

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:

Ngày tháng năm sinh:

Học sinh trường:

Số báo danh

Số phách

Họ tên chữ kí Giám thị 1:

Họ tên chữ kí Giám thị 2:

Chỉ dẫn:

1. Thí sinh làm bài trực tiếp vào đề thi.
2. Đề thi gồm **14** trang. Thí sinh kiểm tra số trang trước khi làm bài thi.
3. Thí sinh giữ gìn cẩn thận bài thi.
4. 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.
5. Thí sinh không được sử dụng bất cứ tài liệu nào, kể cả từ điển.
6. Giám thị không giải thích gì thêm.

**SỞ GIÁO DỤC VÀ ĐÀO TẠO
NGHỆ AN****KỲ THI CHỌN HỌC SINH GIỎI TỈNH LỚP 12
NĂM HỌC 2025 - 2026****Đề chính thức****Môn thi: TIẾNG ANH - BẢNG A***Thời gian: 150 phút (không kể thời gian giao đề)**(Đề gồm 14 trang)*

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

[illegible]

.....

Respectfully,

Le Minh Quan

SECTION A – LISTENING (50 pts)**Part 1. 15 x 2 pts = 30 pts**

1. feel untethered	2. accomplishing	3. motivational sinkholes
4. incremental benchmarks	5. feel personally powerless	6. disengage
7. doomed	8. unifying factor	9. momentum
10. at stake	11. injustice	12. longevity and resilience
13. positive feedback loop	14. hit sticking points	15. outcome

Part 2. 10 x 2 pts = 20 pts**Task 1:**

16. F	17. T	18. F	19. T	20. T
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Task 2:

21. C	22. D	23. B	24. B	25. A
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SECTION B – LEXICO – GRAMMAR (20 pts)**Part 1. 12 x 1 pt = 12 pts**

1. A	2. C	3. B	4. C	5. D	6. D
7. A	8. B	9. D	10. C	11. D	12. B

Part 2. 8 x 1 pt = 8 pts

	Line	Mistake	Correction		Line	Mistake	Correction
13.	1	A	the	17.	6	which	in which/whereby
14.	3	to favor	favor	18.	7	despite	although/ though/ even though
15.	4	pre-exist	pre-existing	19.	10	mitigate	mitigating
16.	5	Critical	critically	20.	12	amount	number

SECTION C – READING (70 pts)**Part 1. 10 x 1 pt = 10 pts**

1. D	2. B	3. C	4. B	5. C
6. D	7. C	8. A	9. D	10. A

Part 2. 10 x 1 pt = 10 pts

11. how	12. reply	13. Whatever	14. refers	15. However/ nevertheless/nonetheless
16. experiencing	17. get	18. for	19. either	20. them

Part 3. 7 x 2 pts = 14 pts

21. A	22. D	23. D	24. B	25. C	26. B	27. B
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Part 4. 13 x 2 pts = 26 pts

28. B	29. C	30. D	31. C	32. B
33. A	34. E	35. B	36. D	37. YES
38. NO	39. NOT GIVEN	40. YES		

Part 5. 10 x 1 pt = 10 pts

41. C	42. B	43. B	44. C	45. D
46. A	47. D	48. A	49. D	50. B

SECTION D – WRITING (60 pts)**Part 1. 5 x 2 pts = 10 pts**

1. So revolutionary was the professor's new theory that very **few people could get a GRASP** on it.
2. On no account **will the authorities PUT up with** a second instance of this disruptive behaviour.
3. Being so **PREOCCUPIED with his work**, he was oblivious to his boss's arrival.
4. Much to **our surprise/amazement**, he saw **RED at our decision/hearing our decision**.
5. The film was **NOTHING like as exciting as** we had expected.

Part 2. (20 points)

1. **Content (Nội dung) (Tối đa 5 điểm)** Tiêu chí này đánh giá mức độ thí sinh hoàn thành tất cả các yêu cầu của đề bài.

