Mã đề thi: Đề Tiếng Anh 11
(Đề thi gồm 18 trang)

KỲ THI CHỌN HỌC SINH GIỎI LẦN THỨ XVII, NĂM 2026
MÔN: TIẾNG ANH - KHỐI 11
Thời gian: 180 phút
(Không kể thời gian giao đề)

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 bananas 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.

1. Wild bananas were originally cultivated in several regions simultaneously, including Africa and Latin America.
2. Seedless bananas appeared naturally, not through lab science.
3. Current reproduction methods provide uniform quality and disease defense.
4. Industrial banana companies channeled a large portion of their profits into researching new disease-resistant soil.
5. The Cavendish variety replaced the Gros Michel because of its resistance to Panama disease .

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

- **M** for Male;
- **F** for Female;
- **B** for both Male and Female.

6. The persistence of industry practices despite clear warning signs of disease spread
7. Consumer attitudes acting as a barrier to adopting alternative banana varieties
8. Scientific innovation as a possible response to agricultural threats
9. Regulatory and public resistance affecting the adoption of genetically modified crops
10. Relying on a single dominant banana variety is no longer a sustainable strategy

Your answers:

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

Part 2. ***Listen to a talk about the gig economy 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 gig workers.

A. Most people who lose jobs officially register as unemployed.
B. The rise in gig workers mirrors the decline in unemployment figures.
C. Platform work guarantees stable income for most new workers.
D. Many workers turn to gig platforms instead of claiming unemployment benefits.
E. Gig work has eliminated hidden unemployment.

For questions 13–15, choose THREE letters from A–G to indicate THREE true statements about income and working conditions.

A. Half of drivers are unable to meet their daily expenses.
B. Platforms are designed to maximise driver earnings.
C. Most new workers achieve stable income within six months.
D. Many workers must work long hours to cover basic costs.
E. A significant proportion of drivers earn close to minimum wage.
F. Drivers typically work fewer than eight hours per day.
G. Platform algorithms aim to balance profits equally between drivers and companies.

For questions 16–20, choose the correct answer A, B, C or D according to what is stated or implied by the speaker.

16. **What is the main consequence of market saturation?**
A. Increased income per worker
B. Greater job security for drivers
C. Reduced earnings despite higher overall revenue
D. More stable demand from customers

17. **What can be inferred about platform companies?**
A. They prioritise worker welfare over profits
B. They rely on drivers who are difficult to replace
C. They can reduce payments without affecting service quality
D. They aim to limit the number of workers on their platforms

18. **What does the example of China illustrate?**
A. Gig work is limited to developed countries
B. Gig work represents a significant share of the workforce
C. Automation has already replaced most workers
D. Workers experience little competition

19. **What is the main threat posed by automation?**
A. It will reduce customer demand
B. It will increase workers' income
C. It may replace a large proportion of drivers
D. It will eliminate platform companies

20. **What is implied about the future of gig workers?**
A. Their income is expected to increase significantly
B. Most will achieve financial stability
C. Many may face increasing economic vulnerability
D. Automation will create more secure jobs

Your answers:

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

Part 3. ***Listen to a discussion about AI and workforce changes. Answer each question with NO MORE THAN FOUR WORDS taken from the recording.***

21. What kinds of jobs does Michael say are already being affected by AI?

_____

22. What type of large-scale change to jobs is happening instead of replacement?

_____

23. What kind of human abilities help people adapt in unpredictable situations?

_____

24. What type of skills must individuals first develop before AI can become a "superpower"?

_____

25. What does Michael say humans can do well that AI does not like to do in uncertain situations?

_____

Part 4. ***For questions 26–35, listen to part of a talk about a highly dangerous tropical tree TWICE, and complete the following summary with NO MORE THAN THREE WORDS taken from the recording for each space. Write your answers in the corresponding numbered boxes provided.***

The manchineel tree is often described as one of the most dangerous trees in the world. Although it has shiny leaves and fruit that resemble apples, it can cause severe harm. People who come into contact with it may end up **(26)** _____ or even suffer more serious consequences. This tree typically grows in coastal environments, especially near sandy beaches and **(27)** _____, where it thrives in warm, humid conditions. Despite its appealing appearance, warning signs are often placed nearby to alert passers-by.

Botanically, the manchineel belongs to a group of plants known as the **(28)** _____. Members of this group are widely recognised for their toxic sap and defensive chemical properties. The fruit of the tree has an **(29)** _____, which makes it particularly dangerous because people may assume it is safe to eat. However, every part of the tree contains poisonous substances.

One of the most harmful elements is its sap, which is constantly **(30)** _____ from the fruit, leaves, and bark. Even brief contact with this substance can be dangerous. Exposure to the sap can result in a condition known as **(31)** _____, causing irritation to the skin, eyes, and even mucous membranes. In addition, rainwater passing through the tree can **(32)** _____, meaning that standing underneath it during rainfall can be extremely hazardous. If someone eats the fruit, the initial sensation may seem harmless, often described as a **(33)** _____, but this is quickly followed by intense burning and swelling. Historically, indigenous people used the toxic sap for hunting and warfare, coating their weapons in poisonous substances before they **(34)** _____. Interestingly, not all animals are affected. Some species are able to tolerate the toxins and will even **(35)** _____ without any apparent harm.

