

ĐỀ THI ĐỀ XUẤT TRẠI HÈ PHƯƠNG NAM 2025-2026

Tổng điểm bài thi		Giám khảo		Số phách (Do chủ tịch HĐ chấm thi ghi)
Bảng số	Bảng chữ	Giám khảo 1 (kí, ghi rõ họ tên)	Giám khảo 2 (kí, ghi rõ họ tên)	

Lưu ý: Thí sinh làm bài trực tiếp trên tờ giấy thi. Cán bộ coi thi không giải thích gì thêm.

PART I. LISTENING (5.points)

HƯỚNG DẪN PHẦN THI NGHE HIỂU

- Bài nghe gồm 4 phần; mỗi phần được nghe 2 lần, mỗi lần cách nhau 05 giây; mở đầu và kết thúc mỗi phần nghe có tín hiệu. Thí sinh có 15 giây để đọc mỗi phần câu hỏi.

Part 1. For questions 1-5, listen to a talk about human reactions to the cold and decide whether these statements are True (T), False (F), or Not given (NG). Write your answers in the corresponding numbered boxes provided.

- Children's stronger resilience to the cold can be attributed to the higher amount of warming substances in their bodies compared to adults.
- Contrary to popular knowledge, different types of fat exist inside the bodies to serve distinctly different purposes from one another.
- Brown fat's ability to effectively warm up the body can be put down to its even distribution throughout many crucial body parts.
- The blood-heating mechanism of brown fat follows the body's rapid pumping of the blood from a vital organ, defending the body from the cold.
- Babies' inability to shiver to generate heat is linked to the lack of muscle mass in their bodies.

Your answers

1.	2.	3.	4.	5.
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Part 2. For questions 6-10, listen to a talk about a new innovation and answer the questions. Write NO MORE THAN THREE WORDS taken from the recording for each answer in the corresponding numbered boxes provided.

- What supposedly unattainable capabilities has the man in the speech gained after losing his mobility?
- What is each thread weaved by the surgical robot capable of doing?
- What kind of power source allows data to be delivered into the skull without any physical penetration?

9. What requires rehearsals of movements coming from the end user in order to develop a correlation between movements and thoughts?
10. What is one quality that a robotics company has accomplished in their invention?

Your answers

6.	7.	8.	9.	10.
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Part 3. You will hear an interview in which two academics, Julia Ford and Stuart Cameron, discuss human memory. For questions 11-15, choose the answer (A, B, C or D) which fits best according to what you hear. Write your answers in the corresponding numbered boxes provided.

11. Julia and Stuart both think that concerns about the reliability of shared memories are
 A. over-emphasised in some studies. B. reasonable in some situations.
 C. underestimated by some psychologists. D. unfounded in legal contexts.
12. What surprised Stuart about how older couples remembered information?
 A. the marked difference in the success of their approach
 B. the few signs of personal disagreement
 C. the great variety in the memories recalled
 D. the evidence of the use of similar processes.
13. Julia and Stuart agree that the least effective sharing of memories occurred when one person
 A. ignored the knowledge of the other person.
 B. tried to control the direction of the conversation.
 C. knew a lot more about the topic than the other person.
 D. contradicted information given by the other person.
14. Julia contrasts humans with animals in order to
 A. illustrate human social independence.
 B. suggest humans abuse their privileges.
 C. emphasise the carelessness of some humans.
 D. explain how humans are vulnerable.
15. When talking about the nature of change in human memory, Julia and Stuart reveal
 A. their respect for art history.
 B. their insistence on scientific evidence.
 C. their interest in cultural explanations.
 D. their differences regarding philosophical claims.

Your answers

11.	12.	13.	14.	15.
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Part 4. For questions 16-25, listen to a talk about the healing power of music 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.

Understanding of music's healing property dates back to ancient Greek, yet modern humans are only 16. _____ upon harnessing the its power. Thankfully, with the application of brain scans and 17. _____, we can further our insights into the matter. Vibrations of the eardrum are transformed into 18. _____ in the ear's cochlea before being transmitted to other parts of the brain. Each part of the 19. _____ then takes in different properties of music like pitch, timbre, rhythm and emotion. Singing reportedly aids memory retrieval among people suffering from 20. _____. Similarly, it alleviates the pain of 21. _____ experienced by 22. _____, military service members, and victims of sexual assault. Music reduces our mental burden by indulging our brains in 23. _____. Music may also assist humans in warding off diseases by acting as regulators of 24. _____ in our bodies. Research suggests that people can derive health benefits from 25. _____, yet listening to our favorite melodies is already doing wonders for our well-being.

