

**ĐỀ ĐỀ NGHỊ TRẠI HÈ PHƯƠNG NAM 1
NĂM HỌC 2025 – 2026**

I. LISTENING (5.0 points)

HƯỚNG DẪN PHẦN THI NGHE HIỂU

- Bài nghe có 04 phần; trong đĩa CD đã ghi đủ số lần nghe (02 lần) theo quy định và đủ thời gian để thí sinh đọc câu hỏi trước khi nghe.

- Sau khi phát đề, cán bộ coi thi bật máy và chỉ bật 01 lần cho tới khi kết thúc bài nghe bằng một nhạc hiệu.

- Mọi hướng dẫn cho thí sinh đã có trong bài nghe.

Part 1: For questions 1-5, you will hear a scientist called Jim Weller give a talk about some robots he has created and how they function like insects called termites. Listen and decide whether these statements are True (T), False (F) or Not Given (NG). Write your answers in the corresponding numbered boxes provided.

1. Jim highlights that, in contrast to bee colonies, termite societies exhibit decentralized organization, with directive input from the queen regarding construction tasks.
2. The robotic units developed by Jim are programmed to follow a hierarchical chain of command to execute structural tasks in coordination.
3. Jim recounts witnessing termites engage in collaborative behavior triggered by the presence of partially consumed wood left by other members of the colony.
4. Jim demonstrated a construction process in which a single robot independently completed a staircase to showcase the simplicity and efficiency of the design.
5. Turkish researchers have sought Jim's collaboration to adapt his robotic system for managing flood-related emergencies in their region.

Your answers:

1.	2.	3.	4.	5.
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Part 2: For questions 6–10, listen to a news report on “Automation and the future of work”. Match each number (6–10) in Column I with a letter (A–I) in Column II based on what the students say about each job. Write your answers in the numbered boxes provided.”

Column I	Column II
6. Hairdressers 7. Administrative staff 8. Agricultural workers 9. Care workers 10. Bank clerks	A. These jobs are likely to be at risk. B. Their role has become more interesting in recent years. C. The number of people working in this sector has fallen dramatically. D. This job will require more qualifications. E. Higher disposable income has led to a huge increase in jobs. F. There is likely to be a significant rise in demand for this service. G. Both employment and productivity have risen. H. Most people will be expected to work until they're much older. I. All the technological innovations would have put them out of a job.

Your answers:

6.	7.	8.	9.	10.
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Part 3: For questions 11-15, you will hear part of an interview with two sports psychologists called Sheila Forbes and Peter Maxton. Listen and choose the answer A, B, C or D which fits best according to what you hear.

11. Sheila explains that her role involves _____

- A. preventing players from becoming over-confident.
- B. responding to whatever players feel they need to improve.
- C. enabling players to train aggressively.

- D. persuading players that her techniques can really benefit them.
12. Sheila says one strategy she uses to achieve her goals is to _____
- A. encourage players to replicate good features of others' performance.
- B. ask players to share with her the way they control their anxieties.
- C. get players to examine their effectiveness as team members.
- D. trace the causes of negative thinking in players.
13. Sheila and Peter both think that it's important for sports psychologists _____
- A. to have wide experience in a range of different sports.
- B. not to raise false hopes about what they can achieve.
- C. not to become too immersed in the environment of sport.
- D. to adapt the decisions they make to suit individual situations.
14. What was Peter's reaction to his deteriorating sporting performance as a student?
- A. He felt disappointed at the lack of relevant help available.
- B. He redoubled his efforts to succeed despite failing health.
- C. He became desperate to uncover the source of his problem.
- D. He switched to what he felt were easier sports to succeed in.
15. When talking about their profession, Shelia and Peter agree that _____
- A. it's slowly establishing its place in player development.
- B. it isn't attracting the right kind of people.
- C. its profile needs to be raised among the general public.
- D. it has a poorly-developed career structure.

Your answers:

11.	12.	13.	14.	15.
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Part 4: For questions 16–25, listen to a talk about déjà vu and complete the following sentences. While listening, fill in each blank in the summary with NO MORE THAN THREE WORDS from the recording. Write your answers in the corresponding numbered boxes.

Déjà vu, the strange feeling that you have previously experienced something that is happening to you now, happens more often to young people, film fans and (16) _____.