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 your answers in the corresponding numbered boxes.***

Space exploration has often been described as humanity's greatest adventure. Early missions were shaped partly by Cold War rivalry, **(36)** _____. Despite political competition, people

around the world admired achievements such as Sputnik and the moon landing as milestones of human progress rather than purely national victories.

Today, public fascination with space remains strong. Millions watch reusable rocket launches and robotic missions online, **(37)** _____. Technological experimentation, once limited to scientific communities, has increasingly become a shared global experience.

However, a growing anti-space perspective argues that exploration distracts humanity from urgent problems on Earth. Critics claim that space travel encourages the illusion that humans can escape environmental damage, **(38)** _____. Some scholars therefore interpret space expansion as a continuation of historical narratives that prioritised progress while overlooking ecological consequences.

Supporters respond that space science is closely connected to solving terrestrial crises. Satellites monitor climate systems, agricultural change, and disease distribution, **(39)** _____. Such information enables earlier intervention and more efficient management of limited environmental resources.

Nevertheless, easier access to orbit has introduced new challenges. The rapid growth in satellite numbers produces light pollution and orbital debris, **(40)** _____. The debate therefore increasingly concerns not whether exploration should continue, but how it should be governed so that its benefits serve humanity as a whole.

(Adapted from *https://www.theguardian.com/commentisfree/ng-interactive/2025/apr/26/space-exploration-life-on-earth)*

36. A. even as wider narratives of scientific achievement allowed these missions to transcend ideological divisions in public perception
B. which led contemporary observers to interpret space exploration primarily as an extension of military confrontation
C. thereby reinforcing the belief that technological progress derived its legitimacy chiefly from geopolitical rivalry
D. while simultaneously restricting international cooperation to purely symbolic scientific exchanges

37. A. which increases pressure on space agencies to prioritise spectacle at the expense of scientific credibility
B. a shift that reflects growing confidence that technological risk has largely disappeared from modern spaceflight
C. thereby encouraging audiences to judge innovation mainly by immediate success rather than iterative experimentation
D. transforming experimental uncertainty into a publicly witnessed process rather than one confined to specialist institutions

38. A. a perspective grounded in the historical tendency of technological innovation to resolve ecological crises gradually
B. an assumption suggesting that planetary limits might ultimately be avoided rather than collectively addressed
C. which implies that environmental degradation has become an unavoidable consequence of scientific advancement
D. thereby presenting ecological responsibility as fundamentally incompatible with technological development

39. A. generating large-scale datasets that reshape how environmental change is analysed and anticipated globally
B. gradually reducing reliance on predictive models derived from terrestrial observation alone
C. thereby allowing policymakers to substitute technological monitoring for environmental governance
D. redefining environmental knowledge as primarily computational rather than empirical in nature

40. A. thereby demonstrating an inherent conflict between commercial innovation and scientific progress
B. reinforcing concerns that technological expansion inevitably undermines scientific inquiry itself
C. a consequence that complicates astronomical observation without negating the broader advantages of expanded orbital access
D. which has led some observers to question whether orbital development can remain environmentally sustainable

Your answers:

36.	37.	38.	39.	40.

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.***

Throughout history, human societies have developed systems to record events and preserve collective memory. In modern liberal societies, institutions such as newspapers, courts, and economic systems have traditionally documented political, social, and commercial activities through written reports and official testimonies. These professional structures determined which events were considered important enough to record and share with the public.

Over the past two decades, however, digital technology has **(41)** _____ this process. The rise of "big data" has dramatically increased the amount of information produced, as everyday activities are now mediated through smartphones, social media platforms, and digital devices. As people browse the internet, use smart cards, or interact with online services, they continuously leave digital traces, often without conscious awareness.

The key change lies not simply in the quantity of data but in how recording occurs. In the past, recording focused mainly on significant events selected by journalists or institutions. Today, digital systems capture information automatically, **(42)** _____ its perceived importance. Recording has become the default condition of modern life, while questions of significance are considered afterward.

This transformation has encouraged the belief that data can reveal truth independently of experts or institutions. Some argue that patterns emerging from vast datasets provide a more **(43)** _____ understanding of reality. Consequently, visual evidence such as photos and videos has gained authority in public discourse, reinforcing the popular assumption that technological recording offers **(44)** _____ access to truth.

Yet critics caution that data collection is never entirely neutral, as algorithms reflect human assumptions and institutional priorities. Without careful interpretation, digital records may produce misleading conclusions rather than **(45)** _____ insight.

(Adapted from *https://www.theguardian.com/media/2019/sep/19/why-cant-we-agree-on-whats-true-anymore*)

41. A. reconfigured B. redefined C. restructured D. recalibrated
42. A. in accordance with B. by virtue of C. in anticipation of D. irrespective of
43. A. mechanical B. impartial C. detached D. procedural
44.A. unrestricted B. immediate C. unmediated D. observable
45.A. provisional B. speculative C. incidental D. substantive

Your answers:

41.	42.	43.	44.	45.

