

**ĐỀ ĐỀ NGHỊ TRẠI HÈ PHƯƠNG NAM 2  
NĂM HỌC 2025 – 2026**

**I. LISTENING (5.0 points)**

- The listening section is in **FOUR** parts. You will hear each part **TWICE**. At the beginning of each part, 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. For questions 1-5, listen to two people talking about a clinical trial, and decide whether the following are mentioned by only one of the speakers, or by both of them. In the corresponding numbered boxes provided,**

**write**

**M** for the **Male** speaker;

**F** for the **Female** speaker;

**B** for **Both** of the speakers.

1. A motivation to shift from clinical to research work
2. A reason to exclude a patient from a trial
3. Concerns about participating in clinical trials
4. An emotional benefit of the nurse–patient relationship
5. A procedure that will be conducted at a different location

**Your answers:**

1.	2.	3.	4.	5.
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**Part 2. For questions 6-10, listen to a talk about five most dangerous animals in the world and match each number (6-10) in Column I with one letter (A-J) in Column II to make a correct statement according to what is stated or implied by the speaker(s). Write your answers in the corresponding numbered boxes provided.**

Column I	Column II
6. Black Mamba 7. Komodo Dragon 8. Hippopotamus 9. Hyena 10. Stonefish	A. has a knack for obscuring themselves. B. is often misperceived as mild and docile. C. is famous for using its eye-catching appearance to attract preys. D. has a tendency to knock off others fast and aggressively in response to sudden provocation. E. is mostly the subject of fabricated horror stories in certain traditions despite its fearsome reputation. F. tends to be underestimated when it comes to predation capacity. G. has been pigeonholed as a God in some regions in Africa. H. is the most dangerous nocturnal creature in the world due to its affinity for dead bodies. I. causes the immediate effects of its bites through envenomation. J. uses its bite mainly to defend territory rather than inject venom.

**Your answers:**

6.	7.	8.	9.	10.
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**Part 3. For questions 11-15, listen to an interview with a newspaper journalist and a university lecturer about citizen journalists and write the letter A, B, C, or D in the numbered boxes provided to indicate the correct answer to each of the following questions according to what you hear.**

11. In Mark's perspective, which of these is the paramount obligation for professional journalists?
  - A. Conducting thorough background investigations
  - B. Adhering to legal constraints
  - C. Crafting well-articulated articles
  - D. Rendering stories with utmost accuracy
12. Paula posits that citizen journalists are inclined to:
  - A. Present personal viewpoints on societal matters
  - B. Uncover contentious aspects of news narratives
  - C. Address stories with widespread appeal
  - D. Disseminate information to a vast audience
13. How does Mark perceive news authored by citizen journalists in blogs?
  - A. It may exhibit bias as they write solely on topics they endorse
  - B. It is often hyperbolized due to lack of regulation and editing
  - C. It is accessible as expressed opinions are transparent
  - D. It can supply a valuable service unfulfilled by newspapers
14. What factor, in Paula's view, contributed to the efficacy of the website on Ebola?
  - A. It incorporated perspectives from medical professionals and local communities
  - B. It conveyed widely accepted notions
  - C. It encompassed a diverse array of stories
  - D. It adeptly merged facts and fictional elements
15. What is their shared perspective on the future trajectory of citizen journalism?
  - A. It will transform public perception of media as a whole
  - B. The credibility of citizen journalists will suffer
  - C. It will offer valuable reinforcement for traditional journalism
  - D. Online publications will become remunerated endeavors

***Your answers:***

11.	12.	13.	14.	15.
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**Part 4. For questions 16-25, listen to a talk about innovations in the climate science and supply the blanks with the missing information. Write NO MORE THAN THREE WORDS taken from the recording for each answer in the space provided.**

To reduce the reliance on fossil fuels, the major cause of 16. \_\_\_\_\_ in Madagascar, Dr Pascal Safid invented a machine creating an alternative known as 17. \_\_\_\_\_. This type of biofuel is in the form of 18. \_\_\_\_\_, small in size and made from 19. \_\_\_\_\_ which is both renewable and regenerative. A professor in Australia is 20. \_\_\_\_\_ carbon drawdown initiative which aims to protect our ocean, the 21. \_\_\_\_\_, from being polluted by different underwater sources of carbon emissions such as seaweeds, mangals, seagrass beds and 22. \_\_\_\_\_. By combining new materials such as perovskite or 23. \_\_\_\_\_, a type of III-V semiconductor, with the silicon in the field of 24. \_\_\_\_\_, a German scientist has successfully created multi-junction solar cells to replace standard solar cells. The use of state-of-the-art materials allows the absorbance of a broader 25. \_\_\_\_\_, hence improving energy conversion efficiency from sunlight.

