

CÁC DẠNG CÂU HỎI THƯỜNG GẶP

Theo xu hướng ra đề thi của Bộ GD&ĐT, bài tập đọc hiểu bao gồm những dạng bài tập sau:

1. Câu hỏi từ vựng (vocabulary questions)
2. Câu hỏi về nội dung chi tiết trong đoạn văn (details in the paragraph)
3. Câu hỏi suy luận (inference and reasoning questions)
4. Câu hỏi ý chính toàn đoạn (main idea questions)

Bốn loại câu hỏi trên được chúng tôi sắp xếp theo độ khó tăng dần và các bạn nên chinh phục bài đọc hiểu theo thứ tự này. Sau đây chúng ta hãy cùng phân tích kỹ từng dạng câu hỏi nhé!!!

Dạng 1: Từ vựng trong văn cảnh.

Đừng tự ti hay nhụt chí nếu như bạn gặp phải từ vựng mới, lạ, không hề xuất hiện trong trí nhớ của bạn. Hãy bình tĩnh nhé vì đây là bài thi đọc hiểu mà và nếu xét về bản chất thì mọi câu hỏi đều được thiết kế với mục đích kiểm tra khả năng đọc hiểu của bạn.

Các bước giải quyết:

1. Finding - Xác định vị trí từ vựng: thường thì từ vựng trong câu hỏi sẽ được **in đậm** trong bài văn cho nên bạn sẽ không gặp khó khăn gì trong việc tìm kiếm chúng đâu.

2. Reading and Understanding – Đọc và hiểu: Dạng câu hỏi này thực sự đơn giản hơn nhiều so với những dạng khác vì bạn chỉ cần đọc câu văn chứa từ vựng đó hoặc từ một đến hai câu xung quanh để hiểu được ý nghĩa của từ vựng.

3. Eliminating or Choosing – Loại bỏ và Chọn lựa: Sau khi hiểu được ý nghĩa và sắc thái của từ vựng, bạn có thể loại bỏ ngay những từ không phù hợp. Ví dụ bạn suy luận được là từ vựng này mang nghĩa tích cực thì hay gạch bỏ ngay những đáp án mang tính tiêu cực.

Hãy cùng chúng tôi xem xét một ví dụ sau trong đề thi THPT quốc gia năm 2015:

“Ocean ecosystem, especially “ABC” ones like coral reefs, will also be affected by global warming”

A. pretty hard B. very large C. rather strong D. easily damaged

Nhiều bạn được trang bị kiến thức tốt có thể xác định nghĩa của từ dựa vào cấu trúc từ: **tiền tố** (prefix), **gốc từ** (root) và **hậu tố** (suffix). Thế nhưng không phải ai cũng nắm được những quy luật này và nói đòi hỏi kinh nghiệm cũng như vốn từ khá rộng. Phương pháp sau đây dành cho những bạn có **vốn từ trung bình** với tham vọng chinh phục bài tập đọc hiểu, các bạn cùng dịch với mình nhé:

“Một hệ thống gì đó (hệ sinh thái) của đại dương, ví dụ điển hình là những vật gì đó (rặng san hô) có đặc điểm “ABC”, cũng sẽ bị ảnh hưởng bởi sự nóng lên toàn cầu.”

Các bạn có thể xác định ngay đây là một tính từ. Những rặng san hô này mang một tính chất nào đó khiến cho nó sẽ bị **ảnh hưởng** bởi hiện tượng tự nhiên này. Lý do khiến cho nó bị ảnh hưởng, bị tác động thì không thể nào mang nghĩa tích cực được. Ví dụ như nếu bạn sở hữu một cơ thể yếu đuối thì bệnh tật rất dễ tác động hay ảnh hưởng đến bạn. Do vậy ta suy luận được “ABC” mang nghĩa **tiêu cực** và là **điểm yếu** của san hô.

Các đáp án: **A (khá cứng, chắc)**, **B (rất rộng)**, và **C (khá khỏe mạnh)** mang nghĩa tích cực nên chúng ngay lập tức bị **gạch bỏ**. Và đáp án của chúng ta là **D (dễ bị phá hủy, hủy hoại)**

Các bạn thấy đó, chẳng cần biết đó là từ gì, hình dáng, mặt mũi nó trông ra sao mà ta vẫn có thể trả lời chính xác câu hỏi này. Chinh phục câu hỏi từ vựng theo văn cảnh không hề khó và chúng tôi khuyên các bạn nên làm dạng này đầu tiên khi bắt tay vào làm bài đọc hiểu.

MỞ RỘNG (dành cho những ai thắc mắc và thấy hứng thú với phương pháp xác định cấu trúc từ mà mình nói ở trên):

“ABC” = **FRAGILE** = easily broken or damaged or destroyed

Với vốn từ khá rộng, các bạn có thể liên tưởng tiền tố **FRA** với những từ như **Fragment** (mảnh vỡ nhỏ), **frail** (yếu ớt), **fraction** (phần nhỏ trong tổng thể)... Nhìn chung thì từ này tạo cảm giác nhỏ bé, vụn vặt, yếu đuối. Và chúng ta có thể đoán được phần nào đáp án chính xác của câu hỏi này với những liên tưởng đơn giản như trên.

Dạng 2: Câu hỏi về nội dung chi tiết trong đoạn văn

Giải quyết xong câu hỏi từ vựng thì vấn đề bắt đầu trở nên phức tạp hơn, nhưng chỉ một chút thôi. Trong phần này, câu hỏi đề cập đến một nội dung trong bài đọc và có thể được dẫn dắt như sau:

According to the passage...

It is stated in the passage...

The passage indicates that...

Which of the following is true/false...?

Đáp án của câu hỏi chắc chắn nằm trong đoạn văn, công việc của bạn là định vị nó và đọc thật kỹ trước khi lựa chọn đáp án đúng. Trong câu này chúng ta vẫn áp dụng ba bước cơ bản: Finding – Reading and Understanding – Eliminating and Choosing.

Khó khăn: để phân loại thí sinh, từ khóa (key words) trong đề bài thường được thể hiện dưới dạng đồng nghĩa với nội dung trong bài. Do đó các bạn không nên mất thời gian tìm kiếm một các máy móc trong cả một bài đọc 400 đến 500 chữ. Bước 1 – Finding bao gồm việc hiểu nội dung câu hỏi trước khi bắt đầu tìm kiếm.

Ví dụ minh họa:

“Students can find out how fast they read by a simple method. **First**, they should count all the words on a page of a book. Then, they read the page as they time themselves. After finishing reading, they should divide the number of words read by the number of minutes spent reading.”

According to the passage, what is the **first step** in determining your **reading speed**?

- a. Timing yourself as you read the page of a book
- b. Dividing the number of words read by the number of minutes used.
- c. Counting the number of words on a page
- d. Determining if you need to read faster

Hãy để ý những từ được gạch chân, đó chính là từ khóa. Từ reading speed có thể không xuất hiện trong toàn bài văn, do đó chúng ta phải hiểu rõ nội dung câu hỏi. Có có hai **MANH MỐI** cần làm rõ trước khi bước vào công cuộc tìm kiếm

1. Phần nào nêu lên các bước? Các bước sẽ được thể hiện như thế nào? Sử dụng từ nối cơ bản nào?
2. Tốc độ đọc.

Với việc hiểu rõ yêu cầu đề bài, bạn sẽ tiết kiệm rất nhiều thời gian tìm kiếm và trả lời câu hỏi chính xác, đúng trọng tâm với tốc độ nhanh chóng.

Dạng 3: Câu hỏi suy luận

TOPIC 2: ENTERTAINMENT

Exercise 1: Mass media [●○○]

Most of us tend to think of production when we think of mass media industries. After all, it is the output of this production – the papers we read, the cable TV shows we watch – that grab our attention, make us happy or angry, interested or bored. Moreover, most public discussion about mass communication tends to be about production. The latest gossip about that actor will be in what film, the angry comments a mayor makes about the violence on local TV news, the newest CDs by an up-and-coming group – these are the kinds of topics that focus our attention on the making of content, not its distribution or exhibition.

Media executives know, however, that production is only one step in the **arduous** and risky process of getting a mass media idea to an audience. Distribution is the delivery of the produced material to the point where it will be shown to its intended audience. The activity takes place out of public view. We have already mentioned the NBC acts as a distributor when it disseminates television programming via satellite to TV stations. When Philadelphia Newspapers Inc. delivers its **Philadelphia Inquirer** to city newsstands, when Twentieth – Century – Fox moves its Musicland stores, they are involved in distribution to exhibitions.