II. READING(8.0 points)

II.1. LANGUAGE IN USE (3.0 points)

PART 1 Read the texts below and decide which answer best fits each space from 26 to 35.

LONDON'S BLACK CABS

Black cabs, officially known as Hackney Carriages, are synonymous with London and are special for a number of reasons. For a start, they are the only taxis in the city that can be (26) _____ from the kerb with a raised hand signal to get the driver's attention. Currently, it is estimated that there are 20,000 black cabs (27) _____ on the capital's streets. Their origin, in fact, can be (28) _____ the name 'Hackney Carriage' said to derive from the French word haquenée referring to the type of horse used to pull the carriages in the days of horse-drawn carriages. The first horse-drawn Hackney coaches appeared on London's streets in the 17th century during the (29) _____ of Queen Elizabeth 1. As transport developed and motor cars were (30) _____, motor cabs replaced the horse-drawn carriages. Since the end of the 19th century, various car manufacturers' vehicles have been used as motor cabs but it was not until the mid-20th century that the cabs we have been (31) _____ over the last decades. first appeared.

It is such a(n) realisation of becoming a black cab driver in London and it is (32) _____. If you want to gain this honour you will need to have passed the (33) _____ test known as 'the Knowledge', which was first introduced in 1851 following hordes of complaints by passengers whose cab drivers got lost. This incredibly difficult test can take around three or four years to prepare can often catch a(n) (34) _____ of those drivers who are doing just this zipping around London on their mopeds, with a map fastened to a clipboard on their handlebars. These people are essentially trying not only to master the 25.000 or so streets within a six-mile radius of Charing Cross, but also to work out the most direct routes from place to They must know thousands of 'points of interest' such as hotels, hospitals, places of worship, theatres,

stations, sports and leisure facilities, to name but a few. Practically everywhere and anywhere that a potential passenger would wish to be taken to or from must be known, so a(n) (35), for a black cab driver, is beyond the pale and perhaps this is the most difficult part, knowing the quickest way to get from one for and you place to another. Little wonder so few people are successful.

26. A. acclaimed B. acknowledged C. hailed D. summoned
 27. A. hereabouts B. hither and thither C. or thereabouts D. there and then
 28. A. ferreted out from B. hunted down from
 C. mapped out to D. traced back to
 29. A. incumbency B. leadership C. reign D. sovereignty
 30. A. all the time B. of high standing C. of repute D. in vogue
 31. A. clued in on B. genned up on C. in the know about D. no stranger to
 32. A. beyond you B. no brainer C. no mean feat D. over your head
 33. A. abominable B. infamous C. loathsome D. unscrupulous
 34. A. gander B. geek C. glance D. glimpse
 35. A. nodding acquaintance C. profundity of London
 B. insight into London. D. smattering knowledge

Your answers

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 numbered spaces with the correct forms of the words given in the boxes. Write your answer in the numbered boxes provided. There are FIVE words that you do not need to use

CAPTIVE	CREDIT	COGITATIVE	STIMULATE	ENGAGE
PANORAMA	CELERITY	RECIPROCATE	PREDICT	DEREQUISITION

With the rapid (0)..... of fossil fuel reserves, nuclear power is back on the political agenda as the greenest and most realistic energy source for the future, not without controversy though. Until recently, disasters such as Three Mile Island and Chernobyl underpinned the commonly-held view that the technology was fundamentally (36).....

However, as traditional fossil fuel counterparts choke the atmosphere and climate change reduces workable pasture land to inhospitable deserts, a new tolerance may have to be (37)..... Those who once (38)..... it face the unsettling realization that nuclear power may be the least harmful for future energy needs and the most viable in comparison with renewable energy sources like wind, wave, and solar power.

Upholders highlight the fact that nuclear power has no regulated air emissions, which means no greenhouse gases; in terms of radioactivity, they allege that fossil fuel equivalents, such as coal, release far more radiation than nuclear power plants. They also list the number of deaths per year that can be (39).....to mining operations and question a reliance on fossil fuel combustion that has brought the Earth to the brink of ecological catastrophe. According to these arguments, nuclear power is the key to the (40)..... demands of our energy intense society.

Your answers

0.depletion	36.	37.
38.	39.	40.

Part 3. The passage below contains 05 mistakes. For questions 41-45, UNDERLINE the mistakes and WRITE YOUR CORRECTIONS in the numbered space provided.