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. Write your answers in the corresponding numbered boxes provided.***

~~LEGITIMATE~~ AUTHENTIC DISRUPT INTERVENE JUSTIFY
COMPLEX RELY APPLY COMPLACENT RESTORE

The possibility of resurrecting extinct species, once dismissed as speculative, is now approaching scientific reality. Advances in gene-editing technology have enabled researchers to reconstruct organisms that resemble long-lost species, although their scientific (0) **legitimacy** remains a subject of intense debate. Supporters argue that such developments represent a necessary (46) _____ in response to the accelerating biodiversity crisis. From this perspective, de-extinction is viewed not as mere spectacle but as a strategic effort to restore ecological balance and enhance genetic diversity. However, critics question the (47) _____ of these efforts, arguing that recreated organisms lack true biological equivalence to their extinct counterparts. In their view, such species cannot claim full (48) _____, as they are ultimately modified versions of existing animals rather than exact replicas. Concerns also extend to the ecological consequences of reintroduction. Species engineered through genetic modification may prove highly (49) _____ to modern ecosystems, which have evolved significantly in their absence. The uncertainty surrounding their behaviour and environmental interactions further complicates long-term predictions. Moreover, there is a growing fear that reliance on technological solutions may foster public (50) _____, reducing the urgency of traditional conservation measures. As a result, the debate over de-extinction highlights the need to balance scientific innovation with ecological responsibility.

*(*Adapted from *The Guardian, March 15, 2026 https://www.theguardian.com/us-news/2026/mar/15/colossal-biosciences-resurrects-dire-wolf)*

Your answers:

0. **legitimacy**	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).***

Plastic pollution have spread across the land and into the deepest parts of the ocean. Many plastics contains additives such as phthalic acid esters (PAEs), which acts as plasticizers to make materials more flexible. But as plastic waste accumulates, these chemicals can leach into the environment, where they have been linked with endocrine disruption.

Although researchers have identified microbes capable of breaking down plastics, using them to clean polluted environments has proved challenging. Microbial digestion is often slow, it

sometimes requires extreme temperatures, and many strains can degrade only a single type of plastic. In principle, a combination of different species with an appetite for plastic could have tackled bioremediation more effectively than any one microbe alone.

Motivated by this idea, researchers from the Helmholtz Centre for Environmental Research (UFZ) studied how a bacterial consortium might collectively degrade plastics. Their findings, publishing in Frontiers in Microbiology, showed that three bacterial species works together by 'cross-feeding,' where one microbe releases metabolic byproducts that another takes up as nutrients, to break down PAEs. Alone, these microbes could not degrade plastic. "Introducing these bacteria into polluted natural environments, a process known as bioaugmentation, could potentially helps reduce PAE contamination in real-world settings," said coauthor and microbiologist Hermann Heipieper at UFZ, in a press release.

(Adapted from: *The Scientist*, *March 18, 2026 – "Plastic-Eating Microbes Work Better in Teams" by Laura Tran.*)

Your answers:

0. **have ➔ has**	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.***

What Happens Inside Your Brain When You're Sleep Deprived

Laura Lewis and her group examined 26 people between the ages of 19 and 40 who had no (56) _____ of sleep disorders. The participants were each tested twice—once when well-rested and once after staying (57) _____ all night. During each experiment, they received a functional MRI (58) _____ to help the researchers track the movement of fluid out of the brain. Participants also wore a cap that (59) _____ their brain activity while they completed attention tasks.

Sleep-deprived participants had slower reactions, or missed visual and (60) _____ cues. During (61) _____ misses, the scientists observed a surge of cerebrospinal fluid through and out of the brain. Participants' heart rates and their breathing slowed.

"Something is happening not just in the brain, but kind of in the whole body," Lewis said. This suggests there is likely one unified circuit that (62) _____ us between high-attention and low-attention states.

These fluid surges while we are awake aren't (63) _____ to those that would happen during sleep, she added. They're shorter, and start and stop rather than (64) _____ flow. Other studies have shown the waste products in the fluid are (65) _____ into the bloodstream surrounding the brain, which eventually takes them to the kidneys and liver—where they're removed from the body.

(Adapted from *The Wall Street Journal, February 13, 2026*)

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. First, whole wood logs are picked up by a grapple and fed into a trough. The head spins the log and rip the bark from the tree. The unneeded bark is then sold to a mulch manufacture.

B. Then, the material is dropped into the conditioner. The raw material is dropped into the front of the pellet mill enforced through holes in the middle of the pellet mill that form the wood pellets so under shape. A computer regulates this process. An operator watches over the computer controls to ensure that each system functions properly.

C. The conveyer belt will carry the material and drop it into a hammer mill. The hammer mill will cut the chips from 2-inch to one-fourth inch size. This process will ensure that each particle size is the same before drying. The chips come out the hammer mill into a screw conveyor. The screw conveyer transfers the chips to the dryer at the same rate as transferred before.

D. If anything should come out the dryer with the spark, this could be a potential for disaster. The spark detector and extinguishing system is used to prevent sparks from coming out the dryer.

E. The pellets are transferred from the pellet mill to the screener, during the transfer, the pellets are cooled from 200 degrees to 90 degrees. This is regulated by another computer control. The screener separates the long pellets from the short ones and also collects any unwanted dust. The dust in sent to the burner to be used as fuel to power the dryer we saw earlier. The finished pellets are sent from the screener to the aspirator, which removes any dust that may have been missed previously.