5 điểm:

- **Tất cả** các yêu cầu của đề bài được giải quyết **đầy đủ và chi tiết**.
- Giải thích rõ ràng và chính xác lý do vì sao bạn viết thư cho Hiệu trưởng và lý do bạn quan tâm đến việc học sinh sử dụng công nghệ AI(chat GPT) để hoàn thành bài tập và bài luận.
- Nói rõ, cụ thể và phù hợp việc sử dụng công nghệ AI có thể ảnh hưởng đến việc học tập và các kỳ thi của học sinh như thế nào.
- Đề xuất các giải pháp mà nhà trường có thể đưa ra để khuyến khích học sinh học tập có trách nhiệm hơn và độc lập hơn.
- Thông tin cung cấp liên quan, phù hợp và phát triển tốt.

4 điểm:

- **Hầu hết** các yêu cầu của đề bài được giải quyết **tốt**.
- Giải thích khá rõ ràng về lý do tại sao bạn viết thư cho Hiệu trưởng và lý do bạn quan tâm đến việc học sinh sử dụng công nghệ AI (chat GPT) để hoàn thành bài tập và bài luận.
- Mô tả việc sử dụng công nghệ AI có thể ảnh hưởng thế nào đến việc học tập và các kỳ thi của học sinh, có thể thiếu một vài ảnh hưởng chính.
- Đề xuất các giải pháp mong muốn nhà trường khuyến cáo tới học sinh nhưng có thể chưa thực sự sâu sắc hoặc còn hơi chung chung.
- Một vài ý có thể chưa được phát triển đầy đủ.

3 điểm:

- **Một số** yêu cầu của đề bài được giải quyết, nhưng có thể có thiếu sót đáng kể ở một hoặc hai điểm.
- Giải thích lý do vì sao bạn viết thư cho Hiệu trưởng và lý do bạn quan tâm đến việc học sinh sử dụng công nghệ AI (chat GPT) để hoàn thành bài tập và bài luận có thể còn sơ sài hoặc chưa hoàn toàn chính xác.
- Mô tả việc sử dụng công nghệ AI có thể ảnh hưởng thế nào đến việc học tập và các kỳ thi của học sinh, nhưng còn thiếu các chi tiết đặc biệt liên quan đến những hậu quả của việc sử dụng AI ảnh hưởng đến chất lượng học tập và các kỳ thi.
- Đề xuất các giải pháp mà nhà trường có thể đưa ra để khuyến khích học sinh học tập có trách nhiệm hơn và độc lập hơn nhưng còn chung chung.
- Suy nghĩ cá nhân còn hời hợt hoặc không rõ ràng.
- Thông tin có thể không hoàn toàn liên quan hoặc chưa được phát triển.

2 điểm:

- Chỉ giải quyết được **một phần nhỏ** yêu cầu của đề bài.
- Nội dung trả lời các yêu cầu còn rất hạn chế, thiếu thông tin quan trọng.
- Có thể bỏ qua một hoặc nhiều yêu cầu chính.
- Ví dụ, chỉ giải thích sơ qua lý do vì sao bạn viết thư cho Hiệu trưởng và lý do bạn quan tâm đến việc học sinh sử dụng công nghệ AI (chat GPT) để hoàn thành bài tập và bài luận hoặc chia sẻ suy nghĩ.

1 điểm:

- Nội dung **rất hạn chế** và/hoặc **hầu như không liên quan** đến yêu cầu đề bài.
- Không giải quyết được các yêu cầu chính.

0 điểm:

- Hoàn toàn không làm bài hoặc nội dung không thể hiểu được.

2. **Communicative Achievement (Hiệu quả giao tiếp) (Tối đa 5 điểm)** Tiêu chí này đánh giá khả năng sử dụng ngôn ngữ phù hợp với văn phong, mục đích của bài viết và đối tượng người đọc.