***Your answers:***

16.	17.
18.	19.

20.	21.
22.	23.
24.	25.

## II. READING (8.0 points)

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

**Part 1. For questions 26- 35, 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 numbered boxes provided.**

Before 1815 manufacturing in the United States had been done in homes or shops by skilled artisans. As master craftworkers, they (26)\_\_\_\_\_ the knowledge of their trades to apprentices and journeymen. In addition, women often worked in their homes part-time, (27)\_\_\_\_\_ finished articles from raw material supplied by merchant capitalists. After 1815 this older form of manufacturing began to give way to factories with machinery (28)\_\_\_\_\_. This new form of manufacturing depended on the movement of goods to distant locations and a centralized source of laborers. Cheap transportation networks, the rise of cities, and the availability of capital and credit all stimulated the shift to factory production.

The creation of a labor force that was accustomed to working in factories did not occur easily. Before the rise of the factory, artisans had worked within the home. Apprentices were considered part of the family, and masters were responsible not only for teaching their apprentices a trade but for providing them some education and for supervising their moral behavior as well. Journeymen knew that if they perfected their skill, they could become respected master artisans with their own shops. Also, skilled artisans did not work (29)\_\_\_\_\_, at a steady pace, but rather in bursts of intense labor alternating with more leisurely time.

The factory changed that. Goods produced by factories were not (30)\_\_\_\_\_ those done by hand, and pride in craftsmanship gave way to the pressure to increase rates of productivity. The new methods of doing business involved a new and stricter sense of time. Factory life necessitated a more (31)\_\_\_\_\_ schedule, where work began at the sound of a bell and workers kept machines going at a constant pace. At the same time, workers were required to discard old habits, for industrialism demanded a worker who was alert, dependable, and self-disciplined. (32)\_\_\_\_\_ and lateness hurt productivity and, since work was specialized, disrupted the regular factory routine. Industrialization not only produced a fundamental change in the way work was organized; it transformed the very nature of work.

The first generation to experience these changes did not (33)\_\_\_\_\_ the new attitudes easily. The factory clock became the symbol of the new work rules. One mill worker who finally quit complained revealingly about “obedience to the ding-dong of the bell—just as though we are so many living machines.” With the loss of personal freedom (34)\_\_\_\_\_. Unlike artisan workshops in which apprentices worked closely with the masters supervising them, factories sharply separated workers from management. Few workers rose through the (35)\_\_\_\_\_ to supervisory positions, and even fewer could achieve the artisan’s dream of setting up one’s own business. Even well-paid workers sensed their decline in status.

**Question 26.** A. departed                      B. disparted                      C. imparted                      D. reparted

**Question 27.** A. that made                      B. making                      C. made                      D. to make

**Question 28.** A. while tending unskilled or semiskilled laborers

B. unskilled or semiskilled laborers having tended

C. tended by unskilled or semiskilled laborers

D. as unskilled or semiskilled laborers tending

Question 29. A. by the clock      B. by the book      C. on the blink      D. at the hands

Question 30. A. either finished or elegant      B. as finished or elegant as

C. finished but elegant as      D. as elegant as finished

Question 31. A. streamlined      B. spontaneous      C. regimented      D. coordinated

Question 32. A. Presenteeism      B. Absenteeism      C. Turnover      D. Redundancy

Question 33. A. adopt      B. persist      C. prevail      D. compromise

Question 34. A. also came the loss of standing in the community

B. the community also fail to stand in

C. also did the loss of standing in the community come

D. also was the standing in the community reinforced

Question 35. A. ranges      B. scopes      C. levels      D. ranks

Your answer:

26.	27.	28.	29.	30.	31.	32.	33.	34.	35.
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*Part 2. For questions 36-40, read the passage, then fill in each of the numbered spaces with the correct form of the words given in the box. Write your answers in the numbered boxes provided. There are FOUR words that you do not need to use. The first one, (0), has been done as an example.*

INNATE	YOUTH	ACADEMY	MOTIVATE	LATE
HOLD	DENY	LEADER	SUPPOSE	KIDDY

Cash rewards are a common form of (0)\_\_\_\_\_ used by parents with high expectations to encourage their children to work hard at exam time. Some (36)\_\_\_\_\_ receive payments of as much as £100 for each A grade they obtain. But should such 'bribes' be based on exam performances or should they, as many parents and teachers feel, be offered in recognition of a child's effort, regardless of results? The (37)\_\_\_\_\_ approach would solve the problem of how parents reward children with different levels of ability; imagine, for example, a family with one child who is (38)\_\_\_\_\_ gifted and another who has learning difficulties. The dangers of result-related incentives for the second child are clear; with little hope of obtaining the higher grades. The (39)\_\_\_\_\_ of promised financial rewards would only compound the child's feeling of failure. However, some (40)\_\_\_\_\_ educational psychologists believe that parents should rely on their own judgement in such matters. They maintain that if parents know that money will motivate their child, then they should not be condemned for operating a system of cash payouts.