Heavy Metal's place within the taxonomy of music is as a sub-category of hard-rock, which in turn falls under the expansive nomination of rock. The genre have simultaneously inspired die-hard fans and intense criticism, along with heaps of absurd and unbelievable stories. Metal is not a genre of moderation, but also one of extreme excess, in terms of musical style but also the attitude, appearance, and the lifestyles of those who play it.

Metal music began in the late 60s and rose to prominence in the early 70s in Britain. The term "metal" is believed to have come from the hippie movement, when "heavy" meant deep or serious. Metal music revolves around a few key components: heavily distorted guitar riffs and chords, powerful drumming, extra low-range bass notes, and aggressive or throaty vocals. There is also occasionally an element of speed on play, whether it's the song's tempo, or a fast-shredding guitar solo showed off technical dexterity. The genre often features heavy lyrical content. Though its songs can be celebratory, reflective, and even inspirational, there is often an element of aggression and rebellion against societal norms. Besides, the visuals of many heavy metal bands—long hair, dark clothing, and macabre iconograph—made the genre a flashpoint for parents, watchdog groups, and even governmental figures, who have sought to restrict and even repress heavy metal music. Despite all backlash, heavy metal is a lifestyle. Efforts to repress it have only strengthened the devotion of heavy metal fans, commonly known as "metalheads."

Your answers:

E.g. has	41.	42.	43.	44.	45.
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II.2. READING COMPREHENSION (5.0 points)

Part 1. For questions 46-55, fill each of the following numbered blanks with ONE suitable word and write your answers in the corresponding numbered boxes provided.

As puzzling as it may 46. _____, landfill sites may provide a solution to global warming. Researchers state that burying wood and paper locks large amounts of carbon under the earth. This process, unlike other methods of garbage 47. _____, prevents carbon from seeping into the atmosphere resulting in the acceleration of global warming. Some countries have proposed to 48. _____ landfills count as "carbon sinks" under the 1997 Kyoto Protocol to curb greenhouse gas emissions. This might have the effect of inciting countries to bury their carbon waste in order to burn more fossil fuels; an ironic twist 49. _____ landfills' newly found environmental potential. Researchers in the US Forest Products Laboratory have concluded that most of the carbon 50. _____ in paper and wood products doesn't rot. 51. _____

estimated 70% of carbon from paper, and 97% from wood, is permanently sealed 52.

_____. Requests by some countries to 53. _____ landfills have been taken to the UN's Intergovernmental Panel on Climate Change (IPCC), which triggered an inquiry 54. _____ the complex interchanges of carbon air and land. 55. _____, environmentalists are still concerned about the ecological impact of landfills.

Your answers

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

Part 2. For questions 56-68, read the following passage and do the tasks that follow.

Education: Crisis and Criticism

In their seminal book, "Language and Ideology," Hodge and Kress say that 'disciplines, unlike cows, yield least when most contented' and theirs is a legitimate contention. The very moment something, anything, be it a theory, a philosophical system, or a relationship between two individuals, is taken for granted, it is vitiated; it becomes fractured and cannot yield anything. For some people, what is taken for granted may have been exalted to the status of an axiom, which obviates the need for constant negation and reconstruction.

Yet, axioms are the result of a long and rigorous process of such reconstruction; they are not mere labels tacked onto theories and things. Rather, it is on the basis of the Hegelian notion of *Aufhebung* that process can be made. Knowledge is a negation on a previous negation (a process that I call crisis), and the attempt to examine the validity and viability of previous knowledge paves the way for new knowledge (a process that I call criticism). Apparently, criticism generates crisis and crisis necessitates criticism. In the present paper, we will draw our attention to a number of theories, notions, and contentions that permeate pedagogical practices, approaching them from a, more or less, critical perspective.

Critical theory (or "criticism" for that matter) addresses the relations among education, schooling, culture, society, and economy, and it is premised upon the assumption that pedagogical practices are inextricably related to social practices. Furthermore, within critical theory, the critical intellectual is called on to identify and draw the line at any injustices in these practices. In other words, the onus is on him or her to engage in (and provide) a critical reappraisal of the aforementioned institutions, as well as the ideology (i.e., the systematically organised presentation of reality) which sustains them and underpins their practices. In short, critical theory is concerned with power in and through discourse.

Through language, we turn people and events into data, we decentre the subject (that is, we construct a self that can click in and out of existence whenever we see fit), and make 'historicisations', to quote Foucault, whereby we dispense with the subject (the individual) by

arriving at an analysis which can account for the constitution of the subject within a historical framework.