5 điểm:

- Bài viết thể hiện **xuất sắc** các đặc điểm của một lá thư trang trọng gửi cho thầy Hiệu trưởng.
- Văn phong nhất quán, tự nhiên, thu hút và phù hợp với ngữ cảnh (chia sẻ thông tin và cảm xúc về một sự việc quan trọng).
- Người đọc nắm được thông tin đầy đủ và bị cuốn hút bởi cách trình bày.

- Thể hiện rõ mục đích viết thư.
- 4 điểm:**
- Bài viết thể hiện **tốt** các đặc điểm của một lá thư trang trọng.
 - Văn phong nhìn chung phù hợp và giữ được sự chú ý của người đọc.
 - Có thể có một vài chỗ văn phong chưa thực sự tự nhiên hoặc hơi trang trọng/suông sã không cần thiết, nhưng không ảnh hưởng lớn đến hiệu quả giao tiếp.
- 3 điểm:**
- Bài viết thể hiện **tương đối** các đặc điểm của một lá thư trang trọng.
 - Văn phong có thể không nhất quán, đôi khi quá trang trọng hoặc quá suông sã.
 - Người đọc có thể theo dõi được ý chính nhưng bài viết có thể không thực sự thu hút.
 - Mục đích viết thư có thể chưa hoàn toàn rõ ràng ở một số đoạn.
- 2 điểm:**
- Nỗ lực thể hiện văn phong viết thư nhưng **chưa thành công**.
 - Văn phong không phù hợp (ví dụ: quá trang trọng như một bài báo cáo, hoặc quá cộc lốc).
 - Gây khó khăn cho người đọc trong việc theo dõi hoặc hiểu mục đích.
- 1 điểm:**
- Văn phong **hoàn toàn không phù hợp**.
 - Không thể hiện được mục đích giao tiếp.
- 0 điểm:**
- Không có nỗ lực giao tiếp.
- 3. Organisation (Tổ chức bài viết) (Tối đa 5 điểm)** Tiêu chí này đánh giá cấu trúc, sự mạch lạc, liên kết ý và đoạn văn, cũng như cách sử dụng các quy ước của một lá thư.
- 5 điểm:**
- Bài viết được tổ chức **rất logic và chặt chẽ**.
 - Sử dụng **hiệu quả** các quy ước của thư.
 - Phân đoạn **hợp lý**, mỗi đoạn phát triển một ý rõ ràng và các đoạn liên kết với nhau một cách trôi chảy.
 - Sử dụng **linh hoạt và chính xác** các phương tiện liên kết (linking words, cohesive devices).
- 4 điểm:**
- Bài viết được tổ chức **tốt**.
 - Sử dụng **đúng** các quy ước của thư, có thể có lỗi nhỏ không đáng kể.
 - Phân đoạn **khá rõ ràng** và các ý được sắp xếp tương đối logic.
 - Sử dụng **khá tốt** các phương tiện liên kết, dù đôi khi có thể hơi đơn giản hoặc lặp lại.
- 3 điểm:**
- Bài viết có cấu trúc **tương đối rõ ràng** nhưng có thể có một số điểm yếu trong việc tổ chức ý hoặc phân đoạn.
 - Có sử dụng các quy ước của thư nhưng có thể thiếu hoặc sai sót.
 - Liên kết giữa các câu và các đoạn có thể chưa chặt chẽ hoặc còn lủng củng.
 - Sử dụng phương tiện liên kết còn hạn chế hoặc đôi khi không phù hợp.
- 2 điểm:**
- Bài viết **thiếu tổ chức rõ ràng**.
 - Các quy ước của thư được sử dụng một cách hạn chế hoặc không chính xác.
 - Phân đoạn không hợp lý hoặc các ý sắp xếp lộn xộn.
 - Rất ít hoặc sử dụng sai các phương tiện liên kết, khiến bài viết khó theo dõi.
- 1 điểm:**
- Bài viết **rất rời rạc**, không có cấu trúc rõ ràng.
 - Thiếu các yếu tố cơ bản của một lá thư.
- 0 điểm:**
- Bài viết hoàn toàn không có tổ chức.
- 4. Language (Ngôn ngữ) (Tối đa 5 điểm)** Tiêu chí này đánh giá vốn từ vựng và ngữ pháp, bao gồm sự đa dạng, độ chính xác và tính phù hợp.
- 5 điểm:**
- Sử dụng vốn từ vựng **phong phú, đa dạng và chính xác**, bao gồm cả các từ/cụm từ ít phổ biến (less common lexis) một cách tự nhiên và phù hợp với chủ đề (xu hướng sử dụng công nghệ AI, hệ lụy của việc sử dụng công nghệ AI, giải pháp giúp học sinh học tập có trách nhiệm và tự lập hơn).
 - Sử dụng **linh hoạt và chính xác** nhiều cấu trúc ngữ pháp phức tạp và đơn giản.
 - Hầu như không có lỗi ngữ pháp, từ vựng, chính tả hoặc dấu câu; nếu có chỉ là lỗi nhỏ không ảnh hưởng đến việc hiểu.
- 4 điểm:**
- Sử dụng vốn từ vựng **khá tốt và phù hợp**. Có nỗ lực sử dụng từ vựng đa dạng.
 - Sử dụng **khá tốt** các cấu trúc ngữ pháp khác nhau.