F. Once the log is debarked, the log is then fed into a chipper. Believe it or not, the log is chipped in just a few seconds. The chips are then blown into a walking floor. The walking floor stores the chips and feeds them into the process at their quarry. The chips are transferred to a conveyor belt. A magnet is used to remove any metal objects from the chips.

G. Next, the chips traveled the length of the dryer three times; the dryer is thirty feet in length. The dryer removes water from green wood chips, so that the material leaving the dryer is uniform with 12% moisture content.

H. Then the dry material and wet air goes through the cycler to separate air from material. The air goes into a separate plate and it's blown to a fan and exhausted through a stack. The chips are then dropped into another hammer mill to be broken in a smaller wood chip size pieces.

(Adapted from *How Wood Pellets Are Made, https://www.youtube.com/)*

Your answers:

0.A	66.	67.	68.	69.	70.	71.	72.

Part 3. ***Read the following passage and do the task as follow***

Learning

A. When a chinook salmon first emerges from its egg in a stream's gravel bed, its genes provide most of the behavioral instructions it needs for life. It knows instinctively how and where to swim, what to eat, and how to protect itself. Unlike salmon, we are not born with a genetic plan for life. Much of what we do we learn from experience. Although we struggle to find the life direction a salmon is born with, our learning gives us more flexibility. We can learn how to build grass huts or snow shelters, submarines or space stations, and thereby adjust to almost any environment. Indeed, nature's most important gift to us may be our *adaptability*—our capacity to learn new behaviors that help us cope with changing circumstances. Learning breeds hope. What is learnable we can potentially teach—a fact that encourages parents, educators, coaches, and animal trainers. What has been learned we can potentially change by new learning—an assumption that underlies counseling,

psychotherapy, and rehabilitation programs. No matter how unhappy, unsuccessful, or unloving we are, that need not be the end of our story. No topic is closer to the heart of psychology than learning**,** a *relatively permanent behavior change due to experience*. This chapter examines three types of learning: *classical conditioning, operant conditioning,* and *observational learning.*

B. More than 200 years ago, philosophers such as John Locke and David Hume echoed Aristotle's conclusion from 2000 years earlier: We learn by *association.* Our minds naturally connect events that occur in sequence. Suppose you see and smell freshly baked bread, eat some, and find it satisfying. The next time you see and smell fresh bread, that experience will lead you to expect that eating it will once again be satisfying. So, too, with sounds. If you associate a sound with a frightening consequence, hearing the sound alone may trigger your fear. Learned associations also feed our habitual behaviors. As we repeat behaviors in a given context—the sleeping posture we associate with bed, our walking routes on campus, our eating popcorn in a movie theater—the behaviors become associated with the contexts. Our next experience of the context then automatically triggers the habitual response. Such associations can make it hard to kick a smoking habit; when back in the smoking context, the urge to light up can be powerful. Other animals also learn by association. Disturbed by a squirt of water, the sea slug *Aplysia* protectively withdraws its gill. If the squirts continue, as happens naturally in choppy water, the withdrawal response diminishes. (The slug's response *habituates.*) But if the sea slug repeatedly receives an electric shock just after being squirted, its withdrawal response to the squirt instead grows stronger. The animal relates the squirt to the impending shock. Complex animals can learn to relate their own behavior to its outcomes. Seals in an aquarium will repeat behaviors, such as slapping and barking, that prompt people to toss them a herring. By linking two events that occur close together, both the sea slug and the seals exhibit *associative learning***.** The sea slug associates the squirt with an impending shock; the seal associates slapping and barking with a herring treat. Each animal has learned something important to its survival: predicting the immediate future.

C. The significance of an animal's learning is illustrated by the challenges captive bred animals face when introduced to the wild. After being bred and raised in captivity, 11 Mexican gray wolves—extinct in the United States since 1977—were released in Arizona's Apache National Forest in 1998. Eight months later, a lone survivor was recaptured. The pen-reared wolves had learned how to hunt—and to move 100 feet away from people—but had not learned to run from a human with a gun. Their story is not unusual. Twentieth-century records document 145 reintroductions of 115 species. Of those, only 11 percent produced self-sustaining populations in the wild. Successful adaptation requires both nature (the needed genetic predispositions) and nurture (a history of appropriate learning). *Conditioning* is the process of learning associations. In *classical conditioning,* we learn to associate two stimuli and thus to anticipate events. We learn that a flash of lightning signals an impending crack of thunder, so when lightning flashes nearby, we start to brace ourselves

D. In *operant conditioning,* we learn to associate a response (our behavior) and its consequence and thus to repeat acts followed by good results and avoid acts followed by bad results. To simplify, we will explore these two types of associative learning separately. Often, though, they occur together, as on one Japanese cattle ranch, where the clever rancher outfitted his herd with electronic pagers, which he calls from his cellphone. After a week of training, the animals learn to associate two stimuli—the beep on their pager and the arrival of food (classical conditioning). But they also learn to associate their hustling to the food

trough with the pleasure of eating (operant conditioning). The concept of association by conditioning provokes questions: What principles influence the learning and the loss of associations? How can these principles be applied? And what really are the associations: Does the beep on a steer's pager evoke a mental representation of food, to which the steer responds by coming to the trough? Or does it make little sense to explain conditioned associations in terms of cognition?

