

## ĐỀ THI CHÍNH THỨC

Môn:

Thời gian làm bài:

Ngày thi thứ nhất:

TIẾNG ANH

180 phút (không kể thời gian giao đề)

25/12/2025

Đề thi gồm có 12 trang

SỐ PHÁCH

- Thí sinh **KHÔNG** được sử dụng tài liệu, kể cả từ điển.
- Giám thị **KHÔNG** giải thích gì thêm.
- Tổng thời gian phần thi nghe: 30 phút.

## I. LISTENING (5.0 points)

- The listening section is in **FOUR** parts. The recordings of Part 1 and Part 2 will be played **ONCE** only, and the recordings of Part 3 and Part 4 will be played **TWICE**. At the start of each recording, you will hear a sound.
- There will be a piece of music at the beginning and at the end of the listening section. You will have **TWO** minutes to check your answers at the end of the listening section.
- All the other instructions are included in the recording.

Part 1. Listen to a conversation about taking a digital detox **ONCE** and do the tasks that follow.

For questions 1 – 5, decide whether each of the following statements is True (T), False (F), or Not Given (NG) according to what you hear. Write T, F, or NG in the corresponding numbered boxes provided.

- Research shows screen contact occupies roughly half of the time most of us are awake.
- Reduced screen time has been linked to longer lifespans.
- A digital detox extends beyond turning off social media apps.
- Samara's sister was given a diagnosis of blood cancer.
- Not until Samara divorced did her sister come down with sickness.

For questions 6 – 10, decide whether the following are mentioned by only one of the guests, or by both of them. In the corresponding numbered boxes provided,

write                      S            for Samara Theodore;  
                                  A            for Dr Alok Patel;  
                                  B            for Both of the guests.

- Increased confidence in face-to-face interaction and reduced automatic phone checking
- Physical complaints such as text-neck, eye strain and headaches
- A false sense of connection versus deeper, intentional contact
- Redefined social-media purpose as a professional-information platform
- Behavioural and physiological warning signs that suggest a digital detox

Your answers:

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

Part 2. Listen to a talk about aquatic farming **ONCE** and do the tasks that follow.For questions 11 – 12, choose **TWO** letters from A-E to indicate **TWO** true statements about the current situation of fishing and seafood. Write your answers in the corresponding numbered boxes provided.

- The majority of seafood consumed globally comes from wild capture.
- Roughly one third of wild fisheries are overfished.
- Aquaculture currently accounts for nearly half of the seafood consumed worldwide.
- The quantity of seafood produced through aquatic farming is experiencing annual growth.
- Antibiotics-free practices are implemented across all fish farming operations.

For questions 13 – 15, choose **THREE** letters from A-G to indicate **THREE** true statements about the current situation of net pens. Write your answers in the corresponding numbered boxes provided.

- Net pens typically cover an area of approximately one square kilometre.
- Escapes from net pens are rare occurrences.
- Net pens in Chile and Norway are crammed with fish.
- Net pen farms are predominantly situated in freshwater environments.
- Waste from net pen farms can pollute surrounding waters and spread disease to wild species.
- Antibiotics used in net pens are fully metabolised by the fish and do not enter the environment.
- The main aim of net pen farms is to increase populations of endangered fish species.

For questions 16 – 20, write the letter A, B, C or D in the corresponding numbered boxes provided to indicate the correct answer to each of the following questions according to what is stated or implied by the speaker.

16. Mangroves and marshes do all of the following EXCEPT \_\_\_\_\_.  
 A. protecting coastal areas from storms B. providing essential habitats  
 C. supporting the construction of coastal ponds D. taking in huge amounts of greenhouse gases
17. Which of the following is NOT an advantage of fully contained inland fish farms?  
 A. Reducing disease risks B. Preventing water pollution  
 C. Recirculating water D. Minimising reliance on fishmeal
18. Approximately \_\_\_\_\_ of the global seafood catch is used for animal feed.  
 A. 5% B. 10% C. 15% D. 20%
19. What is the key advantage of cultivating shellfish and seaweeds?  
 A. Their high market value and strong profitability  
 B. Their fast growth rates and quick harvesting cycles  
 C. Their minimal need for feed and benefit to water health  
 D. Their ability to thrive in contained systems and reduce pollution
20. The example of Washington State was mentioned in order to \_\_\_\_\_.  
 A. illustrate the potential of restorative ocean farming to meet global food demands  
 B. highlight the geographic limitations of implementing regenerative ocean farming  
 C. demonstrate the enormous scale of the problem of unsustainable aquaculture  
 D. compare the environmental impact of different aquaculture systems worldwide

Your answers:

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

Part 3. For questions 21 – 25, listen to part of a talk about walking backwards, or retro-walking, TWICE and answer each of the following questions with no more than TWO words taken from the recording. Write your answers in the corresponding spaces provided.

21. What word refers to the joint problem backwards-walking might help alleviate?

\_\_\_\_\_

22. What do improved lower body and back strength contribute to?

\_\_\_\_\_

23. What condition related to backache does retro-walking aim to relieve?

\_\_\_\_\_

24. What is the term for the altered movement pattern beneficial to knee-injury recovery?

\_\_\_\_\_

25. What is reported to improve, as reflected by the accelerated response speed during retro-walking?

\_\_\_\_\_

Part 4. For questions 26 – 35, listen to part of a talk about numerical systems TWICE, and complete the following summary with no more than ONE word and/or A number taken from the recording for each space. Write your answers in the corresponding numbered boxes provided.