- Có một vài lỗi nhỏ về ngữ pháp, từ vựng, chính tả hoặc dấu câu nhưng không gây cản trở đáng kể cho việc hiểu.

3 điểm:

- Sử dụng vốn từ vựng **đủ để diễn đạt ý tưởng** nhưng có thể còn hạn chế, lặp lại hoặc đôi khi dùng từ chưa thực sự chính xác/phù hợp.
- Sử dụng các cấu trúc ngữ pháp cơ bản một cách tương đối chính xác, nhưng còn hạn chế trong việc sử dụng cấu trúc phức tạp hoặc mắc lỗi khi cố gắng sử dụng.
- Có một số lỗi ngữ pháp, từ vựng, chính tả hoặc dấu câu có thể gây khó hiểu ở vài chỗ.

2 điểm:

- Sử dụng vốn từ vựng **rất hạn chế và cơ bản**. Thường xuyên lặp từ.
- Sử dụng chủ yếu các cấu trúc ngữ pháp đơn giản và thường xuyên mắc lỗi.
- Nhiều lỗi ngữ pháp, từ vựng, chính tả hoặc dấu câu gây khó khăn đáng kể cho người đọc.

1 điểm:

- Vốn từ vựng **rất nghèo nàn**.
- Lỗi ngữ pháp, từ vựng, chính tả hoặc dấu câu **rất nhiều và nghiêm trọng**, khiến bài viết gần như không thể hiểu được.

0 điểm:

- Không thể đánh giá do ngôn ngữ quá yếu hoặc không viết gì.

* Lưu ý khi chấm:

- Đánh giá tổng thể bài viết trước khi cho điểm chi tiết từng phần.
- Lỗi lặp lại (ví dụ, một lỗi ngữ pháp cụ thể được lặp lại nhiều lần) nên được coi là một loại lỗi hơn là nhiều lỗi riêng lẻ.
- Độ dài của bài viết cũng cần được cân nhắc. Một bài viết quá ngắn có thể sẽ bị giới hạn ở một số tiêu chí, đặc biệt là "Content" và "Language" (khó thể hiện sự đa dạng).

