative
2. A. final	B. nascent	C. obsolete	D. mature
3. A. scarce	B. incidental	C. pervasive	D. remote
4. A. single-minded	B. double-edged	C. foregone	D. sharp-pointed
5. A. bring in	B. bring off	C. bring about	D. bring up
6. A. augment	B. assist	C. fortify	D. supplant
7. A. However	B. Therefore	C. Moreover	D. Thus
8. A. counteract	B. overlook	C. embrace	D. amplify
9. A. allow	B. allows	C. to allow	D. allowing
10. A. ethos	B. apathy	C. ego	D. anomaly

**Your answers:**

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

**Part 2. For questions 11-20, fill in the gap with ONE most suitable word. Write the answers in the corresponding numbered boxes.**

**Sadfishing**

You're on social media and you see a selfie of a person with tears on their face, or a message about (11)\_\_\_\_\_ devastated they are by something in their life. Do you ignore their posts as attention-grabbing, or do you (12)\_\_\_\_\_ with messages of concern and support? (13)\_\_\_\_\_ your response is, you may be witnessing sadfishing.

Sadfishing (14)\_\_\_\_\_ to exaggerated sad stories that are shared online to attract attention and sympathy from others. (15)\_\_\_\_\_, underestimating the amount of true emotion behind a post can be dangerous. Research shows that quite often teenagers who express their sadness in sadfishing posts are (16)\_\_\_\_\_ some degree of genuine unhappiness and do actually require the support of friends to (17)\_\_\_\_\_ through it. In these cases, sadfishing is most probably an indication of a person who is in crisis mode but who doesn't know how to ask (18)\_\_\_\_\_ support.

What can you do if someone you know is sadfishing? While you might think it a good idea to starve them of online attention, you shouldn't let them wallow in their sadness (19)\_\_\_\_\_. They need to realise that using their emotional pain to get attention can be detrimental to their health and that they should address whatever issue is making (20)\_\_\_\_\_ unhappy and learn to manage it in a healthy way.

**Your answers:**

11.	12.	13.	14.	15.
16.	17.	18.	19.	20.

**Part 3. You are going to read a magazine article. For questions 21-27, choose the answer (A, B, C or D) which you think fits best according to the text. Write your answers in the corresponding numbered boxes provided.**

**Facebook: Are some 'likes' worth more than others?**

*Billy Mae investigates the social media giant's recent addition: the search function.*

Are all Facebook users created the same or will some now find it too easy to beat the system for personal gain? Facebook's Graph Search facility raised two questions: can I make money from it, and can it threaten Google? As regards the second question, part of the answer is that what Facebook appears to have created is the world's first pioneering social search function.

A search engine like Google provides *links*, but Graph Search actually provides *answers*. Mark Zuckerberg explains, 'Search engines are designed to take any open-ended question and give you links that might have answers. Graph Search is designed to take a precise query and give you an answer, not give you links that might provide the answer.' The answers will come directly from a user's 'social graph' of friends. All they need to do is type in a question, such as, 'People I know in Australia who eat chocolate and have visited Chicago', and a list they can sort through will come up based on that criteria. It is also possible to explore what their friends have been doing, what they are interested in doing and how they appraise these experiences.

The **opportunities that Graph Search provides are endless**, both to advertisers and Facebook users alike. For lovelorn users who want to find that special someone, all they need to do is search for something like, 'Single people who like Ancient history'. Facebook has, in effect, turned its data into an unparalleled chance for social discovery, showing us the future of the Internet and proving it is now really **fully assimilated** into daily life.

In the past, the majority of Internet users were anonymous when they used online services. Searching for an item or person was impersonal and the responses were based on **global trends** and the **cumulative study** of the Internet. It would seem that companies like Google misjudged how much users want to make the whole experience more personal. People want to know who the information comes from rather than its popularity, and even if this information is from a celebrity rather than the man down the road, it is still of more interest to most of us.

Elise Ackerman, in her analysis of Graph Search for *Forbes*, realised that not all users are created equal and the more the anonymity of the virtual world is substituted for the real world of friends, status, fame and followers, the more this disparity becomes an entrenched element of people's daily digital living. Facebook is, in effect, feeding this inequity and assisting everyone to utilise their specific qualities for all they are worth.