In ancient Egypt, numbers were conveyed through repeated *glyphs*, with distinct symbols assigned to increasing magnitudes: one to nine appeared simply as (26)\_\_\_\_\_, while new symbols denoted 10, 100, and 1,000. Although the Egyptians lacked a symbol for zero, their reliance on (27)\_\_\_\_\_ of ten revealed a clear commitment to base-10 logic, in which numerical patterns reset at each power of ten.

Babylonian numerals arose from the physical constraints of *cuneiform* inscription. Rather than applying (28)\_\_\_\_\_ to papyrus, scribes impressed symbols into clay by means of a pen-shaped (29)\_\_\_\_\_, which limited graphical variety. Their base-60 system, while visually opaque to modern observers, enabled sophisticated calculations far beyond base 10.

The Maya achieved extraordinary efficiency by constructing an entire numerical language from only three signs: a dot, a line, and a shell. Operating within a base-20 framework with numbers reaching (30)\_\_\_\_\_ in a single position, their system uniquely incorporated zero and featured place value organised (31)\_\_\_\_\_.

The Inca developed an entirely non-written method through the *quipu*, encoding quantities with a (32)\_\_\_\_\_ and precisely arranged (33)\_\_\_\_\_. Despite its tactile nature, the system adhered to base-10 counting.

Finally, Roman numerals – (34)\_\_\_\_\_ letters in the same language governed by addition and (35)\_\_\_\_\_ principles – marked a significant conceptual innovation.



Your answers:

26.	27.
28.	29.
30.	31.
32.	33.
34.	35.

## II. READING (8.0 points)

### II.1. LANGUAGE IN USE (3.0 points)

**Part 1. For questions 36 – 40, read the passage below and decide which answer (A, B, C, or D) best fits each space. Write the letter A, B, C, or D in the corresponding numbered boxes provided.**

Chaos and order are two of the most fundamental elements of lived experience – (36)\_\_\_\_\_. But they're not things, or objects, and they're not experienced as such. Things or objects are part of the objective world. They're inanimate; spiritless. They're dead. This is not true of chaos and order. Those are perceived, experienced and understood (to the degree that they are understood at all) as personalities – and that is just as true of the perceptions, experiences and understanding of modern people as their ancient forebears. It's just (37)\_\_\_\_\_.

Order and chaos are not understood first, objectively (as things or objects), and then personified. (38)\_\_\_\_\_, and then inferred intent and purpose. But that isn't how perception operates, despite our preconceptions. Perception of things as tools, for example, occurs before or in concert with perception of things as objects. We see what things mean (39)\_\_\_\_\_. Perception of things as entities with personality also occurs before perception of things as things. This is particularly true of the action of others, living others, but we also see the non-living "objective world" as animated, with purpose and intent. (40)\_\_\_\_\_ "the hyperactive agency detector" within us. We evolved, over millennia, within intensely social circumstances. This means that the most significant elements of our environment of origin were personalities, not things, objects or situations.

(Adapted from *12 Rules for Life* by Jordan B. Peterson)

36. A. two of the basics subdivided by Being itself  
B. two of the most basic subdivisions of Being itself  
C. two ways of subdividing the most basic Being itself  
D. two times as much as the basic subdivisions of Being itself
37. A. that moderners don't notice  
B. what is unnoticeable to moderners  
C. that isn't modernly noticeable  
D. whatever comes to moderners' notice
38. A. We would be the only case if the perceived reality were objective  
B. That would only be the case if we perceived objective reality first  
C. Our objective would be the first to perceive the reality of each case  
D. Only when we first perceived the case in reality could we be objective
39. A. faster in their seeing just what we are  
B. just as fast as or faster than their seeing  
C. just as fast or faster than we see what they are  
D. the fastest possible just in our seeing what they are
40. A. The operation, because it is called by psychologists  
B. In view of the operation of what psychologists have called  
C. Operationally, owing to the fact that psychologists have called this  
D. This is because of the operation of what psychologists have called

Your answers:

36.	37.	38.	39.	40.
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**Part 2. For questions 41 – 45, read the passage below and decide which answer (A, B, C, or D) best fits each space. Write the letter A, B, C, or D in the corresponding numbered boxes provided.**

The escalating climate crisis is no longer solely an environmental concern; it's (41)\_\_\_\_\_ impacting the mental wellbeing of a generation. A 2021 Lancet Planetary Health survey revealed that a significant 60% of young people aged 16-25 report considerable worry about climate change, with nearly half admitting this anxiety interferes with their daily life. This isn't simply fear of immediate physical threats, but deep-seated (42)\_\_\_\_\_ for the good old days that are slipping away.

While the physical health impacts of climate change receive considerable attention, the psychological toll, especially among youth, is increasingly evident. Studies demonstrate a correlation between climate-related disasters and (43)\_\_\_\_\_ rates of post-traumatic stress disorder, depression, and learning difficulties – notably observed in Pakistan following the 2010 floods, where three-quarters of children experienced educational setbacks.