Part 3. (30 points)

I. Task Response (TR) - Mức độ đáp ứng yêu cầu đề bài (Tối đa 7.5 điểm)

7.5 điểm:

- Bài viết giải quyết **đầy đủ và xuất sắc** tất cả các phần của yêu cầu đề bài.
- Thảo luận 2 ý kiến 1 cách khách quan, rõ ràng, tính nhất quán và thuyết phục trong suốt bài viết, có thể hiện quan điểm cá nhân (đồng ý với quan điểm nào).
- Các ý chính được phát triển **toàn diện**, có chiều sâu và được hỗ trợ bởi các lý lẽ, ví dụ **liên quan, cụ thể và hợp lý** từ kiến thức hoặc kinh nghiệm cá nhân.
- Bài viết đạt hoặc vượt yêu cầu tối thiểu 350 từ.

6.0 - 7.0 điểm:

- Bài viết giải quyết **tốt** tất cả các phần của yêu cầu đề bài.
- Các quan điểm được trình bày **rõ ràng** và được bảo vệ **khá tốt**, thể hiện quan điểm cá nhân.
- Các ý chính được phát triển **tương đối đầy đủ** với các lý lẽ và ví dụ **phù hợp**.
- Có thể có một vài chi tiết chưa thực sự sắc sảo hoặc cần đào sâu hơn.

4.5 - 5.5 điểm:

- Bài viết giải quyết **hầu hết** các phần của yêu cầu đề bài.
- Các quan điểm **được trình bày** nhưng có thể không hoàn toàn rõ ràng hoặc nhất quán trong cả bài, có thể hiện quan điểm cá nhân.
- Các ý chính được trình bày nhưng **chưa được phát triển đầy đủ** hoặc thiếu sự hỗ trợ đầy đủ từ lý lẽ, ví dụ.
- Một số ý có thể còn chung chung hoặc chưa thực sự liên quan chặt chẽ đến trách nhiệm của thế hệ trẻ hay thế hệ người lớn tuổi tới sự phát triển và đổi mới của đất nước trong kỷ nguyên vươn mình của dân tộc.

3.0 - 4.0 điểm:

- Bài viết giải quyết **một phần** yêu cầu đề bài.
- Các quan điểm được trình bày **không rõ ràng** hoặc không được bảo vệ một cách hiệu quả, và chưa nêu được quan điểm cá nhân.
- Các ý chính **còn sơ sài**, thiếu phát triển hoặc lý lẽ, ví dụ không thuyết phục/không liên quan.
- Bài viết có thể bị lạc đề ở một số phần.

1.5 - 2.5 điểm:

- Bài viết giải quyết **rất ít** yêu cầu đề bài.
- Các quan điểm được trình bày 1 cách **mơ hồ hoặc không có**.
- Nội dung **chung chung, nghèo nàn**, không tập trung vào vấn đề.
- Có thể hiểu sai đề bài.

0 - 1.0 điểm:

- Bài viết **hoàn toàn không đáp ứng** yêu cầu đề bài, lạc đề hoặc không thể hiểu được.
- Không đưa ra quan điểm.

II. Coherence and Cohesion (CC) - Tính mạch lạc và liên kết (Tối đa 7.5 điểm)

7.5 điểm:

- Bài viết được tổ chức **logic và chặt chẽ**.
- Thông tin và các ý tưởng được sắp xếp **rõ ràng, dễ theo dõi**.
- Sử dụng **linh hoạt và chính xác** các phương tiện liên kết (từ nối, cụm từ chuyển tiếp, đại từ thay thế) ở cấp độ câu và đoạn văn.
- Phân đoạn **hợp lý**, mỗi đoạn có một chủ đề rõ ràng.

6.0 - 7.0 điểm:

- Bài viết được tổ chức **tốt**.
- Thông tin và ý tưởng được sắp xếp **khá logic**.
- Sử dụng **hiệu quả** các phương tiện liên kết, mặc dù có thể có một vài lỗi nhỏ hoặc sử dụng chưa thực sự đa dạng.
- Phân đoạn **khá hợp lý**.