E. Conditioning is not the only form of learning. Through *observational learning,* we learn from others' experiences. Chimpanzees, too, may learn behaviors merely by watching others perform them. If one sees another solve a puzzle and gain a food reward, the observer may perform the trick more quickly. By conditioning and by observation we humans learn and adapt to our environments. We learn to expect and prepare for significant events such as food or pain (*classical conditioning*). We also learn to repeat acts that bring good results and to avoid acts that bring bad results (*operant conditioning*). By watching others we learn new behaviors (*observational learning*). And through language, we also learn things we have neither experienced nor observed.

(Adapted from *Psychology by David G. Myers*)

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. Unlike humans, chinook salmon rely almost entirely on innate mechanisms rather than experiential learning to regulate their behaviour.
74. The passage suggests that the human capacity for learning compensates for the absence of a predetermined life strategy.
75. The author claims that all learned behaviours are reversible through subsequent learning.
76. Repeated pairing of a neutral stimulus with an adverse outcome may eventually cause the stimulus alone to evoke a defensive reaction.
77. Habitual behaviours, once formed through contextual association, can be eliminated simply by avoiding the original environment.
78. The failure of many reintroduced species is attributed solely to deficiencies in learned survival behaviours rather than genetic limitations.
79. Observational learning necessarily depends on the observer receiving the same rewards as the individual being observed.

Your answers:

73.	74.	75.	76.	77.	78.	79.

Look at the following statements (Questions 80–87) and the list of sections (A–E). Match each statement with the correct section. Write the correct letter A, B, C, D, or E.

Which section…?

80. highlights the role of learning in providing humans with adaptability across diverse environments
81. presents evidence that survival in natural environments depends on both inherited traits and learned behaviors
82. introduces the concept of linking stimuli to anticipate future occurrences
83. illustrates how different types of conditioning may operate simultaneously
84. raises theoretical questions about the underlying nature of learned associations
85. contrasts instinct-driven behavior with experience-based learning
86. explains how repeated exposure to a context can reinforce automatic behavioral responses
87. describes learning that occurs through observing others rather than direct interaction

Your answers:

80.	81.	82.	83.	84.	85.	86.	87.

Part 4. ***Read the following passage and do the task as follow.***

Stop panicking about AI. Start preparing

There is time to adapt. Use it wisely

1. Solving fiendish maths problems, making complex medical diagnoses, conjuring up new software in moments: the feats of generative Al get more impressive by the day. But anxiety about its social consequences is mounting, too. Kristalina Georgieva, the head of the IMF, has warned of a job-crushing "tsunami". Sir Demis Hassabis, boss of Google DeepMind, a leading AI lab, says he would support a slowing of innovation to allow society to adapt. Jamie Dimon, high priest of American finance, says governments should ban lay-offs if it "saves society". The scene seems set for wrenching upheaval.

2. The course of AI is uncertain, obviously. Yet the latest series of Boss Class, our podcast on management, shows that there are good reasons to think society has more scope to adapt than these luminaries suggest. It takes time for a new technology to diffuse from the cutting-edge to the office cubicle. **[I]** Firms and governments should use the ***breathing space*** to help those most at risk of being displaced. So far labour markets seem unruffled. Service jobs are most exposed to generative AI, yet in America the number of white-collar jobs has gone up by 3m since ChatGPT was launched, while blue-collar jobs have stayed flat. Employment has risen even in areas that have been keen adopters, such as coding.

3. One reason for the slow economic impact is the technology's "***jagged frontier***": it excels at some tasks but then confidently spouts nonsense, or struggles to count the number of "r"s in "strawberry". This unpredictability means companies and workers need to spend time working out where to apply AI. Moreover, business processes don't change overnight. **[II]** Electricity was first harnessed commercially in the 1880s, but took 40-50 years to generate productivity gains on factory floors. Plants had to be redesigned and workflows rethought. This time, too, companies must think about how to encourage workers to use AI, how to mitigate the problems it poses, and how to apply it successfully.

4. This friction should be good news for those worrying about the speed of technological change. Asking developers around the world to down tools, when a winning lead could confer gigantic commercial and geopolitical rewards, would be a fantasy. **[III]** But precious time elapses between invention and diffusion, and this can be used to identify who is most exposed to the technology and to work out how to help them.

5. Many jobs require skills that are hard to automate, such as judgment or empathy, AI tools could make these roles more productive, lucrative and even more enjoyable: think of a doctor liberated from paperwork. And new technology tends to create jobs; already there is a rise in white-collar jobs that are so new they have no label in the statistics. Yet some roles also look dangerously exposed to automation. Much back-office work involves simple tasks and following a script. Young people in entry-level positions are often asked to crunch data, or summarise reports—precisely the sort of things AIs excel at. Helping these groups find new work is crucial, and not just because of the impact on the people themselves. The loss of factory jobs through globalisation and automation in the West helped spur the rise of populism. No government wants a youth revolt on its hands. A backlash would be a sure way to stymie the economic gains of AI.