Beyond direct trauma, anticipatory anxiety fuelled by perceived inaction from older generations is prevalent, manifested in panic attacks, insomnia, and obsessive thoughts. As psychiatrist Lise Van Susteren notes, this engenders a sense of "(44)\_\_\_\_\_ injustice", leaving young people feeling betrayed and abandoned. Recognising the growing mental health crisis linked to climate change, organisations are prioritising "climate-aware" professionals and resources. They acknowledge the deeply personal impact and are committed to (45)\_\_\_\_\_ to understand and mitigate the rising psychological toll of anxiety and trauma on affected populations.

(Adapted from <https://www.magazine.hms.harvard.edu>)



41. A. solemnly  
42. A. pain  
43. A. amplified  
44. A. interracial  
45. A. going the extra mile  
C. being on the lookout
- B. profusely  
B. strain  
B. elevated  
B. intermediary
- C. profoundly  
C. dread  
C. intensified  
C. interdisciplinary  
B. leaving nothing to chance  
D. working by the book
- D. intensely  
D. grief  
D. extended  
D. intergenerational

Your answers:

41.	42.	43.	44.	45.
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**Part 3. For questions 46 – 50, complete the passage by filling in each space with one of the words given in the box in its correct form. There are FOUR extra words, and the first one, (0), has been done as an example. Write your answers in the corresponding numbered boxes provided.**

CENTRE COMBINATION	SPEED VANISH	ACCELERATE STAR	DISSIPATE ORBIT	REPUTED COALESCENT
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In medieval workshops alchemists chased the fantasy of transmuting lead into gold, their (0)\_\_\_\_\_ today reduced to that of (46)\_\_\_\_\_ antiquarians. What they could not foresee, however, is that the coveted metal is not a product of earthly chemistry at all but a relic of cosmic cataclysms. Gold was forged in the fiery crucible of supernovae, the explosive deaths of massive stars. After billions of years of hydrogen fusion that successively builds helium, carbon, oxygen and, ultimately, iron, the stellar core can no longer sustain energy production. The ensuing collapse drives protons and electrons into neutrons, and a torrent of neutrons bombards iron-group nuclei, synthesising ever heavier elements – silver, gold, lead, uranium – within seconds. The blast ejects this enriched matter into (47)\_\_\_\_\_ space. There it mingles with gas and dust that later (48)\_\_\_\_\_ into new planetary systems; Earth's own gold arrived in this manner and was later concentrated by geothermal processes into veins we now mine.

Modern particle (49)\_\_\_\_\_ can replicate such nucleosynthesis atom by atom, but the cost and timescale render the method economically absurd. Oceanic waters contain roughly 20 million tonnes of dissolved gold, yet its (50)\_\_\_\_\_ low concentration precludes extraction. Future prospects may lie in extraterrestrial mining or, improbably, a nearby supernova that showers our planet with fresh treasure – provided it spares life itself.

Your answers:

0. reputation	46.	47.
48.	49.	50.

**Part 4. The passage below contains SIX grammatical mistakes. The first one, (0), has been identified. For questions 51 – 55, UNDERLINE the remaining FIVE mistakes and WRITE THEIR CORRECT FORMS in the numbered boxes provided as the example (0).**

Leonardo da Vinci's 16th-century invention, the "Miter Lock" – a system of two V-shaped, hinged (0) gate that close automatically using water pressure – still underpin the Panama Canal's lock system. When a current strikes an open leaf, the inclined faces force the gates together, producing a watertight seal. As the downstream water level rises, the resulting pressure tightens the joint until leakage ceases. To open the lock, engineers first equalise the water levels on both sides by opening the sluice valves. This balance suggests that only a modestly manual effort – usually a single operator on each leaf – should be required to swing the gates wide enough for vessels to pass.

The modern gates, some weighing 730 tonnes, are moved by a large wheel linked to steel supports – a system that worked for 84 years before being replaced by hydraulic cylinders. As the gates are hollow, buoyancy can offset much of their weight; as a result, the massive hinges experience less strain and last longer. Their narrow edges concentrate pressure, causing the seals to become stronger and minimise leakage. Da Vinci also anticipated leakage beneath the gates, proposing a stepping surface that the water-driven gate almost touches, preventing bottom leakage and ensuring a complete seal. Thus, a Renaissance invention continues to demonstrate its relevance in one of the world's most remarkable engineering feats.

Your answers:

0. gate → gates	51.	52.
53.	54.	55.

## II.2. READING COMPREHENSION (5.0 points)

**Part 1. For questions 56 – 65, read the following passage and fill in each of the numbered spaces with ONE suitable word. Write your answers in the corresponding numbered boxes provided.**

A recent study shows that briefly changing the way people see their own bodies can make it easier to recall autobiographical memories, including some from early childhood. The study, led by neuroscientists in Cambridge, involved 50 adult volunteers. The experiment used what is known as an "enfacement (56)\_\_\_\_\_", a technique that helps people feel as though another face they see on a(n) (57)\_\_\_\_\_ is actually their own reflection.

Each participant watched a live video of their own face that was digitally modified with an image filter to resemble how they might have looked as a child. As participants (58)\_\_\_\_\_ their heads, the on-screen image mirrored their movements, creating the sensation that the childlike face was truly theirs. A control group



experienced the (59) \_\_\_\_\_ setup but viewed their unaltered adult faces. After completing the illusion, participants were asked to take part in a(n) (60) \_\_\_\_\_ memory interview designed to prompt (61) \_\_\_\_\_ from both their early life and the previous year.