4.5 - 5.5 điểm:

- Bài viết **có cấu trúc tương đối**.
- Việc sắp xếp thông tin và ý tưởng **có thể theo dõi được** nhưng đôi khi còn lủng củng hoặc chưa mạch lạc.
- Sử dụng các phương tiện liên kết ở **mức độ nhất định**, nhưng có thể còn hạn chế, lặp lại hoặc sử dụng chưa chính xác.
- Phân đoạn **có thể chưa rõ ràng** hoặc các đoạn chưa liên kết chặt chẽ với nhau.

3.0 - 4.0 điểm:

- Bài viết **thiếu sự tổ chức rõ ràng**.
- Thông tin và ý tưởng **khó theo dõi**.
- Sử dụng các phương tiện liên kết **yếu kém, thiếu hoặc sai sót nhiều**.
- Phân đoạn **không hợp lý** hoặc không có sự phân đoạn.

1.5 - 2.5 điểm:

- Bài viết **rất rời rạc**, không có tính logic.
- Việc trình bày ý tưởng **lộn xộn**.
- Hầu như **không sử dụng** hoặc sử dụng **sai hoàn toàn** các phương tiện liên kết.

0 - 1.0 điểm:

- Bài viết **hoàn toàn không mạch lạc**, không thể hiểu được.

III. Lexical Resource (LR) - Vốn từ vựng (Tối đa 7.5 điểm)

7.5 điểm:

- Sử dụng vốn từ vựng **rộng, đa dạng và chính xác** liên quan đến chủ đề.
- Sử dụng **linh hoạt** các từ ít phổ biến (less common lexical items) một cách tự nhiên.
- Có khả năng diễn đạt ý tưởng một cách **tinh tế và uyển chuyển**.
- Rất ít lỗi về lựa chọn từ, dạng từ hoặc chính tả.

6.0 - 7.0 điểm:

- Sử dụng vốn từ vựng **khá tốt và phù hợp** với chủ đề.
- Có cố gắng sử dụng các từ ít phổ biến, dù đôi khi có thể chưa hoàn toàn tự nhiên hoặc chính xác.
- Có một vài lỗi nhỏ về lựa chọn từ, dạng từ hoặc chính tả nhưng không gây cản trở việc hiểu.

4.5 - 5.5 điểm:

- Sử dụng vốn từ vựng **đủ để diễn đạt ý tưởng cơ bản** liên quan đến chủ đề.
- Từ vựng có thể còn **hạn chế, lặp lại** hoặc sử dụng chưa thực sự chính xác.
- Có thể mắc một số lỗi về lựa chọn từ, dạng từ hoặc chính tả gây khó khăn nhất định cho người đọc.

3.0 - 4.0 điểm:

- Sử dụng vốn từ vựng **rất hạn chế**.
- Từ vựng **cơ bản, lặp đi lặp lại nhiều**.
- Mắc **nhiều lỗi** về lựa chọn từ, dạng từ, chính tả, gây cản trở đáng kể cho việc hiểu.

1.5 - 2.5 điểm:

- Vốn từ vựng **rất nghèo nàn**.
- Chỉ sử dụng được những từ hết sức cơ bản.
- Mắc **quá nhiều lỗi** từ vựng, khiến bài viết khó hiểu.

0 - 1.0 điểm:

- Hầu như không thể hiện được vốn từ, bài viết không thể hiểu được do lỗi từ vựng.

IV. Grammatical Range and Accuracy (GRA) - Ngữ pháp đa dạng và chính xác (Tối đa 7.5 điểm)

7.5 điểm:

- Sử dụng **đa dạng các cấu trúc ngữ pháp** một cách **linh hoạt và chính xác**.

- Sử dụng thành thạo cả câu đơn và câu phức.
- Rất ít lỗi ngữ pháp và dấu câu; nếu có thì chỉ là lỗi nhỏ không đáng kể (slips).