Question 1. In this passage, “arduous” means _____.

- A. difficult B. lucrative C. lengthy D. free

Question 2. The passage states that people tend to focus on production because _____.

- A. it takes place out of public view
 B. mass media companies do not own production divisions
 C. the output of mass media is intended to grab our attention
 D. companies can function as both producers and distributors

Question 3. In this passage, to “disseminate” means to _____.

- A. create B. send out C. take in D. fertilize

Question 4. This passage states that distribution is _____.

- A. the first step in mass media production
 B. the most talked-about step in mass media production
 C. at least as important as production
 D. not as important as exhibition

Question 5. The author’s purpose in writing this passage is to _____.

- A. tell an interesting story B. define a concept clearly
 C. describe a scene vividly D. argue with the reader

ĐÁP ÁN

1. A	2. C	3. B	4. C	5. B
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GIẢI THÍCH CHI TIẾT

Question 1: Đáp án A.

Câu hỏi: Nghĩa của từ "arduous".

Phân tích: vì không có một gợi ý cụ thể nào nên ta xét từng đáp án xem đáp án nào là có lý nhất khi ghép vào bài đọc:

A. difficult (khó khăn): có thể đúng vì quá trình làm nên các sản phẩm truyền thông không phải dễ dàng; bài đọc cho thấy quá trình phân phối có khi phải sử dụng đến những phương pháp khó như dùng đường truyền vệ tinh, mở cửa hàng,...

B. lucrative (sinh lợi): có vẻ không liên quan đến nội dung bài vì bài đọc không nhắc gì đến lợi nhuận tạo ra từ quá trình làm ra sản phẩm truyền thông.

C. lengthy (dài dòng): cũng tương tự B vì ta không thấy bài đọc đề cập rõ ràng đến sự nhiều khê của quá trình này.

D. free (tự do): có vẻ là đáp án ít liên quan nhất.

Như vậy nếu cân nhắc cẩn thận ta thấy A sẽ là đáp án an toàn nhất.

=> **Đáp án đúng A.**

Question 2: Đáp án C.

Câu hỏi: Tại sao người ta thường chỉ tập trung vào phân đoạn sản xuất?

Clue: “After all, it is the output of this production – the papers we read, the cable TV shows we watch – that grab our attention”: *Nói cho cùng thì sản phẩm của quá trình này - tờ báo ta đọc, chương trình TV ta xem - mới là những thứ khiến ta quan tâm.*

=> **Đáp án đúng C.** the output of mass media is intended to grab our attention. Các đáp án khác đều sai với bài đọc hoặc không trả lời được cho câu hỏi trên.

Question 3: Đáp án B.

Câu hỏi: Nghĩa của từ "disseminate"

Clue: “NBC acts as a distributor when it disseminates television programming via satellite to TV stations”: *Đài NBC đóng vai trò là nhà phân phối khi nó làm gì đó các chương trình truyền hình qua vệ tinh tới TV.*

Như vậy có thể dễ dàng đoán được động từ này có liên quan tới việc phân phối.

=> **Đáp án đúng B.** send out (gửi đi).

Question 4: Đáp án C.

Question 5: Đáp án B.

CẤU TRÚC, TỪ VỰNG ĐIỂN HÌNH

1. Industry (n): công nghiệp, ngành công nghiệp. **Eg:** The computer industry has been booming: *Ngành công nghiệp máy tính đang phát triển rất mạnh mẽ.*

2. To grab one's attention (=to attract one's attention): thu hút sự chú ý của ai. **Eg:** You must grab your reader's attention with your first sentence: *Bạn phải thu hút sự chú ý của độc giả bằng câu đầu tiên.*

3. To make a comment: đưa ra bình luận, nhận xét. **Eg:** I made a comment on her dress, then she broke up with me. *Tôi bình luận về cái váy của cô ấy, sau đó cô ấy chia tay với tôi.*

4. To focus one's attention on something (n): tập trung sự chú ý vào cái gì. **Eg:** He didn't focus his attention on the safety instructions: *Anh ta đã không chú ý tới hướng dẫn sử dụng an toàn.*

5. Distribution: sự phân phối. **Eg:** We did not consider the distribution cost; therefore, we are in trouble now: *Chúng tôi đã không cân nhắc chi phí phân phối, vì thế hiện tại chúng tôi đang gặp rắc rối.*

6. Intended audience: người xem nhắm tới, người xem mục tiêu (= target audience). **Eg:** The intended audiences for the TV series are young people aged 13 to 18: *Nhóm người xem mà seri TV nhắm tới là thanh niên từ 13 đến 18 tuổi.*

7. To disseminate: gieo rắc, phổ biến. **Eg:** The organization has been trying to disseminate information about the disease: *Tổ chức đã và đang cố gắng phổ biến thông tin về dịch bệnh.*

8. Risky (adj): nhiều rủi ro. **Cấu trúc: To be at risk:** gặp rủi ro, rơi vào tình huống rủi ro **Eg:** It's risky to buy a car without some good advice: *Mua ô tô mà không có tư vấn thì rất rủi ro.*

9. Via something qua, theo đường gì. Eg: They went to England via Gibraltar: *Họ đến Anh qua Gi – bran – ta.*

10. Out of one's view: Không trong tầm nhìn, ngoài tầm nhìn của ai **Eg:** She turned a corner, and disappeared out of my view: *Cô ấy rẽ vào ngõ và biến mất khỏi tầm nhìn của tôi.*

Exercise 2: [●○○]

Curious about which digital camera is best for you? Where you can hear reggae music in Toronto? Or what the distance is to Mars? Question-and-answer sites offer an alternative to the **ubiquitous** search engine: a place to post a question – and then wait for another Internet user to respond.

The idea isn't new: Usenet newsgroups have let us do this for years. But Q&A sites offer features that enhance and simplify the process. All offer eBay-like feedback, where users rate the helpfulness of experts: over time, these scores become a benchmark score for determining how trustworthy someone's answers are. Question-and-answer sites also e-mail you when an expert has responded, and they offer personalized page where you can see the questions you've asked, the people who have responded, and what they've had to say.

Question 1. In this passage, “ubiquitous” means_____.

A. difficult B. new C. common D. expert

Question 2. The organization pattern of the second paragraph of the passage may be best described as _____.

A. cause/effect B. example/ illustrations
C. description D. classification

Question 3. The tone of this passage can best be described as _____.

A. negative B. hysterical C. opinionated D. objective

Question 4. The main idea of this passage is that _____.

A. Question-and-answer sites have alternative to search engines.
B. Usenet newsgroups have been around for years.
C. The idea of question-and-answer sites is not new.
D. People have a lot of questions to be answered.

Question 5. The author's purpose is writing this passage is to _____.

A. tell a story B. give information C. persuade D. entertain

ĐÁP ÁN

1. C	2. C	3. D	4. A	5. B
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GIẢI THÍCH CHI TIẾT

Question 1: Đáp án C.

Câu hỏi: Nghĩa của từ "ubiquitous".

Clue: "Question-and-answer sites offer an alternative to the **ubiquitous** search engine": Các trang web giải đáp thắc mắc sẽ cung cấp một giải pháp thay thế cho công cụ tìm kiếm làm sao đó.

Như vậy giải pháp mới này sẽ khắc phục được một đặc điểm gì đó của công cụ tìm kiếm. Đặc điểm này được miêu tả bởi tính từ "ubiquitous". Ta có vài dự đoán cho nghĩa của nó, ví dụ như lỗi thời, đơn thuần, hoặc thiếu chức năng. Dựa vào các đáp án được cho ta thấy nghĩa "common" (thông thường) là hợp lý nhất so với các đáp án khác.

=> **Đáp án đúng C.**

Question 2: Đáp án C.

Câu hỏi: Đoạn văn thứ 2 được viết theo dạng văn nào?

Câu hỏi này khá dễ để trả lời bởi ta thấy đoạn văn này chỉ đơn giản miêu tả về các tính năng của trang giải đáp thắc mắc (như đánh giá độ tin cậy của câu trả lời, chức năng thông báo khi có trả lời) chứ không hề đề cập đến bất cứ nguyên nhân kết quả (cause/effect) nào, không có ví dụ cụ thể (example) nào và không có phân loại (classification) cái gì cả.