To answer the other question: it is going to be simple to make money from this new facility? Well, have you been to a shop where the service was excellent, the prices reasonable and there was a wide choice of whatever they sell? Then write a good review of the place and you will get money off next time you shop there. What if you have never been to that shop? No problem. Earn cash by stating that you have been there and loved the experience. Tell all your 'friends' and followers on Facebook and the cash will roll in.

Facebook's Graph Search will not necessarily be a success, nor only a way for making money and being able to find an audience for what you have to say. It is, however, an indication of a blossoming digital culture that stems from real lives and places. Facebook, like any other business, wants to keep its clients happy by giving them what they want. They also want the public to get it when they want it and from whomever they want it. In effect, the public have been recruited as reviewers, self-promoters, broadcasters and publicists and the public are **lapping it up**.

The drawback, voiced by Pinboard founder Maciej Ceglowski in November 2011, is what enticements this places on our relationships. 'We have a name for the kind of person who collects a detailed, permanent dossier on everyone they interact with, with the intent of using it to manipulate others for personal advantage,' he observed. 'We call that person a sociopath.'

Perhaps Ceglowski's words are less a prophecy and more of a warning, but they should be taken seriously. The Internet these days is becoming progressively more out of balance. Our relationships and approval of different things alike are services that we can sell. Utilising our sociopathic tendencies has never been easier to do or more enticing. Nonetheless, whether it is making money or friends or not, finding your true love or not, some things just are not worth doing. Not if you want to be able to look at yourself in the mirror in the morning with a clear conscience, anyway.

**21. What is the writer suggesting in the first paragraph about Facebook's Graph Search?**

- A. It is breaking new ground.
- B. It treats everyone the same.
- C. It can beat Google.
- D. It will provide an income.

**22. What is Mark Zuckerberg doing when he talks about Graph Search?**

- A. Encouraging Facebook users to try the new facility.
- B. Advising the public on how to phrase their questions.
- C. Considering which of the two services would be preferable for people.
- D. Comparing the different functions of search engines and Graph Search.

**23. What phrase does the writer use to illustrate the possibilities Graph Search offers?**

- A. Global trends. (paragraph 4)
- B. Fully assimilated. (paragraph 3)
- C. Cumulative study. (paragraph 4)
- D. Opportunities that Graph Search provides are endless. (paragraph 3)

**24. The writer implies that making money through Graph Search \_\_\_\_\_**

- A. is an easy way to bring in extra cash.
- B. does not require someone to be honest.
- C. causes friction between friends and followers.
- D. is just another aspect of people living in a digital world.

**25. What point is the writer illustrating with the phrase ‘lapping it up’ in paragraph 7?**

- A. The public are contributing to Facebook’s success.
- B. Technology is turning people into sociopaths.
- C. People are enjoying it and are keen for more.
- D. It is fun to interact online.

**26. Paragraph 7 suggests that Facebook’s main business strategy is to \_\_\_\_\_**

- A. monitor celebrities more closely than ordinary users.
- B. keep users satisfied by letting them act as promoters of content.
- C. reduce users’ engagement to maintain balance.
- D. replace Google as the leading search engine.

**27. In the final paragraph, the writer suggests that the Internet \_\_\_\_\_**

- A. will not retain all its followers.
- B. has users motivated by greed.
- C. causes people to become sociopaths.
- D. is not considered the same by everyone.

**Your answers:**

21.	22.	23.	24.	25.	26.	27.
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**Part 4. Read the following passage and do the tasks that follow.**

**The growth mindset**

Over the past century, a powerful idea has taken root in the educational landscape. The concept of intelligence as something innate has been supplanted by the idea that intelligence is not fixed, and that, with the right training, we can be the authors of our own cognitive capabilities. Psychologist Alfred Binet, the developer of the first intelligence tests, was one of many 19th-century scientists who held that earlier view and sought to quantify cognitive ability. Then, in the early 20th century, progressive thinkers revolted against the notion that inherent ability is destiny. Instead, educators such as John Dewey argued that every child’s intelligence could be developed, given the right environment.

‘Growth mindset theory’ is a relatively new – and extremely popular – version of this idea. In many schools today you will see hallways covered in motivational posters and hear speeches on the mindset of great sporting heroes who simply *believed* their way to the top. A major focus of the growth mindset in schools is coaxing students away from seeing failure as an indication of their ability, and towards seeing it as a chance to improve that ability. As educationalist Jeff Howard noted several decades ago: ‘Smart is not something that you just are, smart is something that you can get.’