In the case of the decentering of the subject, we end up talking about femininity instead of women, Blackness instead of Blacks, and homosexuality instead of homosexuals - a practice which virtually exculpates institutions and certain groups of people from blame, as in theory femininity, Blackness, and homosexuality are not historically embedded and, thus, are less likely to problematise the agents or actors of history. Everything exists only for the purpose of philosophising, while the truth is an area where "angels fear to tread." In the case of the historicising of the subject, we end up categorising people into different compartments (women, Blacks, homosexuals, and so on) and then go on to pass judgement on them, without regard for any individual differences within the groups we have constructed.

The placing of values, therefore, is a significant parameter in the construction of the self, which in turn forms the basis for the construction and function of all social institutions. Whatever is the "same" as anything else is accorded high status and importance, since it is less likely to militate against the status quo. Whatever is "different," however, is suppressed (or oppressed).

But suppression is not necessarily a straightforward process; nowadays, it is far more effective to efface people by making generalisations about them and then going on to persuade them that this is how things should be than by planting bombs over their heads.

Herein lies the concept of "voice" in the construction of pedagogy. According to Popkewitz, the voice of students, women, Blacks, African Americans, and so on, encapsulates a group's distinctive cultural content. As far as the teacher is concerned, we could say that he or she is supposed to render the different voices 'legitimate elements' in the construction of pedagogy, particularly those groups that have been socially and economically marginalised. Nevertheless, the very existence of the notion of "voice" maintains and promulgates the rules of "sameness/difference" that it seeks to violate, as inherent in it are structural notions about groups omitted from public participation.

To hark back to the decentering and historicisation of the subject; we could adduce the following example: There have been some assertions that African Americans score lower on IQ tests. Even if such an aphorism might be "true," it leaves many questions unaddressed, not the least of which is what impact such assertions have on a general population that does not have the privilege to be aware of the limitations of such tests or the tenuous relation, as Burbules and Berk say, between what IQ tests measure and intelligence.

Other important questions are: Who is making these assertions? Are such findings supposed to question African American intelligence or to demonstrate the bias of IQ tests? Confronted with a "crisis" of this sort, the "critical person" is called on to engage in "criticism." He is something much akin to a critical consumer of information; he is driven to seek reasons and evidence - in other words, he needs to look at the world through a critical lens. For some, a critical person not only should have the capacity (the skills) to seek truth and evidence, but he should also have a tendency or disposition to seek them.

Moreover, Paul addresses the relation between skills and disposition in his distinction between "weak-sense" and "strong-sense" critical thinking. For him, the "weak-sense" means that one has learnt the skills and can demonstrate them whenever he is asked to do so; the 'strong sense'

means that one has turned these skills into a way of living in which one's own assumptions are reexamined and questioned.

Of course, it goes without saying that part of the method of critical thinking involves fostering dialogue, in which thinking from others' perspective plays an important role in the assessment of truth claims. An imposition of one's own version of the truth, even in the face of incontestable evidence, can result in a premature rejection of credible alternative points of view.

At any rate, critical pedagogy involves 'reading the world' as well as 'reading the word'. Critiquing the social institutions and social traditions that create and maintain conditions of suppression and oppression is part of developing a critical consciousness. In this important regard, ideology is not a simple assertion or proposition whose truth value can be tested against some inexorable facts out in the world; ideology creates, and accounts for, the world.

For questions 56 - 62, decide whether the following statements are True (T), False (F) or Not Given (NG). Write T, F, NG in the corresponding numbered boxes provided.

56. For certain individuals, concepts taken for granted can eliminate the necessity for ceaseless reassessment and redevelopment.
57. The critical individual is still allowed to overlook malpractices within educational and societal conduct if need be.
58. A consistent sense of self is one manifestation of the use of language.
59. Certain institutions may be absolved from accountability due to the generalization of societal cohorts.
60. IQ tests have exemplified the discrimination against intellectual capabilities of ethnic minorities.
61. For the critical person, the propensity for truth-seeking is of paramount importance.
62. Some viewpoints can be discredited early on if irrefutable information is in place.

For questions 63 - 68, read the summary and fill in each blank with NO MORE THAN THREE WORDS taken from the passage. Write your answers in the corresponding numbered boxes provided.