The findings revealed that people who saw the younger version of (62) \_\_\_\_\_ remembered significantly more detailed events from childhood than those who saw their regular adult face. The results provide the first evidence that subtle changes in bodily self-perception can influence how deeply we (63) \_\_\_\_\_ distant memories.

According to the researchers, this discovery sheds new light on how our (64) \_\_\_\_\_ of the body interacts with memory. It could eventually lead to new methods for accessing forgotten or hard-to-reach memories, including those from the period known as "childhood amnesia," which typically covers the (65) \_\_\_\_\_ few years of life.

(Adapted from <https://www.sciencedaily.com>)

**Your answers:**

56.	57.	58.	59.	60.
61.	62.	63.	64.	65.

**Part 2. For questions 66 – 72, rearrange the following sentences from A-H in order to make a complete and meaningful passage. Write your answers (A-H) in the corresponding numbered boxes provided. The first one, (0), has been done as an example.**

- A. Mozzarella, a quintessential Italian cheese cherished worldwide for its creamy texture and subtly sweet flavour, elevates everything from pizza to salad with its irresistible charm and culinary applications across continents today.
- B. A skilled cheesemaker wields a wooden paddle, expertly adding just enough water and gently stretching the curd until it achieves the smooth, elastic consistency characteristic of true mozzarella in the hand.
- C. In the cheese-making process, the milk is gently warmed, combined with enzymes and a starter culture of lactic-acid bacteria, which ferment lactose into acid and cause the milk to coagulate into curds.
- D. Now that the mozzarella has taken its final shape, it stands as a cornerstone of Italian gastronomy, embodying the art, tradition, and passion that have defined its production for centuries and continue to inspire chefs worldwide.
- E. The journey begins on verdant dairy farms where well-treated cows and buffalo graze on rich pastures, producing high-quality milk that forms the essential base for mozzarella's unique taste and aroma throughout.
- F. So, when you savour a melt-in-your-mouth bite of mozzarella, remember the patient, precise, and passionate journey from farm-fresh milk to the perfect, silky melt that makes every bite unforgettable on your plate.
- G. The curds are then cut into small pieces to regulate moisture, followed by a warm-water bath with a pinch of salt that enhances flavour and prepares the mass for kneading.
- H. The freshly formed cheese is shaped into a bowl or ball; its fresh milky aroma fills the air as it cools, ready to become the star of any dish you choose.

(Adapted from *How It's Made: Mozzarella cheese*, <https://www.youtube.com>)

**Your answers:**

0. A	66.	67.	68.	69.	70.	71.	72.
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**Part 3. Read the following passage and do the tasks that follow.**

### BATTLE OF THE GENERATIONS

- A. Should a mother have favourites, or should she be equally altruistic towards all her children? The word 'favourite' carries no subjective connotations, and the word 'should' no moral ones. I am treating a mother as a machine programmed to do everything in its power to propagate copies of the genes which ride inside it. Since you and I are humans who know what it is like to have conscious purposes, it is convenient for me to use the language of purpose as a metaphor in explaining the behaviour of survival machines. In practice, what would it mean to say a mother had a favourite child? It would mean she would invest her resources unequally among her children. The resources that a mother has available to invest consist of a variety of things. Food is the obvious one, together with the effort expended in gathering food, since this in itself costs the mother something. Risk undergone in protecting young from predators is another resource which the mother can 'spend' or refuse to spend. Energy and time devoted to nest or home maintenance, protection from the elements, and, in some species, time spent in teaching children, are valuable resources which a parent can allocate to children, equally or unequally as she 'chooses'. Measuring these diverse resources in a common currency is challenging; while calories or energy costs offer a tempting metric, they only loosely correspond to the true "gold standard" of evolution: gene survival. R. L. Trivers, in 1972, elegantly addressed this with his concept of *Parental Investment*, echoing ideas Sir Ronald Fisher had suggested in 1930 with his notion of "parental expenditure."
- B. Parental Investment (P.I.) is defined as 'any investment by the parent in an individual offspring that increases the offspring's chance of surviving (and hence reproductive success) at the cost of the parent's ability to invest in other offspring.' The beauty of Trivers's parental investment is that it is measured in units very close to the units that really matter. When a child uses up some of its mother's milk, the amount of milk consumed is measured not in pints, not in calories, but in units of detriment to other children of the same mother. For instance, if a mother has two babies, X and Y, and X drinks one pint of milk, a major part of the P.I. that this



pint represents is measured in units of increased probability that Y will not survive because he did not drink that pint. P.I. is measured in units of decrease in life expectancy of other children, born or yet to be born. Parental investment is not quite an ideal measure, because it overemphasises the importance of parentage, as against other genetic relationships. Ideally we should use a generalised *altruism investment* measure. Individual A may be said to invest in individual B, when A increases B's chance of surviving, at the cost of A's ability to invest in other individuals including herself, all costs being weighted by the appropriate relatedness. Thus a parent's investment in any one child should ideally be measured in terms of detriment to life expectancy not only of other children, but also of nephews, nieces, herself, etc. In many respects, however, this is just a quibble, and Trivers's measure is well worth using in practice.