6.0 - 7.0 điểm:

- Sử dụng **khá đa dạng các cấu trúc ngữ pháp**.
- Có khả năng sử dụng câu phức nhưng có thể chưa hoàn toàn linh hoạt hoặc mắc một vài lỗi.
- Có một số lỗi ngữ pháp và dấu câu nhưng không làm sai lệch ý nghĩa của câu.

4.5 - 5.5 điểm:

- Sử dụng **một số cấu trúc ngữ pháp cơ bản**.
- Nỗ lực sử dụng câu phức nhưng thường xuyên mắc lỗi.
- Có nhiều lỗi ngữ pháp và dấu câu, có thể gây khó hiểu ở một vài chỗ.

3.0 - 4.0 điểm:

- Sử dụng **rất hạn chế các cấu trúc ngữ pháp**.
- Chủ yếu sử dụng câu đơn và các cấu trúc đơn giản.
- Mắc **rất nhiều lỗi ngữ pháp và dấu câu** nghiêm trọng, gây cản trở lớn cho việc hiểu.

1.5 - 2.5 điểm:

- Chỉ sử dụng được các cấu trúc ngữ pháp **cơ bản nhất và thường xuyên sai**.
- Bài viết chứa đầy lỗi ngữ pháp.

0 - 1.0 điểm:

- Hầu như không thể hiện được kiến thức ngữ pháp, bài viết không thể hiểu được do lỗi ngữ pháp.

Lưu ý khi chấm:

- Đọc kỹ toàn bộ bài viết trước khi cho điểm từng tiêu chí.
- Cân nhắc sự tương tác giữa các tiêu chí. Ví dụ, vốn từ hạn chế có thể ảnh hưởng đến khả năng phát triển ý (TR) hoặc sự mạch lạc (CC).
- Chú trọng vào hiệu quả giao tiếp tổng thể của bài viết.
- Đối với bài luận này, cần đặc biệt xem xét cách thí sinh bàn luận về “trách nhiệm của thế hệ trẻ và người lớn tuổi đối với việc phát triển và đổi mới đất nước trong kỷ nguyên vươn mình của dân tộc” và mức độ thuyết phục của các lập luận đưa ra.

TOTAL: 200 points/10 = 20 points

**SỞ GIÁO DỤC VÀ ĐÀO TẠO
NGHỆ AN**

**KỲ THI CHỌN HỌC SINH GIỎI TỈNH LỚP 12
NĂM HỌC 2025-2026**

Môn thi: TIẾNG ANH - BẢNG A

(Đề
có *thi*
14
trang)

Thời gian làm bài: 150 phút, không kể thời gian phát đề
ĐỀ CHÍNH THỨC

Part 1.

Part 2.

Task 1

Interviewer: Today we're looking at the science of happiness. My guests are Rowena Gray and Jesse Mulligan, both professors of psychology. Jesse, you believe there are things people can do to make themselves happier, but you're not talking about setting goals, are you?

Jesse: Not the kind of typical goals people think they should set. For example, they feel dissatisfied with their life, and they say, I need to get that promotion. I've got to get those perfect grades. I've got to find the perfect partner. They put pressure on themselves because they believe that accomplishing something like that will make a huge difference. But you know, even if they do, the thrill wears off. They just get used to the new situation, and their happiness level drops back to what it was before.

Interviewer: So what can people do to feel happier?

Jesse: Look, I went to Chile for a short break this year. It would have been nice if the trip had been longer. But anyway, my point is, I bought an experience, not a thing. And so whether that's a vacation, a beach walk, or laughing over a meal with friends, it's not subject to social comparison. I can look back and remember the fun I had, and nobody can take that joy away from me. With material goods, it's true. People feel pleasure from buying a phone or a pair of sneakers, for instance. But then they're always aware that someone else's phone might be superior, or their sneakers are starting to wear out. It's little things too that can make a difference. The science shows that even a couple of minutes chatting to a stranger can lift your spirits.