Across many people, what is often unquestioningly assumed may be glorified as a(n) 63. _____, eliminating the necessity of continual denial and rebuilding. One noteworthy concept – criticism – emphasizes the interplay between education and society or the endurance of power through 64. _____, succinctly put. Meanwhile, within the domain of verbal exchange, individuals possess the capacity to transform their surroundings into quantifiable data, enabling the construction of 65. _____. Regarding the arrangement of values, 66. _____ is one facet often left unviolated, as uniformity is prioritized over diversity. The notion of voice is another notable concept where learners' opinions would epitomize their 67. _____, though there is skepticism as to whether such an approach truly works. Ultimately, 68. _____ should not be the basis for evaluating the veracity of ideology, as it is to govern the world.

Your answers

56.	57.	58.	59.	60.	61.	62.
63.	64.	65.	66.	67.	68.	

Part 3. *In the passage below, seven paragraphs have been removed. For questions 69-75, 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.*

GEN Z has nothing to be ashamed of – bad punctuation leads to great literature

In one of the more ridiculous skirmishes of the intergenerational culture wars, linguists declared this week that Gen Z has ‘cancelled’ the full stop. As usual, technology is the battleground: apparently the decline of this most humble punctuation mark is the result of the proliferation of digital communication among teens.

69.	
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Despite the lack of evidence that this is in any way a Gen Z phenomenon, rather than a ‘people who text’ one – most of 2015’s undergraduates were actually millennials – teenagers have inevitably borne the brunt of the punctuation purists’ fury.

70.	
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Modernism questioned the comfortable conventions of the traditional novel with its well-constructed plots, clear chapter-divisions and satisfying endings. To write like Virginia Woolf and James Joyce, such order was artificial; they experimented with looser, smudgier forms of prose that reflected the loosened, smudged certainties of a world in ruins. One casualty was consistent punctuation: the final chapter of *Ulysses* is one infamous sentence.

71.	
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Ancient Greek texts contain no gaps between words, let alone full stops. It was a system invented (in the late medieval and early modern period, mostly) solely for ease of communication. We owe punctuation nothing. Modernists like Woolf and Joyce argued that their grammar-like literature was more mimetic of reality than the so-called ‘realism’ of

nineteenth-century novels. No one thinks in full sentences or arranges their thoughts into paragraphs.

72.	
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This isn't to deny that the proliferation of instant technological communication has had an impact on our use (or under-use) of punctuation. It's merely to suggest that such under-use doesn't herald the collapse of communication as we know it. Quite the reverse: the rich resurgence of fiction that takes a sceptical, playful approach to punctuation in recent years is not unconnected to our digital age.

73.	
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And perhaps the most important British author of the last 20 years, Zadie Smith, abandoned speech marks in her 2012 novel *NW*, a technique recently adopted, to much comment, by digital-native writers such as Sally Rooney and Daisy Johnson. When one too many journalists asked her about this, Rooney's exasperated response was: 'I mean, it's a novel written in the first person, isn't it all quotation?'

74.	
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Similarly, Johnson and Rooney's stories of intense relationships are studded with fragments of whip-smart dialogue - when you look down at the page, at the characters' words tangling into each other, something of their intimacy stares back at you. Evaristo's style is perhaps the most radical. When you first read *Girl, Woman, Other*, it feels contrived, the odd-looking pages undulating with paragraph breaks.

75.	
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Is this a comfortable process? Rarely. But by the end of the novel, you have entirely forgotten its punctuation is unconventional. The little black dot of a barrier proves as unnecessary as the barriers we use to separate different kinds of people. That's a powerful statement from a black woman writer. Perhaps we should all let our punctuation slide.

Missing paragraphs:

- A. In 2019, for example, Lucy Ellmann's 1000-page novel *Ducks, Newburyport*, one part of which was made up of a single sentence, was shortlisted for the Booker Prize. The joint winner that same year, Bernadine Evaristo's *Girl, Woman, Other*, dispensed with full stops and capital letters, instead signifying pauses through line breaks, like poetry.
- B. It's tempting to think of punctuation as fundamental to communication, a scaffolding without which language would fall apart. But history tells us something different: punctuation is a written convention, as arbitrary as writing horizontally across a page.
- C. Such technical variations reflect more than literary bling - they leak through the language and shape the stories they tell. What is most memorable about Smith's writing is the voices of her characters: loud, multicultural, multitudinous. Removing the speech marks peels away a barrier between those voices and the reader: they speak inside your head or over your shoulder.
- D. Almost everything about these accusations is rubbish, period. Playing fast and loose with punctuation is hardly some piece of sexy stylistic radicalism – it's a century-old literary technique used by the creators of modern literature.
- E. So why did she do it? It's a novel that is always slipping. Amma, the primary character, finds herself sliding from the social margins into the establishment; other characters flirt between entirely different identities.
- F. Contemporary authors often emphasize traditional structures and intricate plots to showcase character growth. Writers like Johnson and Rooney use carefully crafted dialogue and punctuation to create a clear narrative, enhancing reader engagement without confusion.
- G. 'Life', Woolf famously wrote, 'is not a series of gig lamps symmetrically arranged; life is a luminous halo, a semi-transparent envelope surrounding us from the beginning of consciousness to the end.' Punctuation is the gig lamps, useful but artificial; free-flowing prose is the more truthful envelope of consciousness.
- H. There is decent evidence to support this claim: a 2015 study by Binghamton University in New York found that undergraduates perceived text messages ending in a full stop to be less sincere than those without. When it comes to digital communication, punctuation is being squeezed out.

Your answers

69.	70.	71.	72.	73.	74.	75.
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Part 4. *For questions 76-85, read an extract and choose the answer A, B, C or D that fits best according to the text. Write your answers in the corresponding numbered boxes provided.*

Welsh stories

It was an American wit who listed one of man's greatest virtues as the art of making the long story short, but he was saying nothing about the short story, which has its own necessary length, neither too long nor too short, and is at its best when it presents a revealing insight into a person in a particular situation. What interests me most is being at the core of another life, seeing new

light thrown upon it through the mind and world of the central character. It is a help if I am so involved at the outset that my attention does not wander and that my sympathies are immediately engaged, but ultimately, I must know more at the end than I did at the beginning. Now and again, let it also be stated, I can certainly do with a smile.

These stories have been chosen to fulfil such requirements where they can be met, but they are in addition, of a place and a time. The place is Wales and the time is the twentieth century, since the short story is a comparatively new arrival here. They reflect Wales, not always flatteringly, as it is and has been. English writers, it has been said, are often refugees from society, but almost all the stories in this book written by Welsh men and women show a concern for a particular landscape or community. It is as if Welsh writers cannot escape this involvement, and often there is also a sense of characters off stage, present but unseen at the storyteller's elbow. Perhaps the reason for this awareness of others is that so many of us have lived in crowded places, while it is not always healthy, it is a part of the Welsh experience which is very different from that of our neighbours.

I have not otherwise been able to define a specific characteristic of the Welsh story which makes it immediately identifiable, save for the nationality or place of residence of the writer, but it should be pointed out that some Welsh writers writing in English have faced particular difficulties when they have felt the need to emphasise their difference from English counterparts. Often this need has led to stereotyped patterns of speech, the whimsicality of which often gives a false impression. At the back of it, one suspects the seductive pressures of those who like to see their Welshmen as clowns or 'characters', but it should also be said that many Welshmen have woven myths about themselves and their country with mischievous delight, and one doubts if they needed much more encouragement. Of course, this forced use of language can be detected in other literatures, some of them colonialist, and it is perhaps the inevitable consequence of the dominance of a distant metropolis. Having said that, it is only fair to note that many of the short story writers who write in English received their first encouragement in England, and indeed some of them, like Alun Lewis, represented here by an almost unknown story of army life, are at their best away from home. In his case, he was probably more searching as an observer with a foreign eye and his stories dealing with English life were perhaps more acutely observed than those dealing with his native South Wales. There is an abundance of riches from which the anthologist may choose and my task has been made easier by the selections of other editors whose choices I have tried not to duplicate where possible.

I have said that these stories were chosen because they please one reader and are of a place and time, but I have also had a number of other considerations in mind and I have tried to represent all Welsh writers, including those whose work belies the concept of Wales as a homogeneous society, some who write in English and others who write exclusively in Welsh and for whom Welsh is the first language. All arguments about degrees of Welshness I find to be fruitless; for me, the story is the thing, although on re-reading so many stories in preparing this volume, I could not help but detect the security of so many writers in the Welsh language, which has freed them from painful attempts to emphasise their nationality, a strain which affected the work of their counterparts writing in English for a time. Ironically, this freedom seems to be in danger of ending and, judging by some of the stories made available in translation, appears to have been replaced by the aim of political conversion, to the detriment, in my view, of the storyteller's art. However, the representation of writers in the Welsh language, translated here, is varied enough

to warrant a further anthology comprised solely of stories translated from the original. It is my hope that the Wales of the past and the present is well represented in this volume, together with the world of work and workmen in some of our more ravaged terrains, as an aspect which has tended to be neglected in the past.