People long thought of déjà vu together with such supernatural phenomena as clairvoyance and reincarnation due to its (17) _____ peculiarity.

People have persistently paid attention to the (18) _____, and déjà vu is known as a glitch in the computer simulation in the film The Matrix.

There are tens of possibilities combining different theories to explain this phenomenon. One of them is called (19) " _____ " which proposes we get a jolt of having seen a situation previously because our brain treats it quickly and superficially before we become fully aware of it.

Some psychologists also believe that errors around the hippocampus, the (20) ' _____ ', are the culprits. The obstacle to doing this type of research is that neurologists cannot wait until the moment déjà vu occurs. One possible approach is to observe those suffering from (21) _____. A large number of research subjects describe this eerie feeling as (22) _____ déjà vu.

According to a one study, déjà vu indicates that our (23) _____ are actually functioning properly instead of a memory error.

Déjà vu is explained by an uber-bizarre phenomenon called (24) " _____ ", in which a "parallel universe" might be seen thanks to the (25) _____ affinity of subatomic particles.

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.

Stressful situations that emerge almost everyday in life seem to be unavoidable. However, we can do little sometimes to (26)_____ a misfortune or an unpleasant occurrence (27)_____ us unexpectedly as only it can. At such a moment, one may hit the roof, give in to the helplessness of the situation or, ideally, put a brave (28)_____ on it trying to bear the burden.

Can you (29)_____ in your mind an hour spent in a traffic jam, say, this morning? Do you light one cigarette after another? Do you sound the horn every few seconds like the other neurotics? Or do you take a different (30)_____ and make good use of the time drawing up a schedule for the days to come?

To (31)_____ the stressful moment you can also do a crossword puzzle, listen to your favourite music or even compose a menu for your Sunday dinner. In fact, whatever way you respond to the annoying situation, you can exert no impact on it as the traffic jam will only reduce in due (32)_____. Nevertheless, your reaction might considerably influence your disposition for the rest of the day.

The inability to confront a stressful occurrence like that with a deal of composure and sensibility adds much more strain to your life and in this way puts your well-being in jeopardy. Surprisingly, it's the (33)_____ negligible hardships we (34)_____ daily that run double the risk of developing serious health disorders rather than our isolated tragedies however painful they may be.

Given (35)_____ so many of those wretched stress inducing troubles affect us in a day, we should, at best, try to avoid them or possibly make radical alterations in the way we lead our daily lifestyles.

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|---------------------|-------------------|---------------------|-----------------|
| 26. A. ward off | B. boil down | C. stamp out | D. dawn on |
| 27. A. to befall | B. being befallen | C. which may befall | D. may befall |
| 28. A. face | B. neck | C. forehead | D. fist |
| 29. A. envision | B. observe | C. picture | D. conclude |
| 30. A. manner | B. stance | C. practice | D. mode |
| 31. A. withhold | B. withdraw | C. wither | D. withstand |
| 32. A. term | B. course | C. timing | D. period |
| 33. A. accidentally | B. dramatically | C. intentionally | D. seemingly |
| 34. A. stumble on | B. stumble into | C. stumble about | D. stumble over |
| 35. A. that | B. which | C. what | D. how |

Your answers:

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

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.

EXAMPLE	ECOLOGY	CREDULOUS	DOWN	MEAT
TOLERANT	MISTAKE	PROTEST	DEVIOUS	ANTICIPATE

Even today in our (0)_____ sound, environmentally aware world, a declaration of vegetari-anism is often met with expressions of (36)_____. These expressions are more often than not accompanied by raised eyebrows and often even cynical smirks of superiority. Even as mouths express polite interest, eyes are saying that a vegetarian is a crank, someone to be regarded only with suspicious curiosity or (37)_____ distrust.

Perhaps attitudes (38) _____ by these gestures and expressions were justifiable twenty or thirty years ago, when the "hippy" movements of the '60s and early '70s were just breaking on an unsuspecting public. Then, vegetarianism as a conscious ideology or way of life, was relatively new and had strong links with the "drop-out" culture which was challenging accepted social structures and conventions. Certainly members of older generations still treat the 10 vegetarians of the '90s with a similar sort of suspicion and (39) _____ that followers of the peace movements of twenty years ago incurred. However, today, vegetarians can be found everywhere in all walks of life; the vegetarian commuter reading his copy of "The Independent" is probably more common than the flower-sporting, smock-wearing stereotype. As more information becomes available, more and more people are consciously turning to a (40) _____ diet. Their reasons for doing so are many and the potential benefits even more.