Your answer:

0. <i>motivation</i>	36.	37.
38.	39.	40.

**Part 3.** The passage below contain **FIVE** grammatical mistakes. For question 41-45, **UNDERLINE** the mistakes and **WRITE THEIR CORRECT FORMS** in the numbered boxes provided. The first one has been done as an example.

Do you spend over an hour each day to text your friends? Do you frequently neglect work, study and leisure activities to check your phone for messages? Do you feel moody and irritatingly if you are separated your phone? Do you hardly ever use your phone to talk any more, and do your thumbs hurt from texting too much?

If you answer ‘Yes’ to any of the above questions, then the chances are that you are a textaholic. A textaholic can be defined as someone who is addicted to exchange text messages. The main symptoms are a compulsion to text which takes precedence over everything else, and withdraw symptoms if messages fail to come in, leading to agitation, depression and a lack of self-esteem. Other problems include insomnia, eye strain, and repetitive strain injury due to constant message, not to mention spiralling phone bills. The root of the problem, as with many addictions, is the desire to escape from emotional difficulties such as stress, anxiety and relationship problems. Experts warn that text addiction is likely to become the most common form of addiction in the future, especially among the young.

So what can you do if you may be a textaholic? The key is to get your life back in balance. Make sure you resist the urge to answer every message you receive, and consider leaving you mobile phone behind occasionally when you go out. Most importantly, make a point to spending quality time with friends and family, and make time to re-learn the art of face-to-face conversation instead of conducting your relationships by means of text messages. Not only will you save time and money, you may also rediscover the pleasure of true communication.

**Your answer:**

0. <i>texting</i>	41.	42.	43.	44.	45.
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## II.2. READING COMPREHENSION

**Part 1:** For question 46-55, 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.

Over the last century the world has become increasingly smaller. Not geographically, of course, but in the sense that media, technology and the opening of borders has enabled the world’s citizens to view, share and gain (46) \_\_\_\_\_ to a much wider range of cultures, societies and world views. In this (47) \_\_\_\_\_ pot that the world has become, today’s child is privy (48) \_\_\_\_\_ facets of the human experience that his immediate predecessors had no inkling even existed. It (49) \_\_\_\_\_ to reason that in order to absorb, configure and finally form opinions about this information-laden planet, children must be supplied with certain tools. (50) \_\_\_\_\_ in this list of ‘tools’ are: education, social skills, cultural awareness and the acquisition of languages, the most important of these being the latter. Until recently, a child who had the ability to speak more than one language would have been considered a very rare entity. (51) \_\_\_\_\_ one-language phenomenon could be attributed to a combination of factors. One of them is that the monolingual environment in which a child was raised played a strong role, (52) \_\_\_\_\_ did the limited, biased education of the past. With regard to immigrants, the sad fact was that non-native parents tended to withhold the teaching of the mother tongue so that the child would acquire the ‘more prestigious’ language of the adopted country. Nowadays, the situation has (53) \_\_\_\_\_ an almost complete reversal. In the majority of North American and European countries, most children are given the opportunity to learn a second or (54) \_\_\_\_\_ a third language. Children acquire these foreign languages through various and diverse means. In many countries, learning a foreign

language is a compulsory subject in the state school curriculum. Other children rely on language schools or private tuition to achieve their goal. In other instances, children are (55) \_\_\_\_\_ to bilingual parents, who, if they so desire, may teach the children two languages.

### Your answers

46.	47.	48.	49.	50.
51.	52.	53.	54.	55.

**Part 2. For questions 56-69, read the following passage and do the tasks that follow.**

### Nurturing talent within the family

What do we mean by being 'talented' or 'gifted'? The most obvious way is to look at the work someone does and if they are capable of significant success, label them as talented. The purely quantitative route 'percentage definition' — looks not at individuals, but at simple percentages, such as the top five per cent of the population, and labels them — by definition — as gifted. This definition has fallen from favour, eclipsed by the advent of IQ tests, favoured by luminaries such as Professor Hans Eysenck, where a series of written or verbal tests of general intelligence leads to a score of intelligence.