=> **Đáp án đúng C.**

Question 3: Đáp án D.

Câu hỏi: Giọng văn của bài đọc?

Tương tự câu trên, ta không thấy tác giả tỏ ra tiêu cực (negative), quá khích (hysterical) hay khẳng khẳng giữ ý kiến (opinionated). Tác giả giữ giọng văn trung lập, nhận xét có đi có lại ("the idea isn't new"), và bình tĩnh giảng giải về một ứng dụng Internet mới.

=> **Đáp án đúng D.** objective

Question 4: Đáp án A.

Question 5: Đáp án B.

=> **Đáp án đúng B.** give information

CẤU TRÚC, TỪ VỰNG ĐIỂN HÌNH

1. Curious (n): tò mò. Eg: Scientists are always curious about the animals' world: Các nhà khoa học luôn tò mò về thế giới động vật.

2. Alternative (n): sự lựa chọn giữa hay hoặc nhiều khả năng. Eg: The alternative song in the fight-off round is "Sugar": Bài hát thứ hai có thể chọn cho vòng đối đầu là "Sugar".

- 3. Question – and – answer (Q&A):** mục hỏi đáp, giải đáp thắc mắc, câu hỏi. **Eg:** I always love the Q&A sessions. Tôi luôn yêu thích các buổi giải đáp thắc mắc.
- 4. To let somebody do something:** để ai đó làm gì. **Eg:** I just needed you to let me go out for two hours: Con chỉ cần bố mẹ cho con ra ngoài hai tiếng thôi mà.
- 5. To enhance:** tăng cường, nâng cao. **Eg:** Those years of trying so hard had enhanced my credibility: Những năm tháng cố gắng rất nhiều đó đã nâng cao uy tín của tôi.
- 6. To simplify:** đơn giản hóa. **Eg:** Can you help me simplify these questions? Anh có thể giúp tôi đơn giản hóa những câu hỏi này được không?
- 7. To give feedback:** phản hồi thông tin. **Eg:** We need customers to constantly give feedback: Chúng tôi cần khách hàng liên tục phản hồi thông tin.
- 8. Benchmark (n):** mốc chuẩn, chuẩn. **Eg:** Her outstanding performances set a new benchmark for singers throughout the world: Sự trình diễn tuyệt vời của cô ấy là chuẩn mực mới cho các ca sỹ trên toàn thế giới.
- 9. Trustworthy (adj)** đáng tin cậy, xứng đáng với sự tin cậy. **Eg:** He showed us signs of a trustworthy person: Anh ta cho chúng tôi thấy dấu hiệu của một người đáng tin cậy.
- 10. To personalized:** cá nhân hóa, được biến thành chuyện riêng tư. **Eg:** I don't like to personalize issues: Tôi không thích biến các vấn đề thành chuyện cá nhân.

Exercise 3: [●○○]

When we were in England last year, I went fishing with my friend, Peter. Early in the morning we were sitting quietly by the side of the lake when we had an unpleasant **surprise**. We saw a duck come along with three ducklings padding cheerfully behind her. As we watched them, there was a sudden swirl in the water. We caught a glimpse of the vicious jaws of a pike – a fish which is rather like a freshwater shark – and one of the ducklings was dragged below the surface.

This incident made Peter furious. He vowed to catch the pike. On three successive mornings we returned to the vicinity and used several different kinds of bait. On the third day Peter was lucky. Using an artificial frog as bait, he managed to hook the monster. There was a desperate fight but Peter was determined to capture the pike and succeeded. When he had got it ashore and killed it, he weighed the fish and found that it scaled nearly thirty pounds – a record for that district.

Question 1. Why do you think Peter was sitting quietly by the lake?

- A. He was watching the ducks. C. He was waiting for the pike to appear.
B. He wasn't very talkative. D. He was fishing

Question 2. To what does **surprise** in line 3 probably refer?

- A. to the duck. B. to the ducklings. C. to the action of the pike. D. to the time of the day.

Question 3. What were Peter's feelings about the incident two days later?

- A. He caught and killed the pike. C. He vowed that he would catch the remaining ducklings
B. He remained determined to catch the pike. D. He caught a frog and used it as bait for the pike.

Question 4. How much was the pike worth?

- A. about thirty pounds. B. about two hundred and forty dollars.
C. the passage contains no information on this point. D. the passage says that the fish scaled nearly thirty pound.

Question 5. Which of the following titles best sums up the whole passage?

- A. Mysterious disappearance of ducklings. C. Record pike caught by an angry fisherman.
B. Revenge on a duck. D. Huge pike caught by fisherman after desperate struggle at sea.

ĐÁP ÁN

1. D	2. C	3. B	4. C	5. C
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GIẢI THÍCH CHI TIẾT

Question 1: Đáp án D.**Key words:** sitting quietly by the lake**Câu hỏi:** Tại sao bạn nghĩ Peter lại ngồi lặng lẽ bên hồ?**Clue:** “When we were in England last year, I went fishing with my friend, Peter. Early in the morning we were sitting quietly by the side of the lake...”: *Khi chúng tôi ở Anh vào năm ngoái, tôi đi câu cá cùng bạn tôi là Peter.***Sáng sớm chúng tôi ngồi yên lặng bên bờ hồ...****Phân tích:** Peter ngồi yên lặng là để câu cá. Vậy chọn đáp án D. He was fishing. Các đáp án khác không phù hợp:A. He was watching the duck: *Anh ta đang ngắm con vịt:* Sai, trước khi con vịt xuất hiện anh ta đã ngồi im lặng để câu cá rồi.C. He was waiting for the pike to appear: *Anh ta chờ con cá chó xuất hiện:* Sai, vì là ngày đầu tiên khi câu chuyện chưa xảy ra nên anh ta chưa biết có sự tồn tại của con cá chó dưới hồB. He wasn't very talkative: *Anh ta nói không nhiều lắm:* Không có thông tin**Question 2: Đáp án C****Key words:** surprise, line 3**Câu hỏi:** Từ “surprise” ở dòng 3 là nhắc tới cái gì??**Clue:** “Early in the morning we were sitting quietly by the side of the lake when we had an unpleasant surprise... As we watched them, there was a sudden swirl in the water. We caught a glimpse of the vicious jaws of a pike... and one of the ducklings was dragged below the surface”: **Sáng sớm chúng tôi đang ngồi yên lặng bên bờ hồ thì chúng tôi gặp một bất ngờ không mấy dễ chịu.. Khi chúng tôi đang ngắm những con vịt thì có một dòng xoáy bất ngờ dưới nước. Chúng tôi thoáng thấy hàm của một con cá chó... và một trong số những con vịt bị lôi xuống dưới mặt nước.****Phân tích:** Ta cần phải tìm hiểu cả chuỗi sự kiện theo sau câu đầu của clue để làm được câu hỏi này. Sự ngạc nhiên gây ra không phải chỉ bởi con vịt, lũ vịt mà là việc chúng bị lôi xuống hồ. Vậy nên hành động lôi con vịt của con cá chó là hành động làm tác giả ngạc nhiên. Ta chọn đáp án C. to the action of the pike. Các đáp án khác không phù hợp.**Question 3: Đáp án B.****Key words:** Peter's feelings, two days later**Câu hỏi:** Cảm giác của Peter về sự cố 2 ngày sau ra sao?**Clue:** “He vowed to catch the pike. On three successive mornings we returned to the vicinity and used several different kinds of bait. On the third day Peter was lucky. Using an artificial frog as bait, he managed to hook the monster”: *Anh ta thề sẽ bắt được con cá chó. Ba buổi sáng liên tiếp sau đó chúng tôi trở về chỗ cũ và sử dụng các loại mồi khác nhau. Vào ngày thứ ba, Peter đã may mắn. Anh ta đã bắt được con quái thú nhờ sử dụng một con ếch nhân tạo làm mồi.***Phân tích:** “Successive” là liên tiếp, liên tục. Ba ngày liên tiếp sau đó Peter vẫn cố bắt con cá. Do vậy, hai ngày sau khi sự cố xảy ra có thể thấy Peter đã thề và rất quyết tâm bắt được con vật này. Vậy chọn đáp án B. He remained determined to catch the pike: *Anh ta vẫn rất quyết tâm bắt được con cá chó.* Các đáp án khác không phù hợp:A. He caught and killed the pike: *Anh ta bắt và giết chết con cá chó*C. He vowed that he would catch the remaining ducklings: *Anh ta thề sẽ bắt được số vịt còn lại:* Sai, anh ta thề sẽ bắt được con cá chóD. He caught a frog and used it as bait for the pike: *Anh ta bắt được một con cóc và sử dụng nó làm mồi bắt con cá chó:* Sai, con ếch dùng để làm mồi là một con ếch giả.