Your answers:

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

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

LISTENING TO VEGETABLES

Scientists in Bonn has developed a method of listening to sounds from plants normally inaudible to the human ear. The basic technique that was developed in the Netherlands, but the German equipment is less sensitive. When a leaf or stem is sliced, the plant signals pain or dismay by releasing the gas ethylene over its entire surface. The gas molecules are collected in a bell jar and bombarded with laser beams, making them vibrate. The resultant sound waves are amplified in a resonance tube, then detected with a sensitive microphone. The more a plant is subjected to stress, the louder the signal.

One surprising result came from an apparently healthy cucumber that was virtually shouting in agony. A closer study showed it had developed mildew, a harmful fungus, though the symptoms were hardly apparent.

Listening to plants in this way could be great benefit to farmers as an early-warning system to detect pests and disease, and as an aid to efficient storing and transporting. Apples, for instance, give off high levels of ethylene, increasing with ripeness and causing neighbouring fruit to rot. Invisible differences of ripeness can be detected acoustically, enable fruit to be separated into batches in order to prolong its freshness.

Your answers:

0. <i>has → have</i>	41.	42.
43.	44.	45.

II. 2. READING COMPREHENSION (5.0 points)

Part 1. For questions 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.

In a robotics lab at the Massachusetts Institute of Technology (MIT) , the torso of a robot grabs a box and holds it out to a roboticist as he cleans up the lab . We may consider it (46) _____ work , but Aaron Edsinger says it takes intelligence for this robot named Domo to lend a (47) _____ hand with household chores. "Our big goal is to have the robot adapt to the world instead of having the world adapt to the robot" he says. This is key, he says, because robots (48) _____ artificial intelligence can currently perform very complex tasks, like assembling an automobile; but they must be taught beforehand exactly what to do. "A lot of the really advanced robotics that you see particularly coming out of Japan right now, these robots are very (49) _____." says Edsinger. "The actions they are going to take are sort of figured out beforehand. You (50) _____ play, and it sort of does the same thing over and over again."

Edsinger has been getting Domo to work in (51) _____ settings, exposing the robot the objects it hasn't seen before. "(52) _____ is going to be critical as soon as we want robots to come out of the car factory and into our homes, into our daily lives, because we can't (53) _____ it with everything it needs to know." says Edsinger. For example, he says, household robots must be able to (54) _____ the countless objects within our home. "A car factory can be very well understood and predicted (55) _____ of time. Your kitchen and all your dishes in the kitchen sink are much harder for a robot to understand" he says.

Your answers:

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

Part 2: Read the following passage and do the tasks that follow.

LEARNING ANCIENT GREEK

The singular criteria for evaluating a language course designed for learners of a defunct tongue is that of its efficacy and expedience in enabling them to read the original language texts with precision, comprehension, and pleasure. The initiation of the Greek Project by the Joint Association of Classical Teachers was founded upon the conviction that it was feasible to devise a course for Ancient Greek that would surpass all pre-existing courses in satisfying this significantly.

The pursuit of a project aimed at rejuvenating the teaching of Greek in schools would have been rendered futile if the present dwindling interest in the language were indicative of a broader, burgeoning, and irreversible lack of appreciation for Greek culture in contemporary society. However, such an inference is untenable given the sustained popularity of translated Greek literature and courses on Greek art and history. It seemed to the Joint Association that there was a gap waiting for a bridge. Bridges cost money, and when an appeal for £40,000 was launched at the beginning of 1974 by Dr. Michael Ramsey and others it was legitimate to wonder how the cause of Greek would fare in competition with louder claims. But the optimists were justified: by November £263,000 had been contributed, a sum which more than compensated for the effect of inflation after the original costing of the project, and in 1976 an appeal for the money required for a fourth and final year of work brought in more than £15,000.