The IQ test has been eclipsed in turn. Most people studying intelligence and creativity in the new millennium now prefer a broader definition, using a multifaceted approach where talents in many areas are recognised rather than purely concentrating on academic achievement. If we are therefore assuming that talented, creative or gifted individuals may need to be assessed across a range of abilities, does this mean intelligence can run in families as a genetic or inherited tendency? Mental dysfunction - such as schizophrenia - can, so is an efficient mental capacity passed on from parent to child?

Animal experiments throw some light on this question, and on the whole area of whether it is genetics, the environment or a combination of the two that allows for intelligence and creative ability. Different strains of rats show great differences in intelligence or 'rat reasoning'. If these are brought up in normal conditions and then run through a maze to reach a food goal, the 'bright' strain make far fewer wrong turns than the 'dull' ones. But if the environment is made dull and boring the number of errors becomes equal. Return the rats to an exciting maze and the discrepancy returns as before — but is much smaller. In other words, a dull rat in a stimulating environment will almost do as well as a bright rat who is bored in a normal one. This principle applies to humans too — someone may be born with innate intelligence, but their environment probably has the final say over whether they become creative or even a genius.

Evidence now exists that most young children, if given enough opportunities and encouragement, are able to achieve significant and sustainable levels of academic or sporting prowess. Bright or creative children are often physically very active at the same time, and so may receive more parental attention as a result — almost by default — in order to ensure their safety. They may also talk earlier, and this, in turn, breeds parental interest. This can sometimes cause problems with other siblings who may feel jealous even though they themselves may be bright. Their creative talents may be undervalued and so never come to fruition. Two themes seem to run through famously creative families as a result. The first is that the parents were able to identify the talents of each child, and nurture and encourage these accordingly but in an even-handed manner. Individual differences were encouraged, and friendly sibling rivalry was not seen as a particular problem. If the father is, say, a famous actor, there is no undue pressure for his children to follow him onto the boards, but instead their chosen interests are encouraged. There need not even be any obvious talent in such a family since there always needs to be someone who sets the family career in motion, as in the case of the Sheen acting dynasty.

Martin Sheen was the seventh of ten children born to a Spanish immigrant father and an Irish mother. Despite intense parental disapproval he turned his back on entrance exams to university and borrowed cash from a local priest to start a fledgling acting career. His acting successes in films such as *Badlands* and *Apocalypse Now* made him one of the most highly-regarded actors of the 1970s. Three sons — Emilio Estevez, Ramon Estevez and Charlie Sheen — have followed him into the profession as a consequence of being inspired by his motivation and enthusiasm.

A stream seems to run through creative families. Such children are not necessarily smothered with love by their parents. They feel loved and wanted, and are secure in their home, but are often more surrounded by an atmosphere of work and where following a calling appears to be important. They see from their parents that it takes time and dedication to be master of a craft, and so are in less of a hurry to achieve for themselves once they start to work.

The generation of creativity is complex: it is a mixture of genetics, the environment, parental teaching and luck that determines how successful or talented family members are. This last point — luck — is often not mentioned where talent is concerned but plays an undoubted part. Mozart, considered by many to be the finest composer of all time, was lucky to be living in an age that encouraged the writing of music. He was brought up surrounded by it, his father was a musician who encouraged him to the point of giving up his job to promote his child genius, and he learnt musical composition with frightening speed — the speed of a genius. Mozart himself simply wanted to create the finest music ever written but did not necessarily view himself as a genius — he could write sublime music at will, and so often preferred to lead a hedonistic lifestyle that he found more exciting than writing music to order.

Albert Einstein and Bill Gates are two more examples of people whose talents have blossomed by virtue of the times they were living in. Einstein was a solitary, somewhat slow child who had affection at home but whose phenomenal intelligence emerged without any obvious parental input. This may have been partly due to the fact that at the start of the 20th Century a lot of the Newtonian laws of physics were being questioned, leaving a fertile ground for ideas such as his to be developed. Bill Gates may have had the creative vision to develop Microsoft, but without the new computer age dawning at the same time he may never have achieved the current position on the world stage he now occupies.

### ***Questions 56-61***

Do the following statements agree with the claims of the writer in the reading passage?

*In boxes 56-61, write*

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

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

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

56. The approach to the definition of 'talent' has witnessed several shifts, with the later idea overshadowing its most recent predecessor.
57. From experimentation, it can be deduced that in some cases, genetics plays the decisive role in determining whether a person might grow up to be creative or not.
58. The nurture of talent can be adversely affected by the uneven distribution of parents' care for and interest in their children.
59. The fairness of parental treatment is stated to be the sure-fire way to ascertain the success of all children.
60. Children of creative parents are not hasty to become a master of a job solely because they deeply feel the security omnipresent in their families.