Vậy chọn đáp án B.

CẤU TRÚC, TỪ VỰNG ĐIỂN HÌNH

1. **By the side of the lake (n):** *bên hồ.* **Eg:** We went out for a walk by the side of the lake: *Chúng tôi đi dạo bên bờ hồ.*
2. **An unpleasant surprise:** *bất ngờ khó chịu.* **Eg:** I worked all day and came home to see an unpleasant surprise: *Tôi đã làm việc cả ngày và về nhà với một bất ngờ khó chịu.*
3. **To come along with:** *đi cùng với, cùng với.* **Eg:** His wife, coming along with their three children, visited his office. *Vợ ông ta, đi cùng với ba đứa con của họ, đến thăm văn phòng của ông ấy.*
4. **To catch/catch a glimpse of:** *thoáng thấy, thấy lướt qua.* **Eg:** I only caught a glimpse of her once but I would recognize her if I saw her again: *Tôi mới thoáng thấy cô ta một lần nhưng tôi sẽ nhận ra cô ấy nếu tôi gặp lại.*
5. **Incident (n):** *sự cố, sự việc xảy ra.* **Eg:** A youth was badly injured in a shooting incident: *Một người trẻ đã bị thương nặng trong một sự cố bắn súng.*
6. **To vow to do something:** *tuyên thệ, thề làm gì.* **Eg:** After the terrible dinner, I vowed to practice cooking much harder. *Sau bữa tối khủng khiếp đó, tôi đã thề tập nấu ăn chăm chỉ hơn.*
7. **Successive (adj):** *liên tục, liên tiếp.* **Eg:** That cowboy won the contest for the third successive year: *Chàng cao bồi kia đã chiến thắng cuộc thi này lần thứ ba liên tiếp.*
8. **To managed to do something (n):** *xoay sở và giải quyết được* **Eg:** The two thieves managed to break the lock after five minutes: *Hai tên trộm đã xoay sở bẻ được cái khóa sau năm phút.*
9. **To be determined to do something:** *quyết tâm làm gì.* **Eg:** The new employee is determined to finish the work today: *Người nhân viên mới quyết tâm hoàn thành công việc trong hôm nay.*
10. **Desperate (adj):** *tuyệt vọng, chán chường* **Eg:** He was so desperate after finding out he had been fired: *Anh ấy đã rất tuyệt vọng sau khi phát hiện ra mình bị đuổi việc.*

Exercise 4: [●●○]

Animation traditionally is done by hand-drawing or painting successive frame of an object, each slightly different than the proceeding frame. In computer animation, although the computer may be the one to draw the different frames, in most cases the artist will draw the beginning and ending frames and the computer will produce the drawings between the first and the last drawing. This is generally referred to as computer-assisted animation, because the computer is more of a helper than an originator.

In full computer animation, complex mathematical formulas are used to produce the final sequences of pictures. These formulas operate on extensive databases of numbers that defines the objects in the pictures as **they** exist in mathematical space. The database consists of endpoints, and color and intensity information. Highly trained professionals are needed to produce such effects because animation that obtains high degrees of realism involves computer techniques from three-dimensional transformation, shading, and curvatures.

High-tech computer animation for film involves very expensive computer systems along with special color terminals or frame buffers. The frame buffer is nothing more than a giant image memory for viewing a single frame. It temporarily holds the image for display on the screen.

A camera can be used to film directly from the computer's display screen, but for the highest quality images possible, expensive film recorders are used. The computer computers the positions and colors for the figures in the picture, and sends this information to the recorder, which **captures** it on film. Sometimes, however, the images are stored on a large magnetic disk before being sent to the recorder. **Once** this process is completed, it is replaced for the next frame. When the entire sequence has been recorded on the film, the film must be developed before the animation can be viewed. If the entire sequence does not seem right, the motions must be corrected, recomputed, redisplayed, and rerecorded. This approach can be very expensive and time – consuming. Often, computer-animation companies first do motion tests with simple computer-generated line drawings before selling their computers to the **task** of calculating the high-resolution, realistic-looking images.

Question 1: What aspect of computer animation does the passage mainly discuss?

- A.** The production procession **B.** The equipment needed **C.** The high cost **D.** The role of the artist

Question 2: According to the passage, in computer-assisted animation the role of the computer is to draw the _____.

- A. first frame B. middle frames C. last frame D. entire sequences of frames

Question 3: The word “they” in the second paragraph refers to _____.

- A. formulas B. objects C. numbers D. database

Question 4: According to the passage, the frame buffers mentioned in the third paragraph are used to _____.

- A. add color to the images B. expose several frames at the same time
C. store individual images D. create new frames

Question 5: According to the passage, the positions and colors of the figures in high-tech animation are determined by _____.

- A. drawing several versions B. enlarging one frame at a time
C. analyzing the sequence from different angles D. using computer calculations

Question 6: The word “captures” in the fourth paragraph is closest in meaning to _____.

- A. separates B. registers C. describes D. numbers

Question 7: The word “Once” in the fourth paragraph is closest in meaning to _____.

- A. before B. since C. after D. while

Question 8: According to the passage, how do computer-animation companies often test motion?

- A. They experiment with computer-generated line drawings.
B. They hand-draw successive frames.
C. They calculate high-resolutions images.
D. They develop extensive mathematical formulas.

Question 9: The word “task” in the fourth paragraph is closest in meaning to _____.

- A. possibility B. position C. time D. job

Question 10: Which of the following statement is supported by the passage?

- A. Computers have reduced the costs of animation.
B. In the future, traditional artists will no longer be needed.
C. Artists are unable to produce drawings as high in quality as computer drawings.
D. Animation involves a wide range of technical and artistic skills.

ĐÁP ÁN

1. A	2. B	3. B	4. C	5. D	6. B	7. C	8. A	9. A	10. D
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GIẢI THÍCH CHI TIẾT

Question 3: Đáp án B.

Key words: they, second paragraph

Câu hỏi: Từ “they” ở đoạn thứ hai là chỉ cái gì?

Clue: “These formulas operate on extensive databases of numbers that defines the objects in the pictures as **they** exist in mathematical space”: Những công thức này vận hành trên một cơ sở dữ liệu lớn các con số xác định vật trong bức ảnh khi chúng tồn tại trong không gian toán học.

Phân tích: “They” ở đây chính là vật có thể tồn tại được dưới dạng toán học hoặc không. Chỉ có các vật là vừa tồn tại trên bức hình, dưới dạng toán học và hữu hình ngoài đời thực. Vậy chọn đáp án B. objects: vật. Các đáp án khác không phù hợp

- A. formulas: công thức C. numbers: các con số D. database: cơ sở dữ liệu

Question 4: Đáp án C.

Keywords: frame buffers, third paragraph, used to

Câu hỏi: Theo bài văn, các khung hình đệm ở đoạn thứ ba được sử dụng để làm gì?

Clue: The frame buffer is nothing more than a giant image memory for viewing a single frame. It temporarily holds the image for display on the screen”: *Các khung hình đệm chỉ là một bộ nhớ ảnh khổng lồ để xem từng khung hình một. Nó tạm thời chứa những bức ảnh để hiển thị trên màn hình.*

Phân tích: Vì được nhắc tới như một bộ nhớ nên khung hình đệm có chức năng lưu trữ và chỉ lưu trữ để xem từng khung hình. Vậy chọn đáp án **C** store individual images: *lưu trữ những bức ảnh riêng lẻ.* Các đáp án khác không phù hợp:

A. add color to the images: *thêm màu vào các tấm ảnh:* Không có thông tin

B. expose several frames at the same time: *mở vài khung ảnh cùng lúc:* Sai, khung hình đệm chỉ mở được một khung hình một.

D. create new frames: *tạo ra các khung hình mới:* Không có thông tin

Question 5: Đáp án **D.**

Key words: positions, colors, figures in high-tech animation

Câu hỏi: Theo bài văn, vị trí và màu của nhân vật hoạt hình kỹ thuật cao được quyết định bởi cái gì?