The seemingly facile option of constructing a purely descriptive grammar, punctuated by rote exercises mirroring grammatical stages, offers a superficial solution. Similarly, presenting learners with a translated Greek anthology, while potentially inspiring, ultimately undermines their engagement with the language's intricacies. Such an approach fosters a reliance on pre-digested meaning, neglecting the critical faculties necessary for true linguistic mastery.

The notion that one can get the gist of alien texts simply by reading a lot of them with the help of translations but without careful linguistic guidance is equally illusory. We can indeed hope to understand much of what is said to us in a modern language if we are put into a situation in which we hear it all day; but our progress depends on our being an ingredient of the situation in which the words are uttered and on the readiness of the native speaker to repeat, simplify, slow down and supplement language by signs and gestures. Our relationship to Greek authors is different; if we tackle Platonic argument or tragic dialogue with only a hazy idea of grammar the chances of misunderstanding - not marginal, but total misunderstanding - are very high.

The Project course has been composed and scrutinised by people who care most about what works best and do not use 'traditional' or 'modern' as complimentary or derogatory terms. In the earlier sections the commonest words and constructions preponderate, and the sentences are short; but the sentence structure has not been anglicised, and the test of frequency has not been so rigorously applied to the admission of vocabulary and idiom as to bleach all colour out of the language. At the start the Greek text is modern composition, though its subject-matter is derived from Greek sources, but the voices of Plato and Aristophanes soon begin to be heard, and thereafter modern composers are edged out as the ancient authors, progressively less rewritten to suit the beginner's limitations, take over. The content of the text is determined as seldom as possible by linguistic tidiness and as often as possible by the need to acquaint the adult and near-adult learner directly with the characteristic features of Greek culture.

Not everyone thinks that it is right to make up Greek or to adapt original texts. There is nothing, in any language course, that everyone thinks is right. The Project team has been compelled repeatedly to take decisions, sometimes against the judgement of a minority, but never without patient and friendly discussion, which will incur criticism. Critics are asked to reflect that the combined classroom, lecture-room and tutorial experience is not only considerable but also very varied; that successive drafts, having been tested and constantly revised in the light of what emerged from the testing; and that in language-learning occasions may arise on which one man's succulent

meat is another man's cold cabbage. The Team has been from first to last imaginative and resourceful, prompt and cheerful in response to criticism and unfailingly resilient in the face of technical difficulties. They have produced a course which they have many good reasons to believe will prove, for the majority of learners, a straighter and shorter path than any other into Greek literature as the Greeks themselves knew it.

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

56. The pivotal reason for teaching old languages lies in the potential for derivation of satisfaction from linguistic immersion.

57. The recognition of ancient Greek is something that cannot be defended against these days.

58. In its fourth year, the project led by Dr. Michael Ramsey even succeeded in getting the necessary funds.

59. The rote learning method of ancient Greek grammars might seem quite effortless on the surface.

60. Simply translating ancient Greek literature collections would render the whole learning process of the language to no avail.

61. Having an environment speaking that language is not as important as being actively involved in that environment with specific linguistic support.

62. Learning ancient Greek has been compounded by the fact that no one today willingly offers support and guidance in fixing our usage mistakes.

Your answers:

56.	57.	58.	59.	60.	61.	62.
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For questions 63-68, read the summary and fill in each space with NO MORE THAN THREE WORDS taken from the passage. Write your answers in the corresponding numbered boxes provided.

The Project course by the Joint Association was designed by experts focused on efficacy rather than on (63) _____ labels. Early sections feature common words and short sentences, maintaining Greek sentence structure without making this Greek language become excessively (64) _____. Initially, the Greek text is modern but quickly incorporates authentic voices like Plato and Aristophanes. The content prioritises the familiarity with (65) _____ over (66) _____. While some oppose creating or adapting Greek texts, the team made decisions through collaborative discussions to (67) _____ thereafter. The course, extensively tested and revised after a series of (68) _____, is believed to offer a direct, effective route into Greek literature, balancing authenticity and accessibility for adult learners.

Your answers:

63.	64.	65.	66.	67.	68.
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Part 3. In the passage below, seven paragraphs have been removed. For questions 69-75, read the passage and choose from 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 on the answer sheet.

A permanent moon base - What will it take to build it?