- C. Now any particular adult individual has, in her whole lifetime, a certain total quantity of P.I. available to invest in children (and other relatives and in herself, but for simplicity we consider only children). This represents the sum of all the food she can gather or manufacture in a lifetime of work, all the risks she is prepared to take, and all the energy and effort that she is able to put into the welfare of children. How should a young female, setting out on her adult life, invest her life's resources? What would be a wise investment policy for her to follow? According to the Lack theory, she should not spread her investment too thinly among too many children. That way she will lose too many genes: she won't have enough grandchildren. On the other hand, she must not devote all her investment to too few children – spoilt brats. She may virtually guarantee herself *some* grandchildren, but rivals who invest in the optimum number of children will end up with more grandchildren. So much for even-handed investment policies. Our present interest is in whether it could ever pay a mother to invest unequally among her children, i.e. in whether she should have favourites.
- D. The answer is that there is no genetic reason for a mother to have favourites. Her relatedness to all her children is the same,  $1/2$ . Her optimal strategy is to invest *equally* in the largest number of children that she can rear to the age when they have children of their own. But, as we have already seen, some individuals are better life insurance risks than others. An under-sized runt bears just as many of his mother's genes as his more thriving litter mates. But his life expectation is less. Another way to put this is that he *needs* more than his fair share of parental investment, just to end up equal to his brothers. Depending on circumstances, however, a mother may redirect the portion of parental investment that would be allocated to a less viable offspring toward her other children, thereby increasing the resources available to them. In some cases, the investment earmarked for the weaker individual is simply transferred to its siblings, enhancing their chances of survival. In a few animal species mothers sometimes exhibit extreme behaviours toward their young, but such actions are rare and not specifically targeted at the runts.

(Adapted from *The Selfish Gene* by Richard Dawkins)

**For questions 73 – 79, decide whether each of the following statements is True (T), False (F) or Not Given (NG). Write T, F, or NG in the corresponding numbered boxes provided.**

73. A mother's favourite child is defined as the one with the highest genetic value.
74. Parental investment can be quantified in a way that closely reflects its evolutionary impact.
75. Trivers's concept of parental investment overstates parental relationships out of proportion to other genetic connections.
76. Ideally, the measure of parental investment should incorporate parents' own survival as well as the survival of other relatives.
77. A mother's total resources include all the energy, effort, and time she can expend on children throughout her lifetime.
78. Equal parental investment guarantees maximum reproductive success for a mother.
79. Runts generally require additional parental investment just to match their siblings' survival chances.

**Your answers:**

73.	74.	75.	76.	77.	78.	79.
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**For questions 80 – 87, choose from the sections (A-D). The sections may be selected more than once. Write the letter A, B, C, or D in the corresponding numbered boxes provided.**

**Which section \_\_\_\_\_?**

80. points out that a mother's genetic stake in each child is the same
81. calls for a universal metric that weighs a recipient's gain against the donor's loss
82. mentions the framing of maternal behaviour in mechanistic, purpose-oriented terms
83. warns that an over-dispersed allocation of resources can undermine reproductive payoff
84. notes that unequal favouritism toward one child may diminish the prospects of the others
85. discusses the difficulty of representing varied maternal resources in a single evolutionary metric
86. mentions that in some species, mothers occasionally neglect their young for no particular reason
87. alludes to the fact that maternal input blends hands-on effort with an instructional aspect in tending offspring

**Your answers:**

80.	81.	82.	83.	84.	85.	86.	87.
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**Part 4. Read the following passage and do the tasks that follow.**

**THE RELIGION OF DATAISM**

1. Dataism says that the universe consists of data flows, and the value of any phenomenon or entity is determined by its contribution to data processing. This may strike you as some eccentric fringe notion, but in fact it has already conquered most of the scientific establishment. Dataism was born from the explosive confluence of two scientific tidal waves. In the 150 years since Charles Darwin published *On the Origin of Species*, the life sciences have come to see organisms as biochemical algorithms. Simultaneously, in the eight decades since Alan Turing formulated the idea of a Turing Machine, computer scientists have learned to engineer increasingly sophisticated electronic algorithms. Dataism puts the two together, pointing out that exactly the same mathematical laws apply to both biochemical and electronic algorithms. Dataism thereby collapses the barrier between animals and machines, and expects electronic algorithms to eventually decipher and outperform biochemical algorithms.
2. For politicians, business people and ordinary consumers, Dataism offers groundbreaking technologies and immense new powers. For scholars and intellectuals it also promises to provide the "**scientific holy grail**" that has eluded us for centuries: a single overarching theory that unifies all the scientific disciplines from literature and musicology to economics and biology. [I] According to Dataism, *King Lear* and the flu virus are just two patterns of data flow that can be analysed using the same basic concepts and tools. This idea is extremely attractive. It gives all scientists a common language, builds bridges over academic rifts and easily exports insights across disciplinary borders. Musicologists, political scientists and cell biologists can finally understand each other.
3. In the process, Dataism inverts the traditional **pyramid of learning**. Hitherto, data was seen as only the first step in a long chain of intellectual activity. Humans were supposed to distil data into information, information into knowledge, and knowledge into wisdom. However, Dataists believe that humans can no longer cope with the immense flows of data, hence they cannot distil data into information, let alone into knowledge or wisdom. [II] The work of processing data should therefore be entrusted to electronic algorithms, whose capacity far exceeds that of the human brain. In practice, this means that Dataists are sceptical about human knowledge and wisdom, and prefer to put their trust in Big Data and computer algorithms.
4. Dataism is most firmly entrenched in its two mother disciplines: computer science and biology. Of the two, biology is the more important. It was the biological embracement of Dataism that turned a limited breakthrough in computer science into a world-shattering cataclysm that may completely transform the very nature of life. You may not agree with the idea that organisms are algorithms, and that giraffes, tomatoes and human beings are just different methods for processing data. But you should know that this is current scientific dogma, and that it is changing our world beyond recognition.
5. Not only individual organisms are seen today as data-processing systems, but also entire societies such as beehives, bacteria colonies, forests and human cities. [III] Laypeople believe that the economy consists of peasants growing wheat, workers manufacturing clothes, and customers buying bread and underpants. Yet experts see the economy as a mechanism for gathering data about desires and abilities, and turning this data into decisions.
6. According to this view, free-market capitalism and the centrally-administered economic model aren't competing ideologies, ethical creeds or political institutions. [IV] At bottom, they are competing data-processing systems. The former model uses distributed processing, whereas the latter one relies on centralised processing. Capitalism processes data by directly connecting all producers and consumers to one another, and allowing them to exchange information freely and make decisions independently. For example, how do you determine the price of bread in a free market? Well, every bakery may produce as much bread as it likes, and charge for it as much as it wants. The customers are equally free to buy as much bread as they can afford, or take their business to the competitor. It isn't illegal to charge \$1,000 for a baguette, but nobody is likely to buy it.
7. On a much grander scale, if investors predict increased demand for bread, they will buy shares of biotech firms that genetically engineer more prolific wheat strains. The inflow of capital will enable the firms to speed up their research, thereby providing more wheat faster, and averting bread shortages. Even if one biotech giant adopts a flawed theory and reaches an impasse, its more successful competitors will achieve the hoped-for breakthrough. Free-market capitalism thus distributes the work of analysing data and making decisions between many independent but interconnected processors. As the Austrian economics guru Friedrich Hayek explained, 'In a system in which the knowledge of the relevant facts is dispersed among many people, prices can act to coordinate the separate actions of different people.'