61. There exists an irrefutable link between luck and success or talent, though it may not receive much mention.

**Your answers**

56.	57.	58.	59.	60.	61.
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***For questions 62-69, complete the following paragraphs by filling each blank with NO MORE THAN THREE WORDS taken from the passage.***

The latest approach to talent has raised the question of what factors are behind the creativity or success of people. Experimentation on animals suggests that the setting in which people are nurtured may determine the final outcome regardless of the (62) \_\_\_\_\_ that a person may have. That is a testament to the importance of how children are brought up within the family.

A notable pattern running through a renownedly creative family includes the (63) \_\_\_\_\_ in which parents treat their children's personal aptitudes. Another one involves parents blazing the trails and children attaching importance to (64) \_\_\_\_\_.

It can said that a combination of factors help determine the probability of success in a person, and luck is among them. The author cites three examples to support the role of luck, namely Mozart, Albert Einstein, and Bill Gates. In the first case, the composer's talent was nourished in an encouraging family. Moreover, Mozart himself opted for (65) \_\_\_\_, and he composed (66) \_\_\_\_\_ of his own accord. The renowned scientist Einstein, despite apparently receiving little (67) \_\_\_\_\_, probably succeeded partly thanks to the (68) \_\_\_\_\_ that he had for the development of his ideas. Likewise, Bill Gates acquired his (69) \_\_\_\_\_ thanks to the age in which he developed Microsoft.

**Your answers**

62.	63.	64.	65.
66.	67.	68.	69.

***Part 3. You are going to read an article about the way people sometimes behave in the theatre or concert hall. Six paragraphs have been removed from the article. For questions 70–75, read the passage and choose from the paragraphs A–H the one which fits each gap. There is ONE extra paragraph which you do not need to use. Write your answers in the corresponding numbered boxes provided.***

**THE TROUBLE WITH MODERN AUDIENCES**

According to the reviews, the performance of Mahler's Sixth Symphony that I went to last week was 'transcendent', 'emotionally perfect' and 'violently good'. A friend called me the following morning and told me that it was one of the most powerful experiences of her life.

70	
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Sitting in the row in front of me, you see, was the family from hell. I don't know their names, but let's call them the Fidget-Bottoms. Mr and Mrs Fidget-Bottom spent the entire time stroking and kissing their kids, stretching out their arms across the backs of seats as if they were on the sofa at home and, just for good measure, bobbing their heads up and down in time with the music.



71

I planted a well-aimed kick in the back of the seat but to no avail. A killer combination of the family's total self-absorption, and the seat's wooden solidity, meant that the only effect was a painful toe. So I resorted to another equally fruitless tactic; that of seething with righteous indignation.

72

Now there is more of a *laissez-faire* attitude, which, whilst opening up cultural institutions to millions, has its own set of drawbacks. Today, you come as you please, and behave as you please. It's your right. If you want to flick through your programme, fine. If you want to use it as a fan, go ahead. If you want to cough, feel free.

73

But we are not at home. The very point of the theatre is to be out of the house, and part of a crowd. And being part of a crowd has its obligations - not shouting 'fire' out of mischief, for example, in a crowded room. When travelling by bus, I do not suddenly begin to indulge myself by singing arias from Handel's *Messiah*. Nor do I whistle along to the music at weddings at which I am a guest. I behave as is expected of me.

74

As a result we have forgotten - or more truthfully, never learnt - how to listen. When the *St Matthew Passion* was written, it was heard at Easter, once every very few years. A performance was an event, an event which we had no way of even attempting to recreate. Today, we can record the performance and then listen to it at our leisure in the bath. We can have its choruses playing as background music while we eat or converse with those around us.

75

It's hardly surprising that we take that behaviour, and that attitude, into the concert all with us. Mr and Mrs Fidget-Bottom, and the little Fidget-Bottoms, certainly ruined my concert last week, and I am fairly sure they are going to ruin quite a few others as they get older.

### ***The missing paragraphs:***

- A. This particular family may have been especially horrific, but they are merely grotesque extensions of the downside of the increasing accessibility of culture. Admittedly, the old formal rules of behaviour at the theatre, concerts and opera - dressing up in black tie and all that, and the feeling that unless you were part of a closed circle then on no account could you attend - were far too stifling.
- B. Rarely, if ever, do we sit down in our own home to listen to a full performance of a piece of music, with no other distractions. And if we do make an attempt, then no sooner have we settled into our armchair than we think of something else we could be doing and we do it
- C. Which is more than can be said for the Fidget-Bottoms of the world, who seem oblivious to the norms of social conduct. The problem stems from the fact that culture is now too readily accessible. We simply don't need to make an effort with it. You want to hear Beethoven's *Ninth*? Just go online. Fancy Vivaldi's *Four Seasons*? Which version?
- D. I felt then, as now, that my outburst of temper was justified. What these people, and people like them clearly need, is an education in how to behave in public, beginning with a basic introduction to concert etiquette. On no account should you kiss your children once the concert has started. Indeed, save that for when you get home.