The most powerful rocket ever built sits on a launchpad in Florida. Over an intercom, crowds of onlookers listen to the countdown – “4, 3, 2...” – and then the bottom of the rocket begins to rumble. The vibrations first travel through the soles of the watchers’ feet and then hit their bodies like an ocean wave. Jets of steam and fire ricochet off the concrete, and suddenly the rocket is blasting skyward. The astronauts within watch the countryside shrink below them as they begin their journey to the moon.

69

NASA’s plans could hardly be bigger. They feature astronauts on moon buggies and long-term bases with power grids and mining operations. And with the first steps already being taken, this is set to happen by roughly the end of the decade. All of which seems wildly ambitious – and begs the question, what fresh technologies will such

adventurous feats require?

70

Then, in 2025, the third mission in the programme is set to see people land and walk on the moon again, including the first woman to do so. “I think that seeing women, people of colour, the next generation, walking on the moon can do a lot of the things that it did in the 1960s, can inspire people to go into science and drive the technical state of the art,” says Lori Garver, a former deputy administrator of NASA.

71

Artemis IV, which may launch in the second half of the 2020s, will carry these components into lunar orbit. Artemis V, the last mission NASA officially has planned (with no set date as yet), will be the first to see humans drive a rover on the moon. It will also deliver a new refuelling module to Gateway, built by the European Space Agency and partner companies.

72

Astronauts staying on the moon will need a local supply of drinking water, as it is too heavy to transport from Earth. What’s more, water can be split into oxygen and hydrogen, the first being vital for breathing and the second for fuel to power the rockets that could potentially launch from our lunar staging post to Mars and elsewhere.

73

Investigations are due to begin later this year, when a robotic lander called Nova-C – a partnership between NASA and US aerospace firm Intuitive Machines – will try drilling almost a metre into the lunar “soil” to extract and analyse the ice.

74

“The samples will have to be kept extremely cold at all times, so those freezers need to be able to be transported between all of our vehicles and stay cold,” says Erika Alvarez, part of NASA’s Artemis team.

75

Eventually, the plan is to construct a surface habitat called Artemis Base Camp so that astronauts can remain on the moon’s surface for days or perhaps even weeks, collecting samples and data. And though it might seem like a small step from spending a few hours on the surface to staying for a few days, it requires a huge leap in technology.

Missing paragraphs:

A. From here, the plan is for things to change radically. For starters, NASA aims to put a space station known as Gateway in lunar orbit. The idea is that this will allow a reusable lander to shuttle between orbit and the surface, making trips to the moon’s surface cheaper and easier. The agency has already contracted an aerospace company to build a place for astronauts to live and a segment to provide power and propulsion.

B. But it is not just ice in the moon’s crust that scientists are interested in. China has recently announced that samples of the moon returned to Earth in 2020 through its mission contain a previously unknown mineral. This mineral contains phosphate, a key nutrient for plants, and helium-3, which could potentially be used as a fuel.

C. The next step will come when humans return to the moon as part of Artemis III. A key element of their mission will be to retrieve ice samples and bring them back to Earth, where they can be more thoroughly analysed. That might sound simple – we have freezers, after all. But we will need to invent a special kind of freezer.

D. This scene could be from six decades ago – or it could be from just a few years in the future. The launches of the Artemis missions that the US hopes will soon return people to the moon will look very similar to the Apollo launches of the 1960s. But that is where the similarities end. “Apollo was awesome, but a lot of it was to just prove that we could do it,” says NASA’s Steve Creech.

E. The moon’s water ice is far colder than the ice cubes in any freezer and it is distributed through the lunar rock. Understanding how the ice behaves and how we can best make use of it is going to be crucial, and it will require a host of new technologies.

F. Several studies have shown that shadowed, cold areas of the lunar surface – an area totalling about 40,000 square kilometres – should contain water ice. Astronauts could harvest this to produce oxygen to breathe and hydrogen fuel.

G. Besides, the science carried out on these missions will be different too. The plan is for the Artemis landings to

be near the moon's south pole, which is of particular interest because of its abundant water ice.

H. The Artemis missions will largely be repeating feats managed during the space race. Artemis I will pass 100 kilometres above the moon's surface and orbit for several days, allowing the Orion craft – the capsule intended to carry astronauts – to be tested in space. Artemis II will involve a crewed fly-by of the moon.