(Adapted from *Homo Deus: A Brief History of Tomorrow* by Yuval Noah Harari)

**For questions 88 – 94, write A, B, C, or D in the corresponding numbered boxes provided to indicate the answer which fits best according to what is stated or implied in the passage.**

88. What is the writer's main aim in paragraph 1?
- A. To recognise initial scepticism before asserting Dataism's influence
  - B. To present Dataism as a fully developed and uncontested worldview
  - C. To dismiss Dataism as a marginal and implausible scientific theory
  - D. To contrast Dataism sharply with earlier scientific explanations



89. What is the significance of the reference to Darwin and Turing?
- It suggests that Dataism corrects shortcomings in earlier theories.
  - It establishes the ideological authority behind Dataist assumptions.
  - It highlights two historical figures whose ideas remain incompatible.
  - It traces the parallel evolution of biological and computational thought.
90. Why was the term "**scientific holy grail**" mentioned in paragraph 2?
- To criticise Dataism by implying its promises are naive and idealistic
  - To indicate that Dataism is more of a religious belief than a scientific one
  - To show that Dataism is presented as a long-sought, all-encompassing theory
  - To claim that Dataism has already succeeded in delivering such a universal theory
91. The inversion of the traditional **pyramid of learning** is presented as \_\_\_\_\_.
- a logical response to the limits of human cognitive capacity
  - a rhetorical strategy designed to undermine humanistic disciplines
  - a contested hypothesis that remains unproven within Dataism itself
  - an unfortunate but unavoidable consequence of technological progress
92. What is the most likely outcome of assigning the processing of massive data streams to electronic algorithms?
- A dramatic improvement in the moral quality of the decisions derived from the data
  - A gradual erosion of the role that human expertise plays in the production of knowledge
  - The complete elimination of any errors that previously arose from human misinterpretation
  - The creation of a new form of collective intelligence that equally values human and machine contributions
93. The extended discussion of free-market capitalism ultimately functions to \_\_\_\_\_.
- argue that market forces operate independently of human intention
  - demonstrate how economic behaviour mirrors algorithmic processes
  - contrast theoretical economics with everyday economic perceptions
  - provide empirical evidence for the efficiency of decentralised systems
94. Where in the passage does the following sentence best fit?
- Economists increasingly interpret the economy, too, as a data-processing system.**
- A. [I]                      B. [II]                      C. [III]                      D. [IV]

**Your answers:**

88.	89.	90.	91.	92.	93.	94.
-----	-----	-----	-----	-----	-----	-----

**For questions 95 – 100, complete the summary with no more than TWO words taken from the passage for each space. Write your answers in the corresponding numbered boxes provided.**

Dataism is presented as a dominant contemporary paradigm rather than a marginal theory. It emerged from the (95)\_\_\_\_\_ of developments in biology and computer science, which together reconceptualised organisms and machines as algorithmic systems governed by the same (96)\_\_\_\_\_. By offering a unified explanatory framework, Dataism claims to overcome longstanding (97)\_\_\_\_\_ between academic disciplines, allowing scholars from the humanities and sciences to share a common analytical language.

At the same time, Dataism challenges the traditional hierarchy of learning, in which data forms merely the starting point of (98)\_\_\_\_\_ leading ultimately to wisdom. Instead, it asserts that the sheer scale of modern data flows (99)\_\_\_\_\_ human cognitive capacity substantially, necessitating the delegation of data processing to electronic algorithms. The full implications of this shift are most evident in biology, where the acceptance of Dataist assumptions has transformed a technical advance into a(n) (100)\_\_\_\_\_, potentially redefining the nature of life itself.

