

## READING 1

All of our Viet Nam volunteer projects are focused on working for and with children. Projects range from working with sick kids in hospitals, looking after children in Buddhist temples, to providing much needed non-formal education to Ha Noi's disadvantaged youth. Volunteers will be provided with full orientation and assistance throughout the project.

The Agent Orange project opened more than 15 years ago to care for war veterans and children suffering from the effects of Agent Orange. Since then, it has grown into a complex of 11 houses that care for a total of 120 children and 40 veterans. The village is supported by a highly committed and dedicated base of supporters who volunteer their time, energy and resources to its projects.

From 1962 to 1971, during the war with Viet Nam, American forces sprayed well over 40 million liters of the chemical defoliant, Agent Orange, over Southern Vietnam. However, Agent Orange had not been adequately tested. The chemicals released during the 1960s inflicted a legacy of suffering on the Vietnamese. Precise figures are difficult to agree, but there is no question that millions of people were exposed to the chemical. **In the wake of** this exposure came liver damage, cancer, heart diseases, reproductive disorders and severe birth defects.

The Agent Orange project is always in need of volunteers. Many of the people who back the organization spend time raising funds in North America and Europe, and that leaves plenty more work to be done on the ground in Ha Noi. Regardless of how volunteers lend a hand to the community, **their** efforts directly help those who have been affected by Agent Orange to live normal, happy and fulfilled lives. As with any undertaking of this size, there's always a great deal to be done, and that leaves plenty of opportunity for volunteers to dig in.

1. The volunteer projects mentioned in the text offer \_\_\_\_\_.  
A. focus on non-formal education to Ha Noi's disadvantaged youth  
B. children to look after Buddhist temples or hospitals for sick kids  
C. children to look after Buddhist temples or hospitals for sick kid  
D. full orientation and assistance to children and volunteers throughout the project
2. The centre for the Agent Orange project \_\_\_\_\_.  
A. takes care of 40 veterans and children suffering from the effects of Agent Orange  
B. has veterans take care of 120 children suffering from the effects of Agent Orange  
C. operated for more than 15 years to care for war veterans and children  
D. takes care of 40 veterans and children suffering from the effects of Agent Orange
3. All of the following are the effects of the Agent Orange EXCEPT \_\_\_\_\_.  
A. inadequate testing  
B. cancer or heart diseases  
C. severe birth defects  
D. reproductive disorders
4. Volunteers taking part in the project can \_\_\_\_\_.  
A. spend time raising funds in Viet Nam  
B. have plenty of more work done on familiar ground in Ha Noi  
C. work in different places to support the project  
D. have plenty of opportunity to dig
5. The phrase "in the wake of" is closest in meaning to \_\_\_\_\_.  
A. after waking      B. because of      C. becoming awake      D. happening
6. **The word "their" in the last par refers to \_\_\_\_\_.**  
A. community's      B. volunteers'      C. people's      D. children'

## READING 2

### Volunteer in Spain

International Volunteers, Gap Year Travelers and those looking for an exciting opportunity to volunteer work overseas must volunteer in Spain. Volunteering in Spain will be a fun and challenging experience (1)\_\_\_\_\_ you can get immersed in the Mediterranean culture, learn new skills and meet new people. Volunteer programs in Spain are (2)\_\_\_\_\_ for anyone on a Gap year, career break or anyone interested in short term volunteer project. In Spain, Volunteering Solutions has programs in partnership with local organizations in the Valencia - a coastal city in Spain. The city is rich in cultural heritage and has more than

fifteen kilometers of beaches. While volunteering in Valencia, you will find welcoming people who are (3) \_\_\_\_\_ to meet international volunteers. The area is very well linked to other main European capitals (4) \_\_\_\_\_ air, train and road. While volunteering in the Valencia region, volunteers also (5) \_\_\_\_\_ a chance to visit smaller and traditional Spanish towns like Denia where the projects are also located. Volunteering Solutions offers conservation and community social welfare projects in the region where volunteers can help in conservation work.

Câu 1: A. although	B. so	C. because	D. but
Câu 2: A. suitable	B. acceptable	C. usable	D. available
Câu 3: A. happiness	B. happiest	C. happy	D. happily
Câu 4: A. by	B. on	C. with	D. in
Câu 5: A. deliver	B. have	C. keep	D. do

### READING 3

#### Visiting Special Schools In Ho Chi Minh City

For disabled children, special education and care is an essential need. A special school may not be spacious, but it will become their second homes and families, helping unfortunate children to (1) \_\_\_\_\_ knowledge and skills as well as self-confidence in order to integrate better into the community.

The Future School, a semi-boarding school, now has 40 handicapped children, from ages 6 to 16. The principal of Future School said, "Most of the students here have difficulties with language and life skills. So I attach great \_\_\_\_\_ to improving their life skills and developing their language skills as much as possible.