Your answers:

69.	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. One of the basic assumptions of modern linguistics is that speech is primary and writing is secondary. The most immediate manifestation of language is speech and not writing. Writing is simply the representation of speech in another physical medium. Spoken language encodes thought into a physically transmittable form, while writing, in turn, encodes spoken language into a physically preservable form. Writing is a three-stage process: thinking of an idea, expressing it in mental grammar, and then transferring it to written form. All units of writing, whether letters or characters, are based on units of speech, i.e., words, sounds, or syllables. When linguists study language, therefore, they take the spoken language as their best source of data and their object of description except in instances of languages like Latin for which there are no longer any speakers.

2. You may think that with the advent of so many “instant messaging” programs, writing can now be as immediate as speech. But it is important to remember that even though the written form can be nearly immediate these days, there is still an extra step between conceptualizing the message you want to communicate and the reception of that idea, if you have to write it -regardless of whether you do so longhand or type it into a computer.

3. There are several reasons for maintaining that speech is primary and writing is secondary. [A] Writing is a later historical development than spoken language. [B] Archeological evidence indicates that writing was first utilized in Sumer, that is, modern-day Iraq, about 6,000 years ago. [C] As far as physical and cultural anthropologists can tell, spoken language has probably been used by humans for hundreds of thousands of years. [D]

4. Writing does not exist everywhere that spoken language does. This seems hard to imagine in our highly literate society, but the fact is that there are still many communities in the world where a written form of language is not used. Even in those cultures using a writing system, there are individuals who fail to learn the written form of their language. In fact, the majority of the Earth's inhabitants are illiterate, though quite capable of spoken communication. However, no society uses only a written language with no spoken form.

5. Writing must be taught, whereas spoken language is acquired automatically. All children, except children with serious learning disabilities, naturally learn to speak the language of the community in which they are brought up. They acquire the basics of their native language before they enter school, and even if they never attend school, they become fully competent speakers. **Writing systems vary in complexity, but regardless of their level of sophistication, they must all be taught.**

6. Neurolinguistic evidence (studies of the brain in action during language use) demonstrates that the processing and production of written language is overlaid on the spoken language centers in the brain. Spoken language involves several distinct areas of the brain; writing uses these areas and others as well.

7. Despite all this evidence, it is a widely held misconception that writing is more perfect than speech. To many people, writing somehow seems more correct and more stable, whereas speech can be careless, corrupted, and susceptible to change. Some people even go so far as to identify “language” with writing and to regard speech as a secondary form of language used imperfectly to approximate the ideals of the written language.

8. What gives rise to the misconception that writing is more perfect than speech? There are several reasons. Writing can be edited, and so the product of writing is usually more aptly worded and better organized, containing fewer errors, hesitations, and incomplete sentences than are found in speech. This “perfection of writing” can be explained by the fact that writing is the result of deliberation, correction, and revision, while speech is the spontaneous and simultaneous formulation of ideas; writing is therefore less subject to the constraint of time than speech is. Writing must be taught and is therefore ultimately associated with education and educated speech. Since the speech of the educated is more often than not set up as the “standard language,” writing is associated indirectly

with the varieties of language that people tend to view as “correct.” However, the association of writing with the standard variety is not a necessary one, as evidenced by the attempts of writers to transcribe faithfully the speech of their characters. **Mark Twain**’s Huckleberr Finn and **John Steinbeck**’s Of Mice and Men contain examples of this. Writing is more physically stable than spoken language, which consists of nothing more than sound waves traveling through the air, and is therefore ephemeral and transient. Writing tends to last, because of its physical medium (characters on some surface), and can be preserved for a very long time. Spelling does not seem to vary from individual to individual or from place to place as easily as pronunciation does. Thus, writing has the appearance of being more stable especially in the modern era. Of course, spelling does vary, as exemplified by the differences between the American ways of spelling gray and words with the suffixes -ize and -ization as compared with the British spelling of grey and -ise and -isation. Writing could also change if it were made to follow the changes of speech. The fact that people at various times try to carry out spelling reforms amply illustrates **this possibility**.

76. According to paragraph 1, what can be inferred about linguistic research?

- A. Linguists do not usually study Latin.
- B. Research on writing is much easier.
- C. Studies always require several sources.
- D. Researchers prefer speech samples.