- E. I wouldn't know. My body was in the concert hall, and my ears are in full working order. But neither were any use to me. The London Symphony Orchestra might as well have been playing *Chopsticks* for all the impact the Mahler had on me.
- F. Unwrapping sweets, fidgeting, wandering off to the toilet and chatting are also on the list of things you can do during a performance. When going out is as easy, and as normal, as staying in, then we behave the same in the theatre, or the concert hall, as we do in the living room. And so we don't have a thought for those around us.
- G. They were cocooned in their own world, with not the slightest concern for anyone around. I doubt that it even crossed their mind that they were doing anything wrong, so unabashed was their behaviour. The situation called for action.

**Your answers:**

70.	71.	72.	73.	74.	75.
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Part 4. *For questions 76 - 85, read the following passage and write A, B, C, or D in the corresponding numbered boxes provided to indicate the correct answer which fits best according to what is stated or implied in the text.*

- [1] The expression dog is man's best friend might "**have more weight**" in the case of first-year university students suffering from homesickness, according to a new UBC study. The study shows that animal-assisted therapy can help students combat homesickness and could be a useful tool in lowering post-secondary drop-out rates.
- [2] "Transitioning from high school to university can prove to be a challenge for many first-year students," says Assistant Professor John Tyler Binfet of UBC's Okanagan campus. "Given that students who experience homesickness are more likely than their non-homesick **cohorts** to drop out of university, **universities have a vested interest in supporting students during their first-year transition.**"
- [3] In the study, 44 first-year university students who self-identified as homesick were given a survey to measure levels of homesickness, satisfaction with life, and connectedness with campus.
- [4] Half of the students completed eight weeks of dog therapy, while the other half were informed that their sessions would begin in eight weeks' time. Dog therapy included 45-minute weekly sessions involving small group interactions with the dogs and handlers, and engagement with other first-year students participating in the study. Following the initial eight-week session, participants in both the treatment group and the non-treatment group completed the survey again.
- [5] Participants who completed the eight-week program experienced significant reductions in homesickness and a greater increase in satisfaction with life. Participants reported that sessions "felt like they were at home chatting with friends who brought their puppies," while the non-treatment group reported an increase in their feelings of homesickness.
- [6] According to a 2009 report conducted for B.C. Stats, students who left post-secondary happy were almost twice as likely to have felt a sense of belonging compared to students who left unhappy. Students who left university unhappy were almost twice as likely to say they did not feel a sense of belonging on campus.
- [7] A total of 29 percent of students who dropped out cited more interactions and friendships with other students as a factor that would have influenced their decision to stay longer. While further study is needed, a university's ability to influence campus connections could be a useful tool in lowering drop-out rates in first-year students, says Binfet.
- [8] "Many first-year university students face the challenge of integrating into their new campus community," says Binfet. "Homesick students are three times more likely than those who manage their homesickness to disengage and drop out of university."
- [9] "Moving to a new city, I did not know anyone at the university and became very homesick and depressed," says UBC Okanagan student Varenka Kim. "I was mainly secluded in my dorm room and did not feel like I belonged here. Coming to animal-assisted therapy sessions every Friday gave me a sense of purpose and kept me enthusiastic about life."
- [10] The impact of homesickness on university students can be profound. It can affect their academic performance, social interactions, and overall well-being. Homesickness can lead to feelings of isolation and depression, making it difficult for students to adjust to their new environment. This is why interventions like animal-assisted therapy are so crucial. By providing a sense of comfort and companionship, therapy dogs can help alleviate some of the emotional burdens that come with being away from home.

[11] Universities across the globe are recognizing the importance of mental health support for their students. Many are now incorporating animal-assisted therapy programs as part of their broader mental health services. These programs not only help students who are struggling with homesickness but also those dealing with anxiety, stress, and other mental health challenges.

[12] The positive outcomes from UBC's study highlight the potential of animal-assisted therapy as a preventive measure against drop-out rates. By addressing homesickness early on, universities can help students build resilience and develop stronger coping mechanisms. This, in turn, can lead to higher retention rates and better academic performance.

[13] In conclusion, the findings from UBC's study underscore the value of animal-assisted therapy in supporting first-year university students. As institutions seek to improve student retention and overall well-being, incorporating therapy dog programs can be a key strategy. By providing comfort, reducing homesickness, and promoting a sense of belonging, therapy dogs can help students thrive during their university journey.