Ms. Thu Huong, who has worked in the school for many years, is also interested in teaching life skills to students. I approach them with my heart and try to develop suitable learning programmes for them. Teaching them is very difficult because of the (5) \_\_\_\_\_ between school and family. So, I always recommend families help students review what I taught during the day, so that the day after we can receive the students' (6) \_\_\_\_\_ from home about the lessons", said she.

The Glow Blind Center has been (7) \_\_\_\_\_ for 29 years to teach and care (8) \_\_\_\_\_ the blind. About 30 blind students have been sponsored by the center, most of them from difficult backgrounds. Every morning, the center's Sisters **lead** children to Nguyen Dinh Chieu School, a special school for the handicapped, and pick them up in the afternoon for after-school help and to feed them. (10) \_\_\_\_\_ they are not blind themselves, the Sisters all want to learn Braille to be closer to their children.

1. A.win	B.gain	C.benefit	D.increase
2. A. importance	B. important	C. importantly	D. unimportant
3. A.holes	B.space	C.misses	D. gaps
4. A.advice	B.criticism	C.feedback	D.information
5. A.set	B.established	C.installed	D.worked
6. A.for	B.of	C.to	D.with
7. A.Because	B.Athough	C.If	D.But

### READING 4

Approximately one in two thousand people in Viet Nam has a significant hearing loss. Students who have been deafened in early childhood can be very different to students who have lost hearing later in life in terms of educational disadvantage. For example, their range of vocabulary may be limited, which in turn may affect their level of English literacy.

Deaf and hard of hearing students can sometimes prefer visual learning strategies. This can be a challenge in an environment where much essential information is delivered exclusively by word of mouth.

Students with a hearing loss may need to use assistive technology to participate in class. This assistive technology can be the laptop where software such as Skype can be used to deliver interpreters or captioning. For some it will be in the form of listening devices. For others, it will be a combination of technology that includes both listening devices and computer based software.

The impact of hearing loss can cause delays in receiving learning material. Students who need information transcribed from tape must sometimes wait for a significant period of time for this to happen. This needs to be considered in terms of developing suitable **timelines** for the completion of work for each student.

Students with hearing loss may appear isolated in the learning environment. The possibility for social contact and interaction with other students is often limited, and this isolation or separateness may have an impact on

learning. Participation and interaction in tutorials may be limited. Students who cannot hear the flow and nuances of rapid verbal exchange will be at a disadvantage.

**Question 24.** Students who have been deafened in early childhood can be very different to students who have lost hearing later in life because \_\_\_\_\_.

- A. they have less disadvantage in English literacy
- B. they have a more significant hearing loss
- C. their vocabulary is good enough to affect their level of English literacy
- D. they suffer from more difficulty in expressing their ideas

**Question 25.** Assistive technology can help students with a hearing loss \_\_\_\_\_.

- A. use software such as Skype to talk to interpreters
- B. better integrate into the study environment
- C. use listening devices and gain their hearing ability
- D. deliver the captioning in order for them to understand

**Question 26.** All of the following are true according to the text EXCEPT that \_\_\_\_\_.

- A. students with hearing impairments prefer visual learning
- B. assistive technology is useful to disabled students to follow education
- C. deaf students can't complete their tasks in class
- D. hearing ability may affect the level of language skills

**Question 27.** Learning environment can have negative impact on deaf students when \_\_\_\_\_.

- A. they get no help from their friends or little communication
- B. they develop suitable timelines for the completion of works
- C. they cannot hear the nuisance of rapid verbal exchange
- D. interactions in tutorials may be limited in social contact

**Question 28.** The word "timeline" in paragraph 4 is closest in meaning to \_\_\_\_\_.

- A. a line that shows the time in a day
- B. a plan which shows how long things will take
- C. a point of time when things completed
- D. a device which records the time

## READING 5

In the European Union, almost 100 million people of all ages invest their time, talents and money to make a positive (20) \_\_\_\_\_ to their community by volunteering in civil society organizations, youth clubs, hospitals, schools, etc. Volunteering is an active expression of civic participation which strengthens common European values such as solidarity and (21) \_\_\_\_\_ connection. Volunteering also provides people with new skills and competences that can even improve their chances to get jobs. Volunteering (22) \_\_\_\_\_ an important role in sectors as varied and diverse as education, youth, culture, sport, environment, etc.

This year, the EU will use the year to work towards some main objectives such as creating an enabling environment for volunteering in the EU; rewarding volunteering activities and raising awareness (23) \_\_\_\_\_ the value and importance of volunteering.

The Commission expects that the European Year of Volunteering will lead to an increase in volunteering. The aim is to involve all levels- European, national, regional and local. (24) \_\_\_\_\_, the work is focusing on very much more the local level than other levels.

Câu 20: A. distribution	B. contribution	C. provision	D. education
Câu 21: A. social	B. socialize	C. socially	D. society
Câu 22: A. plays	B. makes	C. takes	D. gets
Câu 23: A. awareness	B. unaware	C. aware	D. unawareness
Câu 24: A. Therefore	B. Furthermore	C. However	D. In addition