77. Look at the four squares [A], [B], [C], [D] in pragraph 3 that show where the following sentence could be inserted in the passage.

The Sumerians probably devised written characters for the purpose of maintaining inventories of livestock and merchandise.

Where could the sentence best be added?

- A. [A]
- B. [B]
- C. [C]
- D. [D]

78. According to paragraph 4, what is true about literacy?

- A. Only a minority of the world’s population can read and write.
- B. Literate populations are more capable than other groups.
- C. The modern world has a very highly literate population.
- D. Many people fail to become literate because it is difficult.

79. Which of the sentences below best expresses the information in the highlighted statement in paragraph 5 ?

- A. Writing that has a very complex system must be learned.
- B. All writing has to be taught because the systems are variable.
- C. In spite of complex features in writing systems, people can learn them.
- D. Both simple and complex writing systems require direct instruction.

80. Why does the author mention “**Mark Twain**” and “**John Steinbeck**” in paragraph 8?

- A. To demonstrate that speech cannot be transcribed
- B. To provide examples of two good writing styles
- C. To prove that a nonstandard variety can be written
- D. To contrast varieties of speech for their characters

81. According to paragraph 8, what is true about spelling?

- A. Spelling does not change from one geographical region to another.
- B. British and American spellings are more similar than pronunciation.
- C. Pronunciation in English is not related to spelling changes.
- D. Changes in spelling are occasionally initiated because of speech.

82. The words ‘**this possibility**’ in paragraph 8 refer to _____.

- A. writing could also change
- B. the changes of speech
- C. people try to carry out
- D. spelling reforms illustrate

83. Which of the following statements most closely represents the author’s opinion?

- A. Speech and writing have historical similarities.
- B. Standard speech is the best model for writing.
- C. Writing is not more perfect than speech.
- D. Writing should not change like speech does.

84. How does the author organize the passage?

A. Cause and effect

B. Chronological narrative

C. Persuasive argument

D. Contrastive analysis

85. Which characteristic does not relate to writing?

A. A three-stage process

B. Associated with education

C. Contain fewer errors

D. Not observable in brain activity

Your answers:

76.	77.	78.	79.	80.	81.	82.	83.	84.	85.
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Part 5. For questions 86-95, read the following passage and choose from the sections (A-E). The sections may be selected more than once. Write the letter A, B, C, D or E in the corresponding numbered boxes provided.

UNDERSTANDING CHILDHOOD

A. Common sense suggests a child is someone who is young, who is smaller, more immature and vulnerable and in many other ways different to human adults. The pioneer anthropologist of childhood Margaret Mead believed children everywhere were 'pygmies among giants, ignorant among the knowledgeable, wordless among the inarticulate'. Half a century later, there is good reason to challenge this universal prescription for young humanity. Children share in common that they are growing, changing and learning, but they differ in innumerable ways in the expression of growth and change, as well as in the circumstances, goals and extent of their learning. They are not universally seen as weak, wordless or ignorant. Childhood is viewed very differently depending on the geographical area under investigation and the period of time under study as well as the standpoint of the person studying it.

B. This book is as much about studying the cultural beliefs, representations and discourses of childhood as about studying children's physical and psychological immaturity, growth and development. Of course, the two are linked. Key questions are raised about children - their needs, competences, responsibilities and rights. Put simply, how far are they seen as innocents who need protection, nurture and training, and how far as social actors who engage with and contribute to their development, and who have a right to be heard? The near universal adoption of the United Nations Convention on the Rights of the Child has come to symbolize a profound and challenging shift in perspective, especially its emphasis on children's participatory rights. This is reflected in the way this book includes perspectives of children and young people on many of the issues being discussed.

C. The United Nations Convention on the Rights of the Child perceives a child to be anyone under the age of eighteen, which is also consistent with much national and international legislation. But what does this vast cross-section of the world's population - in some countries nearly half the population - have in common that justifies a single formal designation? This is not just an issue of diversity between societies. It is also about the varieties of childhood within the broad age span nought to eighteen years. The child of five months is worlds apart from the child of five years, as is the five year old from the fifteen year old. In many ways, a fifteen-year-old 'child' has more in common with a twenty-five-year-old 'adult' than with a five-year-old 'child'.