Clue: “The computer computers the positions and colors for the figures in the picture, and sends this information to the recorder, which captures it on film”: *Máy tính tính toán vị trí và màu sắc của nhân vật trên bức tranh và gửi thông tin này đến bộ thu để thu lại trên phim.*

Phân tích: Vị trí và màu sắc của nhân vật bị điều chỉnh bởi máy tính, nghĩa là do máy tính quyết định. Vậy chọn đáp án **D** using computer calculations: *sử dụng máy tính để tính toán.* Các đáp án khác không có thông tin.

A. drawing several versions: *vẽ vài phiên bản*

B. enlarging one frame at a time: *phóng to một khung hình*

C. analyzing the sequence from different angles: *phân tích chuỗi từ nhiều góc độ*

Question 6: Đáp án **A.**

Key words: fourth paragraph, capture

Câu hỏi: Từ “capture” ở đoạn thứ tư gần nghĩa với từ nào nhất?

Clue: Như clue câu 5

Phân tích: “Capture” ở đây là công việc làm gì đó với thông tin từ máy thu để làm thành phim. Chọn **B.** registers: *ghi lại.* Các đáp án khác không phù hợp

A. separates: *phân chia* **C.** describes: *miêu tả*

D. numbers: *đánh số*

Vậy chọn đáp án **B.**

Question 7: Đáp án **C.**

Key words: once, fourth paragraph

Câu hỏi: Từ “once” trong đoạn 4 gần nghĩa nhất với từ nào?

Clue: “Once this process is completed, it is replaced for the next frame”: *Ngay khi quá trình này được hoàn thành thì nó sẽ bị thay thế bởi khung hình tiếp theo.*

Phân tích: “Once” là ngay khi chuyện gì xảy ra thì chuyện khác sẽ theo đó xảy ra, chọn đáp án **C.** after: *sau đó.* Các đáp án khác không phù hợp.

A. before: *trước kia*

B. since: *kể từ đó*

D. while: *một lúc*

Đáp án **C** là đáp án đúng

Question 8: Đáp án **A.**

Key words: computer-animation companies, test motion

Câu hỏi: Theo đoạn văn, làm thế nào các công ty hoạt hình máy tính kiểm tra chuyển động?

Clue: “Often, computer – animation companies first do motion tests with simple computer-generated line drawings before selling their computers...”: *Thường thường, các công ty hoạt hình máy tính lúc đầu làm kiểm tra chuyển động với những bản vẽ do máy tính tạo ra trước khi bán máy tính của họ...*

Ta chọn đáp án **A.** They experiment with computer-generated line drawings: *Họ thí nghiệm với những bản vẽ do máy tính tạo ra.* Các đáp án khác không phù hợp.

B. They hand-draw successive frames: *Họ vẽ tay những khung hình liên tiếp*

C. They calculate high-resolutions images: *Họ tính toán những bức ảnh có độ phân giải cao*

D. They develop extensive mathematical formulas: *Họ phát triển công thức toán mở rộng*

Vậy chọn đáp án **A**.

Question 9: Đáp án **A**.

Keywords: task, fourth paragraph

Câu hỏi: Từ “task” trong đoạn 4 gần nghĩa nhất với từ nào?

Clue: the **task** of calculating the high-resolution, realistic-looking images”: ... *nhiệm vụ tính toán độ phân giải, những bức ảnh trông giống thật.*

Phân tích: Ta thay thế các từ ở các đáp án vào ngữ cảnh thì đáp án **A**. possibility: *khả năng* là đáp án thích hợp nhất. Các đáp án khác không phù hợp.

B. position: *vị trí*

C. time: *thời gian*

D. job: *công việc*

Question 10: Đáp án **D**.

Keywords: supported, statement

Câu hỏi: Câu nói được bài văn hỗ trợ?

Phân tích: Bài văn cho thấy việc làm hoạt hình bằng máy tính rất phức tạp đòi hỏi kỹ thuật máy tính tốt. Ngoài ra chuyên môn về nghệ thuật cũng là yếu tố quan trọng mà máy tính không thể thay thế. Vậy chọn đáp án **D**. Animation involves a wide range of technical and artistic skills: *Hoạt hình cần có một loạt các kỹ năng kỹ thuật và nghệ thuật.* Các đáp án khác không phù hợp.

A. Computers have reduced the costs of animation: *Máy tính đã làm giảm chi phí hoạt hình*

B. In the future, traditional artists will no longer be needed: *Trong tương lai, những họa sỹ truyền thống sẽ không còn cần thiết*

C. Artists are unable to produce drawings as high in quality as computer drawings: *Những họa sỹ không thể sản xuất ra những bức vẽ ở chất lượng cao như máy tính*

GIẢI THÍCH CHI TIẾT

1. To proceed: *tiếp diễn, tiến lên, tiến đến.* **Eg:** The story proceeds as follow: *Câu chuyện tiếp diễn như sau.*

2. Originator (n): *người sáng tạo, khởi đầu.* **Eg:** We would like to learn about the originators of science: *Chúng tôi muốn tìm hiểu về những người sáng tại khoa học.*

3. Sequence (n): *chuỗi gồm nhiều sự kiện.* **Eg:** The first chapter describes the strange sequence of events that led to his death. *Chương đầu tiên miêu tả chuỗi sự kiện kì lạ dẫn đến cái chết của ông ta.*

4. Intensity (n): *cường độ, độ mạnh, sự mãnh liệt.* **Eg:** The intensity of their relationship caused a problem: *Sự mãnh liệt trong mối quan hệ của họ đã gây ra vấn đề.*

5. Curvatures (n): *đường cong, độ cong, sự uốn vẹo.* **Eg** It took him three hours to draw the curvature of the Earth’s surface: *Anh ấy mất ba tiếng để vẽ đường cong của bề mặt trái đất.*

6. To display: *hiển thị, trưng bày.* **Eg:** Family photographs were displayed on the wall: *Những bức ảnh gia đình được trưng bày trên tường.*

7. To store something: *lưu giữ, chứa cái gì.* **Eg:** I have no memory left in my computer to store his files: *Tôi không còn bộ nhớ trong máy tính để chứa dữ liệu của anh ấy nữa.*

8. Magnetic (adj): *thuộc về nam châm, từ tính* **Eg:** We study about magnetic force in Physics: *Chúng tôi học về lực từ trong môn Vật lý.*

9. To approach something: *tiếp cận.* **Eg:** The team found a new way to approach the ship: *Đội đã tìm thấy phương hướng mới để tiếp cận con tàu.*

10. Time - consuming: *tốn thời gian, mất thời gian* **Eg:** Washing clothes without the help of machines is time - consuming: *Giặt đồ mà không có sự trợ giúp của máy móc thì rất tốn thời gian.*

Exercise 5: [●●○]

Basic to any understanding of Canada in the 20 years after the Second World War is the country’s impressive population growth. For every three Canadians in 1945, there were over **five** in 1966. In September 1966 Canada’s

population passed the 20 million mark. Most of this **surging** growth came from natural increase. The depression of the 1930s and the war had held back marriages, and the catching-up process began after 1945. The baby boom continued through the decade of the 1950s, producing a population increase of nearly fifteen percent in the five years from 1951 to 1956. This rate of increase had been exceeded only once before in Canada's history, in the decade before 1911, when the prairies were being settled. Undoubtedly, the good economic conditions of the 1950s supported a growth in the population, but the expansion also derived from a **trend** toward earlier marriages and an increase in the average size of families. In 1957 the Canadian birth rate stood at 28 per thousand, one of the highest in the world.

After the **peak** year of 1957, the birth rate in Canada began to decline. It continued falling until in 1966 it stood at the lowest level in 25 years. Partly this decline reflected the low level of births during the depression and the war, but it was also caused by changes in Canadian society. Young people were staying at school longer, more women were working; young married couples were buying automobiles or houses before starting families; rising living standards were cutting down the size of families. It appeared that Canada was once more falling in step with the trend toward smaller families that had occurred all through the Western world since the time of the Industrial Revolution.

Although the growth in Canada's population had slowed down by 1966 (the increase in the first half of the 1960s was only nine percent), another large population wave was coming over the horizon. **It** would be composed of the children who were born during the period of the high birth rate **prior to** 1957.

Question 1. What does the passage mainly discuss?