Interviewer: And fewer people do that nowadays, right? Rowena, I know you're particularly interested in levels of happiness amongst teenagers.

Rowena: Yes, and some of my public talks are aimed specifically at teens. You see, all of us, we're constantly assessing where we are in life, but not objectively. When we ask, how good looking am I? We're thinking about ourselves in relation to someone who's extremely attractive, or at least has a team of makeup artists and stylists on hand to ensure they look that way. Or when we wonder, how wealthy am I? We're rating ourselves against multimillionaires. And because teenagers are online so much, this negative way of evaluating yourself is exacerbated, and they feel inadequate. So, I'm saying choose different reference points and realize that, hey, I'm actually doing all right. Don't be so harsh on yourself.

Interviewer: Spending time with friends is something you advocate, isn't it?

Rowena: Yes, it's important to get out and socialize. But one thing to bear in mind is that happy people talk about happy stuff. And I know that for myself, when I meet up with my friends, I'll often start with all the stuff that's bothering me, that I want to get off my chest, because I think it'll cheer me up. But the research shows, if you touch on a piece of luck you've had, something fortunate that happened, just by actively recalling it, it'll give your mood a real lift. I mean, I still catch myself moaning about colleagues or an academic paper I'm drafting, but I then make a conscious effort to switch back to positive mode. And let's be honest, even those closest to you can only tolerate so much negativity.

Interviewer: And I understand that your lectures on happiness are extremely popular.

Rowena: I'm happy to say they are. I can confidently say we have more students attending than in any other class. We do have a laugh. I think that's important. But from talking one to one with my students, it's easy to identify the common factor. I mean, why they all turn up. I think many of them are finding it difficult to navigate life, and they're trying really hard to find solutions. No one really wants to be stuck in that kind of rut. I also think they appreciate my honesty. I mean, when I do occasionally find myself slipping into bad habits and doing things that undermine my happiness, I'm open about that.

Interviewer: And you're now working together on a regular podcast on the science of happiness, I believe. Has recording the podcast affected you in any way?

Jesse: Well, it's been helpful for me because I have to practice what I preach now. You know, if I'm telling people to be mindful and meditate, if I'm constantly telling them to spend more time with their loved ones and talk to strangers, then I have to do that too.

Rowena: Same for me, because otherwise my students or anyone that knows us from the podcast, they're going to be like, Professor Gray, I saw you on the train and you weren't talking to people. So in a way, I'm forced to do what I'm suggesting other people ought to do. But then I also feel better as a result.

Jesse: Exactly. It doesn't mean I'm in a permanent state of joy, but from tracking my happiness over the last few months, I definitely see I'm a pointer to happier.

Task 2

Interviewer: Today we're looking at the science of happiness. My guests are Rowena Gray and Jesse Mulligan, both professors of psychology. Jesse, you believe there are things people can do to make themselves happier, but you're not talking about setting goals, are you?

Jesse: Not the kind of typical goals people think they should set. For example, they feel dissatisfied with their life, and they say, I need to get that promotion. I've got to get those perfect grades. I've got to find the perfect partner. They put pressure on themselves because they believe that accomplishing something like that will make a huge difference. But you know, even if they do, the thrill wears off. They just get used to the new situation, and their happiness level drops back to what it was before.

Interviewer: So what can people do to feel happier?

Jesse: Look, I went to Chile for a short break this year. It would have been nice if the trip had been longer. But anyway, my point is, I bought an experience, not a thing. And so whether that's a vacation, a beach walk, or laughing over a meal with friends, it's not subject to social comparison. I can look back and remember the fun I had, and nobody can take that joy away from me. With material goods, it's true. People feel pleasure from buying a phone or a pair of sneakers, for instance. But then they're always aware that someone else's phone might be superior, or their sneakers are starting to wear out. It's little things too that can make a difference. The science shows that even a couple of minutes chatting to a stranger can lift your spirits.

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