76. According to the author, he considers it essential for a short story to:

- A. grab his attention from the start.
- B. evoke emotions of sympathy.
- C. be at the correct length.
- D. enrich his understanding.

77. The stories are implied to:

- A. authentically portray life in Wales.
- B. plot a glamorous picture of Welsh life.
- C. exaggerate the living conditions of Welsh.
- D. delineate certain aspects of Welsh life.

78. Unlike their English counterparts, Welsh writers:

- A. share the same qualities as their own characters.
- B. possess a particular sense of place.
- C. steer clear of their societies and avoid any exposure to them.
- D. abhor writing about their communities

79. It is suggested that Welsh writers writing in English:

- A. may be indistinguishable from novelists writing in Welsh.
- B. may make inept translation of their works from English into Welsh.
- C. may be confronted with hardships in highlighting their distinction.
- D. may misuse common patterns of speech and create false impressions.

80. Alun Lewis is cited as an example illustrating the point that:

- A. the best source of inspiration for a writer may not be their country of origin.
- B. observing life with the eye of a foreigner may bring undesirable outcomes.
- C. forcible use of language is noticeable in many literatures.
- D. stories of life should be told by novelists unfamiliar with the culture.

81. The writer says that his selection of stories has been made easier:

- A. because he ignores some authors in the first place.

- B. since there are a large number of stories to choose.
- C. as options he selected before are to be abandoned.
- D. for he eschews the inclusion of similar stories to his counterparts.
82. According to the passage, writers in Welsh differentiate from those in English in that:
- A. they are more knowledgeable about the Welsh culture.
- B. they shoulder no responsibility for portraying their country.
- C. they feel no burden to accentuate their country of origin.
- D. they fail to perceive the need to highlight their differences.
83. The passage suggests that storytellers' skills suffer when:
- A. writers deviate from their common patterns of speech.
- B. writing a sound story is no longer their main purpose.
- C. writers free themselves of shackles in writing.
- D. the plots of stories are distorted during translation.
84. The writer suggests that the book includes:
- A. many collections of stories amassed by the editor.
- B. description of a subject receiving little notice previously.
- C. colored illustrations of Welsh life in the past and present.
- D. only Welsh writers who see Wales as a multicultural country.
85. In the book, this extract most probably serves as:
- A. a foreword. B. a biography. C. a preface. D. a prologue.

Your answers

76.	77.	78.	79.	80.
81.	82.	83.	84.	85.

Part 5. The passage below consists of five paragraphs marked A, B, C, D and E. For questions 86-95, read the passage and do the task that follows. Write your answers in the corresponding numbered boxes provided.

A modern health problem

A. There is growing concern about the way we view food, which goes beyond the 'do we live to eat or eat to live?' debate. More and more children are leading inactive lifestyles and are suffering from obesity. In the 1990s and early years of this century, tobacco-related diseases were the main problem, but aggressive anti-smoking campaigns caused the focus of concern to

shift. In this decade, obesity appears to be the major health concern with far-reaching repercussions. Obese children suffer taunts and bullying from their peers and this, instead of causing them to rethink their eating habits, may perpetuate the vicious circle; in other words, these children turn to 'comfort thinking' which adds to their weight problem.

Researchers have noted that some children are doing less than one or two minutes of 'moderate activity' in an hour, which is an alarming reduction on the results of previous studies. The problem seems to be worse in teenage girls than in their male counterparts, with older children getting much less exercise than younger ones.

B. Many parents realise that their children are overweight, but do not know enough about nutrition to give their offspring the support they need in order to help them change their lifestyles. Given time pressures from work and family, a growing number of people rely on pre-cooked convenience foods or quick fry-ups, thus exacerbating the problem. In general, there is some recognition of the situation. For example, at 'Weight Loss Camps', obese children, along with their slightly less overweight peers, learn to read food labels and understand the nutritional content of food, or lack of it, eat healthily and exercise. This experience can also increase their confidence in themselves, as they are surrounded by youngsters who are in the same boat. But, by and large, not enough is being done.