76. The phrase "**have more weight**" in paragraph 1 of the provided passage is **closest** in meaning to \_\_\_\_.

- A. be heavier than something else    B. be more likely    C. have greater significance    D. be complicated

77. Which of the following claims is *not* supported by paragraph 2 in the provided passage?

- A. Some students leave university because they miss home.  
B. Universities are interested in helping first-year students combat homesickness.  
C. It's difficult for some students to move from second to third-level education.  
D. Homesickness is the most likely reason first-year students drop out of university.

78. The word "**cohorts**" in paragraph 2 of the provided passage is **opposite** in meaning to \_\_\_\_.

- A. adversary    B. colleagues    C. followers    D. members

79. Which of the following sentences *best* expresses the **essential information** given in the following sentence from the provided passage?

**"...universities have a vested interest in supporting students during their first-year transition."**

- A. Third-level institutions are required to show a sincere interest in helping students as they transition during the first year of university.  
B. Universities have shown little interest in assisting students during their move to third-level education.  
C. Third-level institutions have reason and interest to help students as they adapt to their first year at university.  
D. Universities offer an interest-based support system to students as they transition in their first year.

80. Which statement is supported by the information in paragraph 4 of the provided passage?

- A. Only half of the students completed the survey before dog therapy.  
B. All participants completed the survey after the first 8 weeks of the study.  
C. All students received dog therapy during the study.  
D. All of the students completed the survey after dog therapy.

81. Why does the writer of the provided passage refer to the 2009 report conducted for B.C. Stats?

- A. It clarified that 29 percent of students dropped out of university as they didn't experience a sense of belonging.  
B. It explained how some students had a natural sense of belonging.  
C. It showed the connection between unhappiness and a lowered sense of belonging for students.  
D. It highlighted that unhappy students left despite a sense of belonging at university.

82. Which of these statements can be inferred from the provided passage?

- A. Universities are developing tools to help students make connections.  
B. Dog therapy helped students to gain a sense of belonging at university.  
C. Dog therapy assisted students in making new friends.  
D. Universities don't understand how to prevent students from dropping out.

83. The author of the provided passage wants to insert a sentence about trial programs in France and Germany. Where would be the best place for this sentence?

- A. at the end of paragraph 13    B. at the end of paragraph 11  
C. at the end of paragraph 6    D. at the end of paragraph 4

84. Which of the following statements is *not* supported by information given in the provided passage?

- A. Both the treated and non-treated groups completed the survey twice.  
B. Animal-assisted therapy can lead to an overall sense of well-being.  
C. Animal-assisted therapy is the only reason students stay in school instead of dropping out.

D. Students are more likely to drop out of school if they feel homesick.

85. Which two of these sentences also express the most important ideas in the passage?

a. Dog therapy was used to help students make friends at university.

b. Dog therapy led to students feeling less homesick.

c. Half of the students did not develop a sense of belonging from dog therapy.

d. Students left university unhappy because they did not experience dog therapy.

e. Based on the 2009 survey, there was a clear connection between students' sense of belonging and feeling happy at university.

A. b, e

B. a, d

C. c, d

D. a, b

**Your answers:**

76.	77.	78.	79.	80.	81.	82.	83.	84.	85.
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**Part 5. For questions 86 - 95, you are going to read a newspaper article about the effect of having a dog in the classroom and choose from the sections (A - F). The paragraphs may be chosen more than once. Write the letter A, B, C, D, E or F in the corresponding numbered boxes.**