**Your answers:**

95.	96.
97.	98.
99.	100.

**Part 5. In the passage below, five paragraphs have been removed. For questions 101 – 105, read the passage and choose from paragraphs A-G the one which fits each gap. There are TWO extra paragraphs which you do not need to use. Write the letters A-G in the corresponding numbered boxes provided.**

#### WHY YOUR BRAIN BUILDS HABITS

A habit is a behaviour that has been repeated enough times to become automatic. The process of habit formation begins with trial and error. Whenever you encounter a new situation in life, your brain has to make a decision. *How do I respond to this?* The first time you come across a problem, you're not sure how to solve it. Like Thorndike's cat, you're just trying things out to see what works.



Occasionally, like a cat pressing on a lever, you stumble across a solution. You're feeling anxious, and you discover that going for a run calms you down. You're mentally exhausted from a long day of work, and you learn that playing video games relaxes you. You're exploring, exploring, exploring, and then – BAM – a reward.

102

This is the feedback loop behind all human behaviour: try, fail, learn, try differently. With practice, the useless movements fade away and the useful actions get reinforced. That's a habit forming.

103

As habits are created, the level of activity in the brain *decreases*. You learn to lock in on the cues that predict success and tune out everything else. When a similar situation arises in the future, you know exactly what to look for. There is no longer a need to analyse every angle of a situation. Your brain skips the process of trial and error and creates a mental rule: if this, then that. These cognitive scripts can be followed automatically whenever the situation is appropriate. Now, whenever you feel stressed, you get the itch to run. As soon as you walk in the door from work, you grab the video game controller. A choice that once required effort is now automatic. A habit has been created.

104

Habit formation is incredibly useful because the conscious mind is the bottleneck of the brain. It can only pay attention to one problem at a time. As a result, your brain is always working to preserve your conscious attention for whatever task is most essential. Whenever possible, the conscious mind likes to pawn off tasks to the nonconscious mind to do automatically. This is precisely what happens when a habit is formed. Habits reduce cognitive load and free up mental capacity, so you can allocate your attention to other tasks.

105

Habits do not restrict freedom. They create it. In fact, the people who don't have their habits handled are often the ones with the *least* amount of freedom. Without good financial habits, you will always be struggling for the next dollar. Without good health habits, you will always seem to be short on energy. Without good learning habits, you will always feel like you're behind the curve. Ultimately, it's only by making the fundamentals of life easier that you can create the mental space needed for free thinking and creativity.

(Adapted from *Atomic Habits – An Easy & Proven Way to Build Good Habits & Break Bad Ones* by James Clear)

### Missing paragraphs:

- A. Whenever you face a problem repeatedly, your brain begins to automate the process of solving it. Your habits are just a series of automatic solutions that solve the problems and stresses you face regularly. As behavioural scientist Jason Hreha writes, "Habits are, simply, reliable solutions to recurring problems in our environment."
- B. Despite their efficiency, some people still wonder about the benefits of habits. The argument goes like this: "Will habits make my life dull? I don't want to pigeonhole myself into a lifestyle I don't enjoy. Doesn't so much routine take away the vibrancy and spontaneity of life?" Hardly. Such questions set up a false dichotomy. They make you think that you have to choose between building habits and attaining freedom. In reality, the two complement each other.
- C. Your work provides the perfect starting point for discussing how habits form in your own life. It also provides answers to some fundamental questions like: What are habits? And why does the brain bother building them at all?
- D. Neurological activity in the brain is high during this period. You are carefully analysing the situation and making conscious decisions about how to act. You're taking in tonnes of new information and trying to make sense of it all. The brain is busy learning the most effective course of action.
- E. Habits are mental shortcuts learned from experience. In a sense, a habit is just a memory of the steps you previously followed to solve a problem in the past. Whenever the conditions are right, you can draw on this memory and automatically apply the same solution. The primary reason the brain remembers the past is to better predict what will work in the future.
- F. After you stumble upon an unexpected reward, you alter your strategy for next time. Your brain immediately begins to catalogue the events that preceded the reward. *Wait a minute – that felt good. What did I do right before that?*
- G. Conversely, when you have your habits dialled in and the basics of life are handled and done, your mind is free to focus on new challenges and master the next set of problems. Building habits in the present allows you to do more of what you want in the future.

### Your answers:

101.	102.	103.	104.	105.
------	------	------	------	------



**III. WRITING (5.0 points)**  
Part 1. *The table below provides information about the year-on-year growth rate of some key indicators in Vietnam in two years 2023 and 2024. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. You should write between 150 and 200 words.*

*Summarise the information by selecting and reporting the main features, and make comparisons where relevant. You should write between 150 and 200 words.*

*In percentage (%)*

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Part 2. Write an essay of at least 300 words on the following topic.  
 "Fear of missing out (FOMO)" is commonly used to describe people's anxiety that others are experiencing rewarding events without them, a sensation often amplified by social-media feeds.

Some argue that FOMO can act as a catalyst that fuels proactive behaviour and ambition. Many others maintain that FOMO triggers chronic dissatisfaction, prompting constant upward social comparison. Another line of thought practically highlights that FOMO drives impulsive purchases and "scarcity-marketing" tactics, often at the expense of financial prudence.