- A. Educational changes in Canadian society
- B. Canada during the Second World War
- C. Population trends in postwar Canada
- D. Standards of living in Canada

Question 2. The word "five" in bold refers to

- A. Canadians
- B. years
- C. decades
- D. marriages

Question 3. The word "surging" in bold is closest in meaning to

- A. new
- B. extra
- C. accelerating
- D. surprising

Question 4. The author suggests that in Canada during the 1950's

- A. the urban population decreased rapidly
- B. fewer people married
- C. economic conditions were poor
- D. the birth rate was very high

Question 5. The word "trend" in bold is closest in meaning to

- A. tendency
- B. aim
- C. growth
- D. directive

Question 6. The word "peak" in bold is closest in meaning to

- A. pointed
- B. dismal
- C. mountain
- D. maximum

Question 7. The author mention all of the following as causes of declines in population growth after 1957 EXCEPT

- A. people being better educated
- B. people getting married earlier
- C. better standards of living
- D. couples buying houses

Question 8. It can be inferred from the passage that before the Industrial Revolution

- A. families were larger
- B. population statistics were unreliable
- C. the population grew steadily
- D. economic conditions were bad

Question 9. The word "it" in bold refers to

- A. horizon
- B. population wave
- C. nine percent
- D. first half

Question 10. The phrase "prior to" in bold is closest in meaning to

- A. behind
- B. since
- C. during
- D. preceding

ĐÁP ÁN

1. C	2. A	3. C	4. D	5. A	6. D	7. B	8. A	9. B	10. D
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GIẢI THÍCH CHI TIẾT

Question 2: Đáp án A.

Key words: five, refer to

Câu hỏi: Từ “five” in đậm trong đoạn văn đề cập đến gì?

Clue: “Basic to any understanding of Canada in the 20 years after the Second World War is the country’s impressive population growth. For every three Canadians in 1945, there were over **five** in 1966”: *Lẽ cơ bản về Canada 20 năm sau Thế chiến thứ hai là sự gia tăng dân số ấn tượng của đất nước này. Cứ mỗi ba người Canada vào năm 1945 thì có năm người vào năm 1966.*

Do đó, chọn đáp án A. Canadians: *người Canada*. Các đáp án khác không phù hợp:

B. years: *các năm*

C. decades: *các thập kỷ*

D. marriages: *các cuộc hôn nhân*

Đáp án B là đáp án đúng.

Question 3: Đáp án C.

Key words: surging, meaning

Câu hỏi: Từ “surging” in đậm gần nghĩa nhất với từ nào?

Clue: “In September 1966 Canada’s population passed the 20 million mark. Most of this **surging** growth came from natural increase”: *Vào năm 1966, dân số của Canada đã vượt mốc 20 triệu người. Phần lớn của làn sóng gia tăng này là gia tăng tự nhiên.*

Phân tích: “**Surging**” là trào lên, dâng lên như một làn sóng, ám chỉ sự gia tăng rất nhanh. Vậy chọn đáp án C. accelerating: *nhANH chóng*. Các đáp án khác không phù hợp

“surging” in bold is closest in meaning to

A. new: *mới*

B. extra: *thêm mới*

D. surprising: *đáng ngạc nhiên*

Question 4: Đáp án D.

Keywords: Canada, 1950’s

Câu hỏi: Tác giả cho rằng Canada trong những năm 1950 như thế nào?

Clue: “The baby boom continued through the decade of the 1950s, producing a population increase of nearly fifteen percent in the five years from 1951 to 1956... Undoubtedly, the good economic conditions of the 1950s supported a growth in the population”: *Thế hệ sinh ra sau Thế chiến thứ hai tiếp tục tăng suốt những thập kỷ của những năm 1950, sản sinh ra lượng dân số tăng gần 15% trong vòng 5 năm từ 1951 đến 1956... Không nghi ngờ rằng, điều kiện kinh tế thuận lợi của những năm 1950 đã hỗ trợ cho sự gia tăng trong dân số.*

Phân tích: Các con số là keywords thuộc về những năm 1950 đều được gắn liền với chi tiết gia tăng dân số. Vậy chọn đáp án D. the birth rate was very high: *tỉ lệ sinh rất cao*. Các đáp án khác không phù hợp:

A. the urban population decreased rapidly: *dân số thành thị giảm nhanh chóng*: Không có thông tin

B. fewer people married: *ít người kết hôn hơn*: Đây là chi tiết thuộc về năm 1930 khi “The depression of the 1930s and the war had held back marriages”: *Cuộc khủng hoảng những năm 1930 và cuộc chiến tranh đã ngăn cản hôn nhân*

C. economic conditions were poor: *các điều kiện kinh tế nghèo nàn*: Sai, những năm 1950 có điều kiện kinh tế tốt

Đáp án D là đáp án đúng.

Question 5: Đáp án A.

Key words: trend, meaning

Câu hỏi: Từ “trend” in đậm gần nghĩa nhất với từ nào?

Clue: “...the expansion also derived from a **trend** toward earlier marriages and an increase in the average size of families”: *... nhưng sự phát triển này cũng bắt nguồn từ một xu hướng kết hôn sớm và sự tăng quy mô các gia đình.*

Phân tích: Kết hôn sớm hay có nhiều thành viên trong gia đình hơn được xem là các xu hướng. “Trend” vì thế gần nghĩa nhất với “tendency”. Vậy chọn đáp án A. tendency: *xu hướng*. Các đáp án khác không phù hợp:

B. aim: *mục tiêu*

C. growth: *sự tăng trưởng*

D. directive: *hướng dẫn*

Question 6: Đáp án D.**Key words:** peak, meaning**Câu hỏi:** Từ “peak” in đậm gần nghĩa với từ nào nhất?**Clue:** “In 1957 the Canadian birth rate stood at 28 per thousand, one of the highest in the world. After the **peak** year of 1957, the birth rate in Canada began to decline.”: Vào năm 1957, tỉ lệ sinh của Canada đạt 28 phần nghìn, một trong những tỉ lệ cao nhất thế giới. Sau đỉnh điểm vào năm 1957, tỉ lệ sinh ở Canada bắt đầu giảm.**Phân tích:** Năm 1957 ở câu cuối cùng của đoạn 1 mang thông tin là năm có tỉ lệ sinh cao nhất. Ngay sau đó câu đầu tiên của đoạn 2 lại nhắc đến thông tin này để liên kết giữa hai đoạn. Vậy “peak” nghĩ là cao nhất. Chọn đáp án D. maximum: cao nhất. Các đáp án khác không phù hợp

A. pointed: được chỉ ra

B. dismal: ảm đạm

C. mountain: núi

Vậy chọn đáp án **D**.**Question 7: Đáp án B.****Key words:** causes of declines in population growth, after 1957, EXCEPT**Câu hỏi:** Tác giả đề cập tới tất cả những điều sau đều là nguyên nhân của sự giảm gia tăng dân số sau năm 1957 NGOẠI TRỪ?**Clue:** “... this decline... was also caused by changes in Canadian society. Young people were staying at school longer, more women were working; young married couples were buying automobiles or houses before starting families; rising living standards were cutting down the size of families”: Những người trẻ tuổi học cao hơn, nhiều phụ nữ đi làm hơn; các cặp đôi đã kết hôn đang tiết kiệm mua xe và nhà trước khi sinh con; mức sống tăng cao đang cắt giảm quy mô các gia đình.**Phân tích:** Tất cả các đáp án A, C, D đều xuất hiện trong clue. Đáp án B. people getting married earlier: con người kết hôn sớm hơn Không có thông tin.

A. people being better educated: con người được giáo dục tốt hơn

B. people getting married earlier: con người kết hôn sớm hơn

C. better standards of living: mức sống tốt hơn

D. couples buying houses: các cặp đôi mua nhà

Vậy chọn đáp án **B**.**Question 8: Đáp án A.****Key words:** inferred, before the Industrial Revolution**Câu hỏi:** Có thể suy đoán điều gì từ đoạn văn về thời điểm trước khi xảy ra Cách mạng Công nghệ?**Clue:** “It appeared that Canada was once more falling in step with the trend toward smaller families that had occurred all through the Western world since the time of the Industrial Revolution”: Có vẻ như Canada lại một lần nữa rơi vào xu hướng gia đình nhỏ hơn, xu hướng đã từng xảy ra khắp phương Tây từ cuộc Cách mạng Công nghiệp.**Phân tích:** Sau cuộc Cách mạng Công nghiệp gia đình có xu hướng nhỏ đi. Vậy trước đó các gia đình có quy mô lớn hơn. Vậy có thể suy luận về thời điểm trước cuộc Cách mạng Công nghiệp là các gia đình khi đó lớn hơn. Ta chọn đáp án A. families were larger: những gia đình đông hơn. Các đáp án khác không có thông tin.