C. Schools are partly to blame, as they have marginalised physical education due to time limitations. Also, in many cases, they have bowed to financial pressure and sold off playing fields, often in order to buy more up-to-date computers, which in turn encourage sedentary lifestyles. The food industry must also shoulder some of the responsibility, as their advertising campaigns promote foodstuffs which are high in fat and sugar. Advertisements frequently feature such products as fizzy drinks, king-size chocolate bars and ever larger packets of crisps. These are attractive to families on low incomes because you now get more for the same price as the original, smaller portions. However, children who have large bags of crisps or bars of chocolate in their school lunch-boxes don't save half for the next day; they eat the whole thing. It would appear that fast-food marketing people have seized upon children as being brand-loyal from cradle to grave. They therefore target small children with free toys, a worrying trend which, some believe, warrants government action.

D. Some campaigners want governments to treat the fast-food industry as they do the tobacco industry, insisting that foods with a high fat or sugar content should carry an official health warning. They would also like a ban on vending machines in schools, as it is estimated that one fifth of children get more than 20 percent of their energy from sugar, with 5 percent of that coming from the consumption of fizzy drinks. Of course, children are not the only ones to suffer from obesity. In one survey, only 40 per cent of adults claim to regularly sit down for a meal, which means that the majority are eating on the hoof. Only around 30 per cent say that they cook all their own meals. It becomes reasonably obvious that this is so when you look around you in the street or in an underground station. Walking and talking are interspersed with eating and drinking; people carry a can to swig from, and clutch food to scoff.

E. We live in a culture which actively promotes fast food while simultaneously showing images of the ultimate in 'beauty'. The majority of us could never achieve this perfect look, given our lifestyle and diet. This fact, in turn, gives rise to both overeating and its extreme opposite, anorexia. It is obviously time for us to take a close look at our relationship to food. The recommended daily diet, at least according to some experts, consists of at least five portions of fruit and vegetables, some protein (but not too much) and only a few carbohydrates. No one

would deny, however, that the occasional lapse would be acceptable. Remember the old adage: a little of what you fancy does you good!

In which section is each of these views expressed?

86. In the past, other public health issues were seen as more significant than obesity.

87. Mistreatment of youngsters who are overweight can often result in the problem becoming worse.

88. Children may have access to fewer areas where they can play sports than they did in the past.

89. More action from the authorities is being demanded to tackle the problem of obesity.

90. Hasty eating routines while being on the move are common among adults.

91. The world is flourishing two polars of physical care that should not coexist.

92. Irregular self-indulgence should not be dissuaded when it comes to diet.

93. Marketing strategies of some companies are wreaking havoc on children's development to the extent that official intervention is proposed.

94. A lack of information limits the assistance that some people can give to others.

95. The connection of those who have the same health issues has the potential to relieve their inferiority complex.

Your answers

86.	87.	88.	89.	90.
91.	92.	93.	94.	95.

III. WRITING (5 points)

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

Mass culture

In recent decades, the development and spread of new information technologies, such as satellite television, has engendered many debates about the consequences of their use. One of the first writers to see the possibilities of these changes was the American writer Marshall McLuhan, who argued in the 1960s that communications technology would have two effects: first, it would create a global village where everyone and everything were accessible to the television camera and secondly, that it would become the case that 'the medium is the message', that is, how the message is transmitted would outgrow in importance over what the message is.

Other theorists have gone further in arguing that the explosion of, and increasing dependence on, information technology has brought about profound changes in the way society is organized. Some, for example, believe that we can now describe a 'post-modern society', characterized partly by an information-based international division of labor that allows

increasing freedom of movement. At the cultural level, distinctions between 'high' and 'low' culture have disappeared as new technology transmits across class boundaries, while stylistically, form has become more important than substance, and the ubiquity of television means that everything is seen in television codes. McLuhan's global television-led culture is now with us.

The accuracy of such a description, however, has been questioned. At one level, many people are reluctant to accept any argument that technology can lead to social and economic changes, arguing instead that the relationship is exactly the other way round. In other words, they are critical of any tendency to technological determinism. Furthermore, evidence can be cited that queries the notion that information technology has spread evenly throughout the world or even throughout Britain. This has been described as the uneven development of the information economy. Many areas of Great Britain, for example, are not yet equipped with the online communications systems necessary to receive technologies such as cable and interactive television, and the take-up of these technologies varies according to socio-economic factors. We are still a long way from the full-scale and comprehensive implementation of the information super-highway.

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Part 2. Write an essay of about 350 words on the following topic.

Education curriculum ought to prioritize the comprehensive development of students rather than exclusively equipping them as human capital for economic progress. Discuss the statement and give your opinion.

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Page 20 of 20 pages