6. What to do? This time at least the disrupted are likely to be geographically dispersed: unlike factory work or mining, back-office and entry-level jobs are not concentrated in company

towns. New opportunities should therefore be easier to find. But governments must also encourage movement by keeping labour markets flexible, rather than barring lay-offs as Mr Dimon suggests. Education will need an overhaul, to teach AI and skills that complement it. **[I V]** Companies, too, must prepare. To thrive they need not only to make the best use of AI, but also to find and nurture the best people to work with it. Some back-office workers will lose their jobs. But others with tacit knowledge of the business may be trained for new roles.

7. The biggest mistake would be to stop hiring young people altogether. That would not only choke off the pipeline for future talent, it would rob businesses of AI natives. Instead, companies should rethink the type of work they offer young people—less grunt labour, more judgment and analysis; speedier rotations across the business so they gain insight that AI cannot have; piloting new roles and trying new approaches. Disruption and job losses will be unavoidable. Such is the nature of technological progress. But, despite AI's feats, there is still time to cushion the blow. It should not be wasted.

(Adapted from *The Economist January 29th 2026*)

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 present contrasting elite opinions in order to highlight widespread concern about AI
B. To argue that fears about AI are exaggerated and largely unfounded
C. To describe the technical capabilities of generative AI in detail
D. To advocate for immediate government intervention to regulate AI

89. What is implied by the reference to prominent figures such as Kristalina Georgieva and Demis Hassabis?
A. Their perspectives are based on incomplete understanding of AI technology
B. Their warnings reflect a growing consensus among experts about AI's risks
C. Their opinions are driven more by political motives than economic realities
D. Their influence has directly shaped current labour market policies

90. What is the significance of the phrase "**breathing space**" in paragraph 2?
A. It suggests a temporary pause in technological development
B. It emphasises an opportunity for proactive adjustment to AI
C. It indicates a decline in investment in AI technologies
D. It highlights the unpredictability of AI-driven innovation

91. The concept of the "**jagged frontier**" is introduced to illustrate that AI
A. is advancing at a faster pace than previous technologies
B. demonstrates uneven performance across different tasks
C. poses a greater threat to manual labour than cognitive work
D. is primarily limited by insufficient computational power

92. Why does the writer mention the historical example of electricity?
A. To show that technological revolutions often fail to deliver expected benefits
B. To argue that AI will follow a fundamentally different trajectory
C. To highlight the delayed impact of transformative technologies on productivity
D. To suggest that businesses are resistant to adopting new innovations

93. What concern underlies the discussion of entry-level jobs in paragraph 5?
A. Their disappearance could destabilise broader social and political systems
B. They are increasingly unattractive to younger generations
C. They require skills that AI cannot easily replicate
D. They are concentrated in regions vulnerable to economic decline

94. Where in the passage does the following sentence best fit?
"This lag between innovation and widespread adoption has been observed repeatedly throughout economic history."
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.
Despite mounting anxiety among prominent figures, the passage suggests that society possesses a greater capacity for adjustment than such (95) _____ might imply. Firstly, the inherently inconsistent performance of AI necessitates careful consideration before its integration into existing (96) _____. Another key mitigating factor is the gradual (97) _____ of technological innovations, which affords institutions valuable time to recalibrate. Historical experience indicates that transformative technology required substantial periods before yielding (98) _____ in the workplace.
Although AI may augment roles requiring distinctly human attributes, certain categories of work—particularly those involving routine (99) _____remain acutely susceptible to displacement. If inadequately addressed, such disruptions could provoke widespread social discontent and a political (100) _____ that ultimately constrains the advancement of AI.
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.***

Nietzsche on suffering

Philosophical writing about suffering can seem remote from much of the real world. Many lives are so deeply affected by pain, fear, deprivation, or disenfranchisement that indulging in theoretical pronouncements about the meaning or value of suffering may seem irrelevant or even insulting. Nietzsche's view that suffering can have great positive value in human life may be especially hard to swallow. Martha Nussbaum has portrayed Nietzsche as 'an armchair philosopher of human riskiness', concerned with 'bourgeois vulnerability' but neglecting the 'basic vulnerability' to which millions of humans are subject.
101. _____
His views are unusual and challenging, and they engage with questions raised about suffering by many traditions of thought. He explores ways in which we can view suffering not as an 'objection to life', but as something that can enhance life. Some concepts in common use can

seem so basic that it is hard to analyse them, and the concept of suffering perhaps falls into that category.

102. _____

Pain is an obvious example of suffering, as are hunger, cold, or fatigue. There is also an enormous range of mental suffering, from specific emotions such as grief, shame, and remorse to states such as boredom, frustration, loneliness, generalized anxiety, or despair. What is the common factor?

103. _____

But Nietzsche disagrees. In The Birth of Tragedy, Nietzsche begins a project of recasting suffering as something that can be lived with and even celebrated. He allies himself in some respects with philosophical pessimism, the view that life is so pervaded by suffering that it would be better not to be born. But he describes how the ancient Greeks used aesthetic representation in their tragic dramas to transfigure existence along with its suffering into something they could rejoice in.