The idea of the growth mindset is based on the work of psychologist Carol Dweck in California in the 1990s. In one key experiment, Dweck divided a group of 10- to 12-year-olds into two groups. All were told that they had achieved a high score on a test but the first group were praised for their intelligence in achieving this, while the others were praised for their effort. The second group – those who had been instilled with a ‘growth mindset’ – were subsequently far more likely to put effort into future tasks. Meanwhile, the former took on only those tasks that would not risk their sense of worth. This group had inferred that success or failure is due to innate ability, and this ‘fixed mindset’ had led them to fear of failure and lack of effort. Praising ability actually made the students perform worse, while praising effort emphasised that change was possible.

One of the greatest impediments to successfully implementing a growth mindset, however, is the education system itself: in many parts of the world, the school climate is obsessed with performance in the form of constant testing, analysing and ranking of students – a key characteristic of the fixed mindset. Nor is it unusual for schools to create a certain cognitive dissonance, when they applaud the benefits of a growth mindset but then hand out fixed target grades in lessons based on performance.

Aside from the implementation problem, the original growth mindset research has also received harsh criticism. The statistician Andrew Gelman claims that ‘their research designs have enough degrees of freedom that they could take their data to support just about any theory at all’. Professor of Psychology Timothy Bates, who has been trying to replicate Dweck’s work, is finding that the results are repeatedly null. He notes that: ‘People with a growth mindset don’t cope any better with failure ... Kids with the growth mindset aren’t getting better grades, either before or after our intervention study.’

Much of this criticism is not lost on Dweck, and she deserves great credit for responding to it and adapting her work accordingly. In fact, she argues that her work has been misunderstood and misapplied in a range

of ways. She has also expressed concerns that her theories are being misappropriated in schools by being conflated with the self-esteem movement: 'For me the growth mindset is a tool for learning and improvement. It's not just a vehicle for making children feel good.'

But there is another factor at work here. The failure to translate the growth mindset into the classroom might reflect a misunderstanding of the nature of teaching and learning itself. Growth mindset supporters David Yeager and Gregory Walton claim that interventions should be delivered in a subtle way to maximise their effectiveness. They say that if adolescents perceive a teacher's intervention as conveying that they are in need of help, this could undo its intended effects.

A lot of what drives students is their innate beliefs and how they perceive themselves. There is a strong correlation between self-perception and achievement, but there is evidence to suggest that the actual effect of achievement on self-perception is stronger than the other way round. To stand up in a classroom and successfully deliver a good speech is a genuine achievement, and that is likely to be more powerfully motivating than vague notions of 'motivation' itself.

Recent evidence would suggest that growth mindset interventions are not the elixir of student learning that its proponents claim it to be. The growth mindset appears to be a viable construct in the lab, which, when administered in the classroom via targeted interventions, doesn't seem to work. It is hard to dispute that having faith in the capacity to change is a good attribute for students. Paradoxically, however, that aspiration is not well served by direct interventions that try to instil it.

Motivational posters and talks are often a waste of time, and might well give students a deluded notion of what success actually means. Teaching concrete skills such as how to write an effective introduction to an essay then praising students' effort in getting there is probably a far better way of improving confidence than telling them how unique they are, or indeed how capable they are of changing their own brains. Perhaps growth mindset works best as a philosophy and not an intervention.

### **Questions 28-30**

*Choose the correct letter, **A**, **B**, **C** or **D**.*

*Write the correct letter in boxes 28-30 on your answer sheet.*

#### **28. What can we learn from the first paragraph?**

- A. where the notion of innate intelligence first began
- B. when ideas about the nature of intelligence began to shift
- C. how scientists have responded to changing views of intelligence
- D. why thinkers turned away from the idea of intelligence being fixed

#### **29. The second paragraph describes how schools encourage students to \_\_\_\_\_**

- A. identify their personal ambitions.
- B. help each other to realise their goals.
- C. have confidence in their potential to succeed.
- D. concentrate on where their particular strengths lie.

#### **30. In the third paragraph, the writer suggests that students with a fixed mindset \_\_\_\_\_**

- A. tend to be less competitive.
- B. generally have a low sense of self-esteem.
- C. will only work hard if they are given constant encouragement.
- D. are afraid to push themselves beyond what they see as their limitations.