B. population statistics were unreliable: thống kê dân số không đáng tin cậy

C. the population grew steadily: dân số tăng đều đặn

D. economic conditions were bad: điều kiện kinh tế tồi tệ

Vậy chọn đáp án **A**.**Question 9: Đáp án B.****Keywords:** it, refer to**Câu hỏi:** Từ “it” in đậm trong đoạn văn đề cập đến gì?**Clue:** “Although the growth in Canada’s population had slowed down by 1966... another large population wave was coming over the horizon. **It** would be composed of the children...”: Mặc dù gia tăng dân số tại Canada đã giảm xuống vào năm 1966... một làn sóng dân số khác dự tính sắp xuất hiện. Nó có thành phần là các trẻ em...**Phân tích:** Ta phải xét xem từ nào có thể đứng làm chủ ngữ và đi được với “be composed of”. Xét các đáp án:

A. horizon: đường chân trời: đường chân trời có thành phần là các trẻ em: Không hợp lý. Loại

- B. population wave: *làn sóng dân số*: làn sóng dân số có thành phần là trẻ em: Hợp lý. Chọn
C. nine percent: *chín phần trăm*: Chín phần trăm có thành phần là trẻ em: Không hợp lý. Loại
D. first half: *nửa đầu*: nửa đầu có thành phần là trẻ em: Không hợp lý. Loại

Question 10: Đáp án D.

Keywords: prior to, meaning

Câu hỏi: Từ “prior to” gần nghĩa nhất với từ nào?

Clue: “It would be composed of the children who were born during the period of the high birth rate prior to 1957”:

Làn sóng dân số có thành phần là các trẻ em sinh ra trong giai đoạn tỉ lệ sinh cao trước năm 1957.

Phân tích: “Prior to” nghĩa là trước khi. Vậy chọn đáp án D. preceding: *có trước*. Các đáp án khác không phù hợp.

A. behind: *phía sau*

B. since: *kể từ khi*

C. during: *trong suốt*

CẤU TRÚC, TỪ VỰNG ĐIỂN HÌNH

1. Mark (n): *mức, mốc*. **Eg:** They had already passed the a million mark: *Họ đã vượt mức một triệu rồi.*

2. Catching up (n): *sự theo kịp, bắt kịp*. **Eg:** He had been away for a year, he had a lot of catching ups to do with his family: *Anh ấy đã xa nhà một năm, anh ấy có rất nhiều điều cần biết để nắm được thông tin về gia đình.*

3. Expansion (n): *sự mở rộng, bành trướng*. **Eg:** We are impressed by the restaurant’s expansion in series. *Chúng tôi rất ấn tượng với chuỗi mở rộng của nhà hàng.*

4. Undoubtedly (adv): *không có nghi ngờ gì*. **Eg:** She is, undoubtedly, the greatest star of British ballet: *Cô ấy không còn nghi ngờ gì nữa chính là ngôi sao thành công nhất của ba – lê nước Anh.*

5. A growth in something: *tăng trưởng, sự gia tăng*. **Eg:** There has been a recent growth in the the rate of criminals: *Tỉ lệ tội phạm gần đây có sự gia tăng.*

6. To derive from: *bắt nguồn từ, xuất phát từ, chuyển hóa từ*. **Eg:** Many English words derive from Latin: *Nhiều từ Tiếng Anh bắt nguồn từ tiếng La - tinh.*

7. To reflect: *phản ánh, cho thấy*. **Eg:** Our actions reflect our thoughts: *Hành động của chúng ta phản ánh suy nghĩ của chúng ta.*

8. Society (n): *xã hội* **Eg:** We are all members of a society: *Chúng ta đều là thành viên của một xã hội.*

9. Automobile: *(cách nói khác của car) xe ô tô, xe hơi (Anh Mỹ)*. **Eg:** It is not difficult to find a job in the automobile industry: *Không khó để có thể tìm được công việc trong ngành công nghiệp xe hơi.*

10. To cut down on something: *cắt giảm sử dụng cái gì* **Eg:** Our sister tries to cut down on caffeine: *Con gái chúng tôi cố gắng cắt giảm lượng caffeine*

Exercise 6: [●●○]

For more than six million American children, coming home after school means coming back to **an empty house**. Some deal with the situation by watching TV. Some may hide. But all of them have something in common. They spend part of each day alone. They are called “**latchkey children**”. They are children who look after themselves while their parents work. And their bad condition has become a subject of concern.

Lynette Long was once the principal of an elementary school. She said, “We had a school rule against wearing jewelry. A lot of kids had chains around their necks with keys attached. I was constantly telling them to put the keys inside shirts. There were so many keys; it never came to my mind what they meant.” Slowly, she learned that they were house keys.

She and her husband began talking to the children who had keys. They learned of the effect working couples and single parents were having on their children. Fear was the biggest problem faced by children at home alone. One in three latchkey children the Longs talked to reported being frightened. Many had nightmares and were worried about their own safety.

The most common way latchkey children deal with their fears is by hiding. They may hide in a shower stall, under a bed or in a closet. The second is TV. They often turn the volume up. It’s hard to get statistics on latchkey children, the Longs have learned. Most parents are slow to admit that they leave their children alone.

Question 1: The phrase “an empty house” in the passage mostly means _____.

- A. a house with no people inside B. a house with no furniture
C. a house with nothing inside D. a house with too much space

Question 2: One thing that the children in the passage share is that _____.

- A. they all watch TV B. they spend part of each day alone
C. they are from single-parent families D. they all wear jewelry

Question 3: The phrase “latchkey children” in the passage means children who _____.

- A. close doors with keys and watch TV by themselves B. like to carry latches and keys with them everywhere
C. are locked inside houses with latches and keys D. look after themselves while their parents are not at home

Question 4: The main problem of latchkey children is that they _____.

- A. are also found in middle-class families B. watch too much television during the day
C. suffer a lot from being left alone D. are growing in numbers

Question 5: What is the main idea of the first paragraph?

- A. How kids spend free time. B. Why kids hate going home.
C. Bad condition of latchkey children. D. Children’s activities at home.

Question 6: Why did a lot of kids have chains around their necks with keys attached?

- A. They had to use the keys to open school doors.
B. Schools didn’t allow them to wear jewelry, so they wore keys instead.
C. They were fully grown and had become independent.
D. They would use the keys to enter their houses when they came home.

Question 7: What do latchkey children suffer most from when they are at home alone?

- A. Fear. B. Tiredness. C. Boredom. D. Loneliness.

Question 8: Lynette Long learned of latchkey children’s problems by _____.

- A. visiting their homes B. delivering questionnaires C. interviewing their parents D. talking to them

Question 9: What is the most common way for latchkey children to deal with fears?

- A. Hiding somewhere. B. Talking to the Longs. C. Having a shower. D. Lying under a TV.

Question 10: What might be the purpose of this passage?

- A. To encourage children to stay home alone because more than six million children have the same situation.
B. To show parents that they need to pay more attention to their children.
C. To suggest TV station having better shows for children staying at home alone.
D. To persuade teachers to allow children to wear jewelry.

ĐÁP ÁN

1. A	2. B	3. D	4. C	5. C	6. D	7. A	8. D	9. A	10. B
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GIẢI THÍCH CHI TIẾT

Question 2: Đáp án C

Key words: children, share

Câu hỏi: Một điểm chung của những đứa trẻ là gì?

Clue: “Some deal with the situation by watching TV. Some may hide. But all of them have something in common. They spend part of each day alone”: *Có đứa đối mặt với hoàn cảnh (ở nhà một mình) bằng cách xem TV. Có đứa thì trốn. Những tất cả đều có một điểm chung. Chúng dành một phần mỗi ngày chỉ có một mình.*

Phân tích: “To have in common”: giống nhau, có điểm chung đồng nghĩa với “to share something”: *cùng chung điểm gì. Do đó, chọn đáp án B. they spend part of each day alone.* Các đáp án khác không phù hợp.