104. _____

The paradigm case of cruelty is the intentional infliction of suffering on others, seemingly for the sake of pleasure, and that of compassion is a concern for the suffering of others that motivates us to remove or prevent it. Put very simply, Nietzsche is on a campaign to make us question the commonsense view that we can sloganize as 'compassion good, cruelty bad'. He thinks that humans at large are by no means always against cruelty.

105. _____

Nietzsche also has a sharp awareness of the fact that we often inflict suffering upon ourselves, as in the phenomena of guilt feelings and ascetic self-denial, but also in the rigorous self-discipline of intellectual inquiry.

(Adapted from *Nietzsche on suffering by Christopher Janaway*, Cambridge University Press)

Missing paragraphs:

A. At a basic intuitive level, it seems that for anything to qualify as suffering, it must be something that someone undergoes negatively, and at the very least dislikes. On some analyses, suffering is always something experienced as unwanted by the person affected. If suffering is by nature negatively felt, disliked and unwanted, it may seem obvious that we have reason to remove suffering from our lives.

B. Finally, Nietzsche recognizes what we can call existential suffering. Physical and mental sufferings occur in our lives, but there is a higher-level suffering in not being able to make sense of the fact that we suffer in these ways.

C. But it is a mistake to think that for Nietzsche all kinds of suffering are good. While his rhetoric sometimes glorifies cruelty, his more subtle aim is to reveal how much disguised cruelty exists in modern culture. He is appalled by less obvious, psychological forms of cruelty, especially those that he associates with the 'torture' that can be inflicted on us by religion, with its idea that all suffering is deserved punishment because of 'sin'.

D. Aestheticization of suffering remains a theme in his later works, but his main focus shifts to a critique of morality, which leads him to develop other strategies for finding value in suffering. Two attitudes he discusses are cruelty and compassion. John Richardson suggests that we gloss these two attitudes in terms of contrasting affects: 'pleasure about suffering' versus 'pain about suffering'. To this we should add characteristic motivational states and kinds of action.

E. Rather than attempt any proper analysis here of what constitutes suffering – something Nietzsche does not undertake either – it will nevertheless be useful to consider the kinds of phenomena that count as suffering and what features they may have in common.
F. Yet reflection on suffering is natural, given that all of us suffer in many ways and are witnesses to the afflictions of others near and far. Nietzsche's was not the easiest of lives, with its persistent ill health, rejection, loneliness, intellectual struggle, and eventual mental collapse. It has been said that 'no philosopher ever suffered as Nietzsche suffered'. Coincidentally or not, suffering is a theme that runs through all his writings from The Birth of Tragedy (1872) to the works of his last productive year in 1888–1889.
G. Suffering is also involved in achievements of many kinds. There is no achievement without difficulty,3 and Nietzsche emphasizes cases in which, without confronting hardship and adversity, we would create nothing new and remain psychologically and ethically stunted beings. In much creative endeavour our aim is to accomplish tasks which we deliberately construct so that they contain difficulties and hardships for us to overcome.

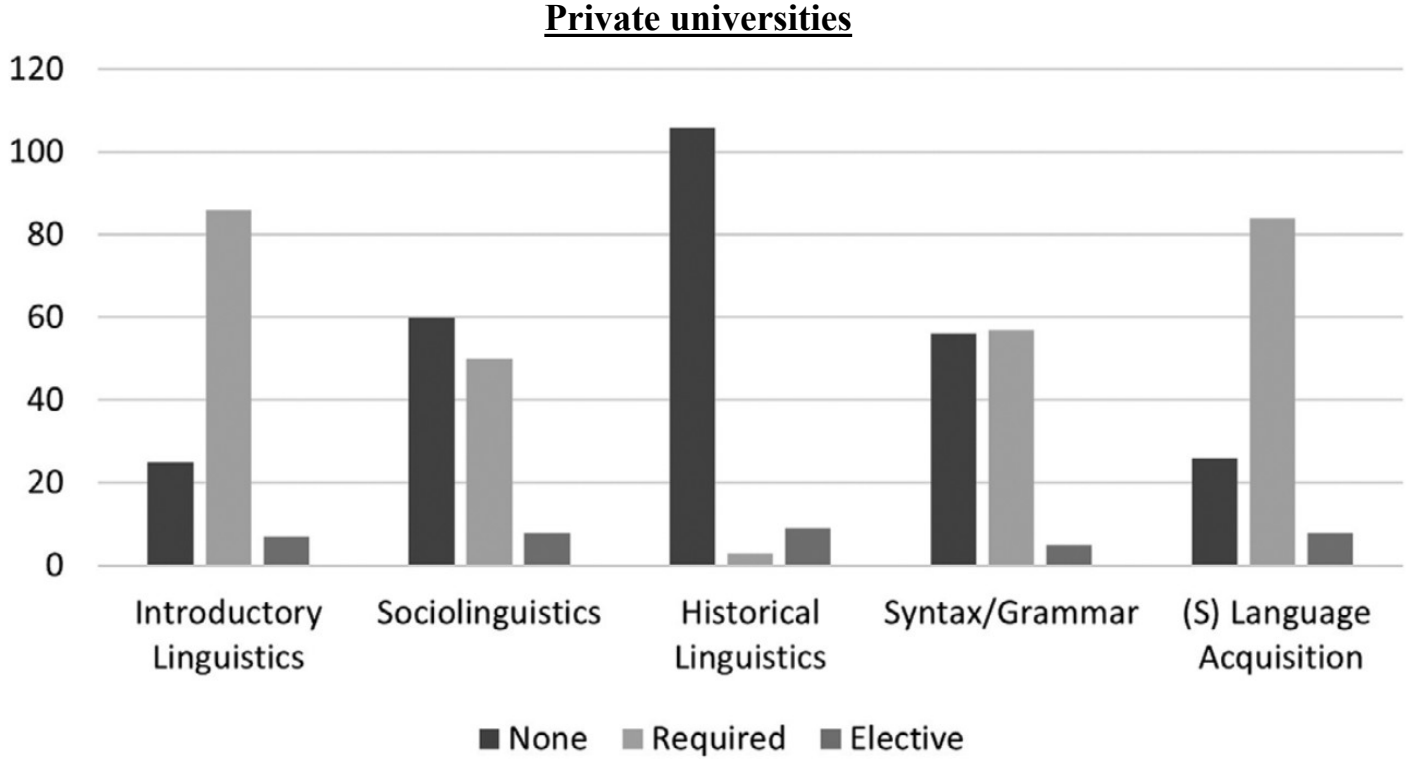
Your answers:

101.	102.	103.	104.	105.

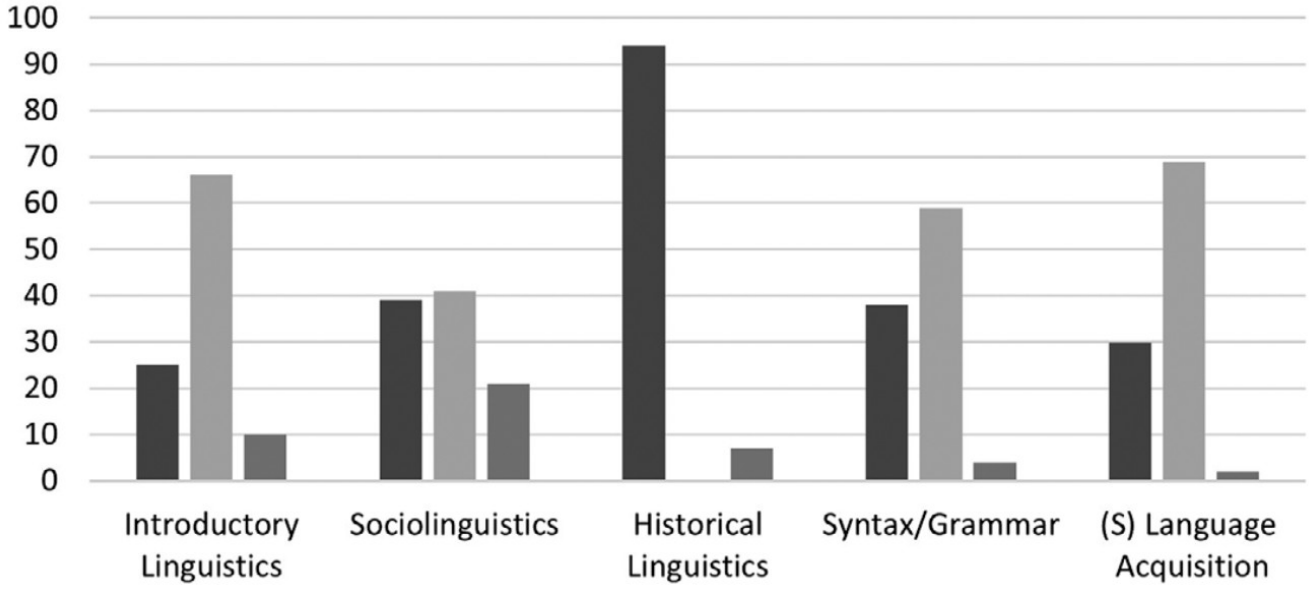
III. WRITING (5.0 points)

Part 1. ***The bar charts provide information about the number of private and public universities which require 5 subjects in their training programs for English language teachers.***

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



Public universities



(Adapted from *Linguistic Foundations for Second Language Teaching and Learning: Bridging the Disciplinary Divide, Cambridge University Press* 2026)

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Part 2. Write an essay of at least 300 words on the following topic.

There is an increasing tendency of individuals who seek comfort, advice, and companionship from artificial intelligence (AI) systems rather than from human relationships.

Some argue that artificial intelligence chatbots can provide accessible, immediate, and non-judgmental support, particularly for individuals who may feel isolated or reluctant to share their feelings with others. Others contend that over-reliance on such technology may undermine the development of genuine human connections, reducing opportunities to build empathy, trust, and interpersonal skills. A further perspective suggests that while AI chatbots may simulate understanding, they may only offer a surface-level response, creating a false sense of emotional support that could weaken individuals' mental health in the long run.

Which view(s) do you agree with? Provide specific reasons and examples to support your answer.

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(You may write overleaf if you need more space.)

Great appreciation to authors of published works of which adaptations have been made in this test paper!

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