### **Questions 31-36**

*Look at the following statements (Questions 31-36) and the list of people below.*

*Match each statement with the correct person or people, **A-E**.*

*Write the correct letter, **A-E**, in boxes 31-36 on your answer sheet.*

**NB** You may use any letter more than once.

31. The methodology behind the growth mindset studies was not strict enough.
32. The idea of the growth mindset has been incorrectly interpreted.
33. Intellectual ability is an unchangeable feature of each individual.
34. The growth mindset should be promoted without students being aware of it.
35. The growth mindset is not simply about boosting students' morale.
36. Research shows that the growth mindset has no effect on academic achievement.

## List of People

- A** Alfred Binet
- B** Carol Dweck
- C** Andrew Gelman
- D** Timothy Bates
- E** David Yeager and Gregory Walton

## Questions 37-40

Do the following statements agree with the views of the writer in Reading Passage 2?

*In boxes 37-40 on your answer sheet, write*

**YES** *if the statement agrees with the views of the writer*

**NO** *if the statement contradicts the views of the writer*

**NOT GIVEN** *if it is impossible to say what the writer thinks about this*

- 37. Dweck has handled criticisms of her work in an admirable way.
- 38. Students' self-perception is a more effective driver of self-confidence than actual achievement is.
- 39. Recent evidence about growth mindset interventions has attracted unfair coverage in the media.
- 40. Deliberate attempts to encourage students to strive for high achievement may have a negative effect.

## Your answers:

28.	29.	30.	31.	32.
33.	34.	35.	36.	37.
38.	39.	40.		

**Part 5. You are going to read an article on wise words. For questions 41-50, choose from the section A-D. The section may be chosen more than once. Write your answers in the corresponding numbered boxes provided.**

## ***In which section of the article does the writer***

- 41. refer to certain proverbs as a justification for not achieving a personal goal?
- 42. illustrate the truth of a proverb by citing a personal relationship?
- 43. offer a scientific and a social explanation for a particular proverb?
- 44. suggest a desirable quality in a platonic relationship?
- 45. offer an explanation for pets' apparent devotion to their owners?
- 46. explain the universal relevance of proverbs?
- 47. suggest that food plays an important part in romantic attachment?
- 48. comment on the importance of using proverbs in moderation?
- 49. imply that he does not consider himself physically attractive?
- 50. question the underlying assumption behind certain proverbs?

## WISE WORDS

### **A**

Every nation has its own proverbs which are repeated across the generations in order to pass on advice about the basic truths of life. In Germany, it is said that 'a country can be judged by the quality of its proverbs', while an Arabic saying suggests that 'a proverb is to speech what salt is to food'. In my view, a well-chosen proverb used at the right time can flavour a person's communication with wit and wisdom, but, to continue the Arabs' dinner-table analogy, it is important not to 'over-season' the meal. Speech or writing peppered with proverbs soon begins to sound patronising and contrived. Proverbs are a truly global phenomenon and, while their exact origins may always be easy to pinpoint, by their very nature they transcend geographical, religious and cultural differences by focusing on broad topics such as family matters, friendship and affairs of the heart. Thus a proverb which has its roots in Asian culture may still convey a relevant wisdom for someone from a completely different corner of the world.

### **B**

Regardless of our nationality, most of us are similar in appearance or behaviour to one or both of our parents. Despite our protestations, 'my father and I are essentially cut out by those who know the family' but the older

I get, the more like him I become. 'What a load of rubbish' say Dad and I in unison, with perfectly matched dismissive gestures and identical looks of scorn. As appears to be the case for me, the combined influences of our genes and our upbringing mean that the apple doesn't fall far from the tree. Here the tree symbolises the parents and the fruit their offspring. Probably of Turkish origins, this saying has its western equivalents in 'like father, like son' or 'like mother, like daughter'. Similarly, a child who resembles one or the other of his or her parents, or indeed exhibits similarities of character is often described as being 'a chip off the old block'. Though bitter personal experience may lead significant numbers of us to doubt the assertion, it is nevertheless widely believed that the bond is stronger than the one that exists between family members. In Africa, people say that 'a family tie is like a tree: it can bend but it cannot break'. Similarly, the proverb 'blood is thicker than water', which is thought to have originated in Germany, places family above all other kinds, including close friends.