- A.** Henry is the undisputed star of Dronfield School near Sheffield. Whatever the achievements of other members of the comprehensive school, it is Henry, with his soulful eyes and glossy hair, who has hogged the limelight, appearing on television in Britain and abroad. Yet despite all the public adulation, Henry stirs up no envy or resentment among the 2000 students - in fact, they all adore him, saying the Cavalier King Charles spaniel is simply a pupil's best friend. Their teachers make even greater assertions for Henry. They say the dog, who first arrived six months ago, is a super dog, who has improved pupil behaviour and encouraged more students to focus on their academic achievement.
- B.** 'It's hard not to drift off in a large class sometimes', explains Andrew Wainwright, 15, who, like everyone else, is crazy about Henry. 'So when I go to catch-up classes, Henry is always in the room where they're held. He helps me focus and get on with it.' Andrew says Henry is a calming influence although he is unsure of why this might be. But he knows that there's something magical about being able to interact with Henry while he is studying. He knows that if he falls behind, that opportunity will be denied. Even doubting staff have finally been won round. Perhaps that is because Henry, who lies on the floor during staff meetings, has also had a calming influence on them.
- C.** Wendy Brown is Andrew's teacher. It was Brown and Julie Smart, the school counsellor, who first proposed buying a school dog. 'Julie and I grew up with dogs and we were talking one day about how looking after dogs can affect children's conduct,' says Brown. 'We did some research and discovered that the presence of pets has been shown to be therapeutic. A number of studies have found that animals improve recovery after surgery or illness and have a calming influence on people in lots of settings. Some of my kids can be a handful and some of the children Julie counsels have terrible problems.'
- D.** The two teachers could have plucked a dog from a rescue centre but felt that those dogs were more likely to have their own behavioural issues. What they and what troubled children needed was a stable, intelligent, people-loving animal. Step forward then puppy Henry, purchased from a local breeder. Julie looks after him after school hours - information that has pacified animal lovers who, assuming he was being kept on the premises overnight, complained to the school about Henry's treatment. 'Also, the school budget was too tight to buy a dog and you can imagine that putting one before books might have stirred some people up a bit. We wanted the least controversy possible so we settled on approaching local churches. They donated the funds to buy him and his favourite food.'
- E.** Could the school dog become a craze? Other schools such as the Mulberry Bush, a primary school for 36 children with behavioural problems, have stepped forward to point out they already have one. Rosie Johnston, a Mulberry staff member, first brought her golden retriever, Muskoka, into school when he was nine weeks old. That was three years ago. Aside from being a calming influence, Muskoka even plays his part in literacy lessons. Children at the school can be too shy to read to adults so they read to Muskoka. 'Their anxiety about mispronouncing something or getting the words in the wrong order is reduced when they read to him,' says Johnston.
- F.** Psychologist Dr Deborah Wells from Queen's University Belfast specializes in animal-human interaction.

She believes the underlying key to the Henry effect is that dogs offer unconditional love and that cheers up adults and children and helps with self-esteem. But traditionalist Chris Wood head, the former chief inspector of schools says, I can see how children with behavioural difficulties might be helped but I'm sceptical about the use of dogs in mainstream education. I don't see why a teacher cannot create a positive learning environment through the subject they teach and their personality. Dogs strike me as a bit of a publicity stunt. It's the kind of sentimental story journalists love.' Despite this sentiment, Henry remains as popular as ever.

***In which paragraph are the following mentioned?***

- 86. A way that students can overcome their fear of making mistakes.
- 87. The fundamental reason why dogs in general have a positive impact on people's happiness.
- 88. A motivating reason for students to keep up with their schoolwork.
- 89. Evidence to back up the theory that dogs can improve physical well-being.
- 90. People eventually being persuaded that a dog at school is beneficial.
- 91. A misunderstanding concerning the way a dog is being cared for.
- 92. The popularity of a dog not attracting negative feelings.
- 93. A decision which was taken to avoid provoking people.
- 94. The accusation that schools have dogs just to attract media attention.
- 95. The criteria regarding the selection of an appropriate.

***Your answers:***

86.	87.	88.	89.	90.	91.	92.	93.	94.	95.
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**III. Writing. (5 points)**

**Part 1: Read the following extract and use your own words to summarise it. Your summary should be between 100 and 120 words long.**

Though 1950s fashion often appeared youthful or childish, it reflected the values of a well-behaved and conventional society. However, in the early 1960s, a wave of countercultural enthusiasm—political, spiritual, and cultural—swept through the West. Initially embraced only by radicals, the Youth Culture quickly spread. Despite early resistance, fashion trends on the streets hinted that youth would soon be celebrated widely, and being young would be seen as virtuous.

Some critics argued this youth worship was driven by economics: by the mid-1960s, half of the U.S. population was under 25, and a third of France's was under 20. With rising prosperity, young people had money to spend, making them a powerful market. Advertisers and clothing companies began to cater to them, promoting a sense of individualism and freedom. The dominance of elite designers was said to be over—everyone could now wear “their own thing.”

While some claim youth culture was a commercial creation aimed at impressionable teens, this view ignores the genuine creativity within youth subcultures. Others argue that these subcultures were about style innovation: young people repurposed everyday consumer items into symbols of their experiences and values.

Youth cultures focus on leisure, appearance, and friendship rather than work or activism. They often ignore harsh realities like job insecurity or academic failure. Yet even as they seem to escape reality, these cultures express the deeper social and economic conditions of the young through their chosen styles.

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**Part 2: Write an essay of 350 words on the following topic:**

**People generally know that the environment is important. However, most individuals still don't take responsibility to protect the environment. Why is this? What should be done to encourage people to protect the environment?**

This image shows a blank sheet of white paper with ten horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and extend across the width of the page. There is no text or other markings on the paper.