D. Developmental psychology has provided detailed descriptions of the many stages and transitions that take place within Western childhoods, which are also reflected in everyday distinctions in the English language for example, between babies, toddlers, school children, teenagers and young people. Distinguishing kinds of childhood by finely divided ages is not universal. In some societies, children's ages have not always been recorded; their status has been determined by their abilities, their social class or caste and their gender, not by their age. Defining childhood as a distinctive life phase is also premised on assumptions about adulthood. There is good reason to challenge the contrast between the dependent, vulnerable, developing child and the autonomous, mature, knowing adult - for example, by acknowledging situations where adults may be vulnerable and children may be resilient.

E. A guiding principle in planning this book has been to acknowledge wherever possible that knowledge, beliefs and understanding about childhood are culturally situated. Much scientific research on childhood, especially in developmental psychology, has been criticized for presenting its conclusions as universal truths, even though the

research was based on children and young people growing up in industrialized societies, especially in Europe and North America. In the same way, dominant discourses of childhood innocence have to be understood in the context of Western history and cultural traditions. This issue applies even more strongly in relation to the study of children's rights, where one of the key debates is about how far the United Nations Convention on the Rights of the Child projects a universalized image of the individualized child which fails to take account of competing cultural traditions.

In which section are the following mentioned?

- 86. the need to be aware of bias in interpretation
- 87. the lack of documentation on certain children
- 88. the lack of consensus regarding children’s capabilities
- 89. sources of misleading views on children
- 90. the interdependence of different approaches to studying childhood
- 91. a concern about the implication of differences in maturity between children
- 92. a case for recognising exceptions to traditional characteristics
- 93. valuing children’s opinions in current debates
- 94. how laws have come to define a child
- 95. the proportion of children in certain societies

Your answers:

86.	87.	88.	89.	90.	91.	92.	93.	94.	95.
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III. WRITING (50 points)

Part 1: Read the following passage and use your own words to summarise it. Your summary should be about 120 words long. (20 pts)

Music can bring us to tears or to our feet, drive us into battle or lull us to sleep. Music is indeed remarkable in its power over all humankind, and perhaps for that very reason, no human culture on earth has ever lived without it. From discoveries made in France and Slovenia even Neanderthal man, as long as 53,000 years ago, had developed surprisingly sophisticated, sweet-sounding flutes carved from animal bones. It is perhaps then, no accident that music should strike such a chord with the limbic system – an ancient part of our brain, evolutionarily speaking, and one that we share with much of the animal kingdom. Some researchers even propose that music came into this world long before the human race ever did. For example, the fact that whale and human music have so much in common even though our evolutionary paths have not intersected for nearly 60 million years suggests that music may predate humans. They assert that rather than being the inventors of music, we are latecomers to the musical scene.

Humpback whale composers employ many of the same tricks that human songwriters do. In addition to using similar rhythms, humpbacks keep musical phrases to a few seconds, creating themes out of several phrases before singing the next one. Whale songs in general are no longer than symphony movements, perhaps because they have a similar attention span. Even though they can sing over a range of seven octaves, the whales typically sing in key, spreading adjacent notes no farther apart than a scale. They mix percussive and pure tones in pretty much the same ratios as human composers – and follow their ABA form, in which a theme is presented, elaborated on and then revisited in a slightly modified form. Perhaps most amazing, humpback whale songs include repeating refrains that rhyme. It has been suggested that whales might use rhymes for exactly the same reasons that we do: as devices to help them remember. Whale songs can also be rather catchy. When a few humpbacks from the Indian Ocean strayed into the Pacific, some of the whales they met there quickly changed their tunes – singing the new whales’ songs within three short years. Some scientists are even tempted to speculate that a universal music awaits discovery.

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[illegible]

Part 2.

It is said that with the rise of personalized and self-directed learning, the teacher's role is becoming more and more obsolete in modern education.

Do you agree or disagree?

Write an essay of about 350 words. Give reasons and examples to support your opinion.

This image shows a full page of primary-ruled paper. It features multiple sets of horizontal dotted lines, each set consisting of two closely spaced dots followed by a larger gap, creating a series of uniform rows across the entire page. The background is white, and there are no margins or other markings present.

THE END