## C

'To be without a friend is to be poor indeed' according to a Tanzanian proverb. Of course, nothing comes for free in this world, and that includes friendship. German wisdom advises us that 'friendship is not found but made' or, in other words, effort is required to maintain relationships and avoid finding ourselves friendless. A popular way to achieve this is through the sharing of food: warm food, warm friendships is supported by the Greeks. In the same way, an Arabian proverb assures us that 'as long as the pot is boiling, friendship will stay warm'. Conveniently then, whereas some might say I was simply too lazy to hit the gym three times a week as promised every New Year's Day for the last five years, I blame my ever-expanding waistline on my friends and the sacrifices required to keep our relationships suitably warm. Maintaining friendships over the long term seems particularly important in Russia, where an old friend is much better than two new ones. Perhaps this is because those we know we have known for many years can usually be relied on to tell us the truth about ourselves, or as the Irish say, 'a friend's eye is a good mirror'. Should you need any further persuasion as to the importance of your mates, pals or buddies, then remember the Egyptian advice that 'friendship doubles joy and halves grief'.

## D

'Love is blind', they say, which is of great comfort when you look like I do. The idea that love can 'blind' us to the negative in each other is recognised globally. In Germany, 'love sees roses without thorns' and for the Chinese 'even water is sweet'. Love related proverbs also exist to remind us that we must accept our partners for what they are, and try to love every aspect of them. In Africa, 'he who loves the rose also loves what is inside'. Often interpreted as romantic, the French say that 'real love is when you don't have to call each other and to this, that famously gastronomic nation adds that 'the true test of love is in the kitchen'. Wise words indeed, though based on personal experience, I can't be sure whether they are talking about love between two people or the love of vitally important French cuisine. When it comes to neighbourly love, the Chinese remind us that there are more 'little neighbours', but don't pull down the fence. Finally, returning to that wonderful proverb of Burundi: warm those who love you with their flame; companions that 'dogs don't love people; they love the place where they are fed'.

Although the human experience varies greatly according to our geographical and cultural origins, it seems proverbs and idioms almost always ring true no matter where they originate.

### Your answers:

41.	42.	43.	44.	45.
46.	47.	48.	49.	50.

### SECTION D. WRITING (60 points)

**Part 1. Complete the second sentence so that it has the same meaning as the first one. Use the word given in capital letters and the word mustn't be altered in any way.**

1. The professor's new theory was so revolutionary that few people really understood it. **GRASP**

So revolutionary was the professor's new theory that very \_\_\_\_\_ on it.

2. The authorities will not tolerate a second instance of this disruptive behaviour. **PUT**

On no account \_\_\_\_\_ a second instance of this disruptive behaviour.

3. He was so focused on his work that he didn't notice when his boss came in. **PREOCCUPIED**

Being so \_\_\_\_\_, he was oblivious to his boss's arrival.

4. We were surprised to see that he got mad at our decision.

RED

Much to \_\_\_\_\_ our decision.

our decision.

5. We expected the film to be really exciting but it wasn't.

## NOTHING

The film was \_\_\_\_\_ we had expected.

we had expected.

## Part 2. Write a letter of about 120-150 words.

You are a student in Class 12 and a member of your school's Student Council. You are deeply concerned about the growing trend of students using AI writing tools (like ChatGPT) to complete their homework and essays, often submitting work that is not their own. Your school has not yet issued any specific rules regarding the use of these tools.

Write a letter to the school principal to voice your concerns and propose a course of action.

In your letter, you should:

- Explain why you are concerned about this issue.
- Describe how this practice might affect students' learning and exam performance.
- Suggest possible solutions the school could introduce to encourage more responsible and independent learning.

Use your name and address as Le Minh Quan – 25 Nguyen Van Cu Street, Vinh City, Nghe An Province.

Le Minh Quan  
25 Nguyen Van Cu Street  
Vinh City, Nghe An Province  
October 11, 2025

Tran Quang Minh  
Le Hong Phong High School  
99 Le Hong Phong Street  
Vinh City, Nghe An Province

***Dear Mr. Minh,***

Respectfully,  
Le Minh Quan

**Part 3. Write an essay of about 350 words on the following topic**

In the era of Vietnam's national rise, young people are seen as the driving force of development and innovation. Some believe that the younger generation has a major responsibility to lead their nation's progress, while others argue that this duty should be shared equally with older generations who possess more experience and stability.

*Discuss both these perspectives and state your own well-reasoned opinion.*

**Give reasons and relevant examples from your own knowledge or experience to support your answer.**

**THE END**