[illegible]









Môn: **TIẾNG ANH**  
Ngày thi: **25-26/12/2025**  
Đáp án gồm 03 trang

**I. HƯỚNG DẪN CHUNG**

- Hội đồng chấm thi có thể điều chỉnh thang điểm của Hướng dẫn chấm thi tùy theo thực tế đề thi.
- Giám khảo chấm đúng như đáp án của Bộ Giáo dục và Đào tạo.
- Nếu thí sinh có cách trả lời khác đáp án nhưng đúng thì giám khảo vẫn chấm điểm theo thang điểm của Hướng dẫn chấm thi.
- Giám khảo không quy tròn điểm thành phần của từng câu, điểm của bài thi.

**II. BẢNG PHÂN BỐ ĐIỂM**

STT	Phần thi	Số câu hỏi	Điểm
1.	Listening	35	5,0
2.	Reading	70	8,0
3.	Writing	02	5,0
4.	Speaking	01	2,0
<b>Điểm toàn bài</b>			<b>20,0</b>

**III. ĐÁP ÁN****A. NGÀY THI THỨ NHẤT****I. LISTENING****Part 1.**

- |       |       |
|-------|-------|
| 1. T  | 6. S  |
| 2. NG | 7. A  |
| 3. T  | 8. B  |
| 4. NG | 9. S  |
| 5. F  | 10. A |

**Part 2.**

- |   |       |
|---|-------|
| 11 - 12. B / D                            | 16. C |
|   | 17. D |
| 13 - 15. C / E / Any of the other options | 18. B |
|   | 19. C |
|   | 20. A |

**Part 3.**

- arthritis
- spine stability
- tight hamstrings
- (different) biomechanics
- cognitive processing

**Part 4.**

- |                   |                  |
|-------------------|------------------|
| 26. lines         | 31. vertically   |
| 27. factors       | 32. chord / cord |
| 28. dye           | 33. knots        |
| 29. reed          | 34. repurposed   |
| 30. nineteen / 19 | 35. subtraction  |



## II. READING

### II.1. LANGUAGE IN USE

#### Part 1.

36. B                      37. A                      38. B                      39. C                      40. D

#### Part 2.

41. C                      42. D                      43. B                      44. D                      45. A

#### Part 3.

- 46. eccentric
- 47. interstellar
- 48. coalesce
- 49. accelerators
- 50. vanishingly

#### Part 4.

- 51. underpin → underpins
- 52. modestly → modest
- 53. should be (required) → is (required)
- 54. minimise → minimising / minimizing
- 55. stepping → stepped

### II.2. READING COMPREHENSION

#### Part 1.

- |                      |                     |
|----------------------|---------------------|
| 56. illusion         | 61. recollection(s) |
| 57. screen           | 62. themselves      |
| 58. moved            | 63. access          |
| 59. same             | 64. perception      |
| 60. autobiographical | 65. first           |

#### Part 2.

66. E                      67. C                      68. G                      69. B                      70. H                      71. D                      72. F

#### Part 3.

- |        |       |
|--------|-------|
| 73. F  | 80. D |
| 74. T  | 81. B |
| 75. NG | 82. A |
| 76. NG | 83. C |
| 77. NG | 84. B |
| 78. F  | 85. A |
| 79. T  | 86. D |
|        | 87. A |

#### Part 4.

- |       |                                   |
|-------|-----------------------------------|
| 88. A | 95. explosive confluence          |
| 89. D | 96. mathematical laws             |
| 90. C | 97. (academic) rifts              |
| 91. A | 98. intellectual activity         |
| 92. B | 99. exceeds                       |
| 93. B | 100. (world-shattering) cataclysm |
| 94. C |                                   |

#### Part 5.

101. D                      102. F                      103. A                      104. E                      105. B



### **III. WRITING**

#### **Part 1.**

##### **Contents**

The report should:

- introduce the table and state its striking features,
- summarise the main features with relevant data from the table,
- make relevant comparisons.

##### **Language use**

The report should:

- demonstrate a wide variety of vocabulary and grammatical structures,
- have correct use of words and mechanics,
- maintain coherence, cohesion, and unity throughout.

#### **Part 2.**

##### **Task achievement**

The essay should:

- sufficiently address all requirements of the task,
- develop relevant supporting ideas with explanations, examples, evidence, etc.

##### **Organisation**

The essay should have:

- an introduction presenting a clear thesis statement introducing the points to be developed,
- body paragraphs developing the points mentioned in the introduction,
- a conclusion summarising the main points discussed in the essay.

##### **Language use**

The essay should:

- demonstrate a wide variety of vocabulary and grammatical structures,
- have correct use of words and mechanics,
- maintain coherence, cohesion, and unity throughout.

### **B. NGÀY THI THỨ HAI**

### **SPEAKING**

##### **Contents**

The talk should

- sufficiently address all requirements of the test question,
- develop supporting ideas with relevant reasons and examples,
- display a range of original and practical ideas.

##### **Accuracy**

The talk should

- demonstrate a wide variety of vocabulary and grammatical structures,
- make correct use of words, grammatical structures and linking devices,
- demonstrate correct pronunciation with appropriate intonation.

##### **Delivery**

The talk should

- maintain fluency throughout,
- demonstrate effective use of presentation skills.

-----HẾT-----