A. they all watch TV: *Chúng đều xem TV:* Có những đứa trẻ thì trốn, không giống nhau ở điểm này

C. they are from single-parent families: *Chúng đều từ gia đình có bố hoặc mẹ đơn thân:* Sai, có những em vẫn đủ cả bố mẹ

D. they all wear jewelry: *Chúng đều đeo đồ trang sức:* Chỉ có một số học sinh tại một trường tiểu học.

Question 3: Đáp án B.**Key words:** latchkey children**Câu hỏi:** Cụm “latchkey children” có nghĩa chỉ những đứa trẻ thế nào?**Clue:** “They are called “**latchkey children**”. They are children who look after themselves while their parents work”: Chúng được gọi là “**những đứa trẻ đeo khóa**”. Chúng là những trẻ em tự chăm sóc bản thân khi bố mẹ chúng làm việc.**Phân tích:** Ta chọn đáp án trùng với clue tìm được:A. close doors with keys and watch TV by themselves: *đóng cửa bằng chìa khóa và tự xem TV một mình* B. like to carry latches and keys with them everywhere : *thích đeo khóa đi khắp nơi*C. are locked inside houses with latches and keys: *bị nhốt trong nhà bằng khóa*D. look after themselves while their parents are not at home: *tự chăm sóc bản thân khi bố mẹ vắng nhà*Vậy chọn đáp án **D**.**Question 5: Đáp án C.****Key words:** main idea, first paragraph**Câu hỏi:** Ý chính của đoạn 1 là gì?**Clue:** “And their bad condition has become a subject of concern”: *Và tình trạng tồi tệ của chúng đã trở thành chủ đề cần quan tâm.***Phân tích:** Câu cuối của đoạn 1 là câu chốt của cả đoạn. Xét các đáp án:A. How kids spend free time: *Trẻ em sử dụng thời gian thế nào*B. Why kids hate going home: *Tại sao trẻ em ghét về nhà*C. Bad condition of latchkey children: *Tình trạng tồi tệ của trẻ đeo khóa*D. Children’s activities at home: *Các hoạt động của trẻ em tại nhà*Chỉ có đáp án **C**. là phản ánh được ý chính của đoạn 1, gợi lên được tình hình tiêu cực của vấn đề. **Các đáp án khác có vẻ chung chung, đời thường, không gợi lên một nỗi băn tâm nào.**Vậy chọn đáp án **C**. Bad condition of latchkey children**Question 10: Đáp án B.****Keywords:** purpose**Phân tích:** Bài văn chỉ ra sự thiếu quan tâm lớn từ cha mẹ các trẻ đeo khóa dẫn đến các em còn nhỏ phải đối mặt với nhiều vấn đề tâm lý như nỗi sợ hãi, ác mộng. Tác giả nêu ra vấn đề, dù không đưa ra giải pháp nhưng cũng ngầm hối thúc các vị phụ huynh phải quan tâm đến con em mình hơn. **Chọn đáp án B.** To show parents that they need to pay more attention to their children: *cho bố mẹ thấy họ cần phải chú ý đến con mình nhiều hơn.* Các đáp án khác không đúng:

A. To encourage children to stay home alone because more than six million children have the same situation:

*Khuyến khích trẻ ở nhà một mình vì có hơn 600 đứa trẻ khác cũng giống như chúng*C. To suggest TV station having better shows for children staying at home alone: *Gợi ý cho các đài truyền hình phát sóng các chương trình hay hơn cho trẻ ở nhà một mình.*D. To persuade teachers to allow children to wear jewelry: *Khuyến khích giáo viên cho phép học sinh đeo trang sức đến trường***CẤU TRÚC, TỪ VỰNG ĐIỂN HÌNH****1. To deal with:** *giải quyết, xử lý.* **Eg:** Little do I have time to deal with your problems: *Tôi không có thời gian để giải quyết chuyện của cậu đâu.***2. To have something in common:** *có điểm gì đó chung.* **Eg:** We have nothing in common because we come from different cultures: *Chúng tôi không có điểm gì chung vì chúng tôi đến từ các nền văn hóa khác nhau.***3. Elementary school (n):** *trường tiểu học.* Ở Mỹ trường tiểu học được biết đến là “elementary school”.

4. Rule against something: luật chống lại cái gì. **Eg:** Rules against monopoly were established many years ago: Luật chống độc quyền đã được ban hành nhiều năm trước đây rồi.

5. Nightmare (n): cơn ác mộng. **Eg** Walking home alone at night is a nightmare to me: Đi bộ về nhà buổi đêm là cơn ác mộng với tôi.

6. Safety (n): sự an toàn. **Eg:** Safety comes first: An toàn là hàng đầu.

7. Statistics (n): thống kê, con số thống kê. **Eg:** According to official statistics, the Japanese work longer hours than workers in any industrialized country: Theo số liệu thống kê chính thức, người Nhật Bản làm việc nhiều giờ hơn các công nhân ở bất kỳ các nước công nghiệp nào.

8. To admit: Cấu trúc: (1) To admit something: chấp nhận điều gì **Eg:** She admitted the child after years of denying it: Cô ta đã chấp nhận đứa trẻ sau hàng năm phủ nhận nó (2) To admit somebody: cho ai vào nhà. **Eg:** The maid admitted two strange men: Người giúp việc đã cho hai người đàn ông lạ vào nhà (3) To admit doing something: thừa nhận làm điều gì **Eg:** I admitted not confirming on time: Tôi thừa nhận đã không xác nhận đúng giờ.

9. A subject of concern: một vấn đề đáng lo ngại.

10. To come in mind: nảy ra trong đầu, nghĩ ra **Eg:** An idea came in mind when I was taking a shower: Một ý tưởng nảy ra khi tôi đang tắm.

Exercise 7: Video games [●●○]

The habits of those who constantly play video games are very important to people working in video-game industry. If video games are going to be one of the most attractive features of future interactive systems, it is essential for producers to know what types of games to make, how best to present such games on interactive video and how to ensure that such games maintain their fascination for people. Above all, it is vital to build up detailed profiles of people who are addicted to video games.

Until recently, the chief market for video games has been boys aged eight to fifteen. The fascination for interactive video games is seen in its purest form in this group. Video games appeal to some deep instinct in boys who find it impossible to tear themselves away from them. Schoolwork is ignored, health is damaged and even eating habits are affected. Girls of the same age, however, are entirely different, demonstrating far greater freedom from the hold of video games. Quite simply, they can take video games in their stride, being able to play them when they want and then leave them alone.

Question 1. Producers of video games are keen on ____ .

- A. developing computer techniques in making such games
- B. learning about drug to which people are addicted
- C. designing ways to change their video games into television programs
- D. finding the best ways of continuing to attract people

Question 2. The people who are most attracted to video games are ____.

- A. young adult women
- B. girls between eight and fifteen
- C. boys from eight to fifteen years old
- D. both boys and girls between eight and fifteen.

Question 3. ____ have different attitude towards playing video games.

- A. Adult men and women
- B. Girls and boys below eight
- C. Girls and boys above fifteen
- D. Boys and girls from eight to fifteen

Question 4. The addiction to video games can be so powerful that it can ____ .

- A. make people relaxing
- B. destroy people's instincts
- C. separate boys from girls
- D. make people physically ill

Question 5. Compared with boys of the same age, girls are ____ .

- A. more addicted to video games
- B. more intelligent than boy
- C. more concentrated on video games
- D. less influenced by video games

ĐÁP ÁN

1. D	2. C	3. A	4. D	5. C
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GIẢI THÍCH CHI TIẾT

Question 1: Đáp án D.

Key words: Producers, keen on

Clue: "... it is essential for producers to know what types of games to make, how best to present such games on interactive video and how to ensure that such games maintain their fascination for people": *Những nhà sản xuất trò chơi điện tử phải biết được loại trò chơi nào nên làm, làm sao để trình diễn tốt nhất trò chơi điện tử tương tác và làm sao để đảm bảo rằng những trò chơi này duy trì được hứng thú của người chơi.*

Phân tích: Có thể tóm tắt từ clue, một trong những mối quan tâm của các nhà sản xuất trò chơi điện tử là tìm cách thu hút người chơi. Vậy chọn đáp án D. finding the best ways of continuing to attract people. Các đáp án khác không phù hợp

A. developing computer techniques in making such games: *phát triển kỹ thuật máy tính khi làm ra những trò chơi này:* Không có thông tin

B. learning about drug to which people are addicted: *hiểu thêm về thuốc khiến mọi người bị nghiện:* Không có thông tin

C. designing ways to change their video games into television programs: *thiết kế các cách thay đổi trò chơi điện tử của họ thành chương trình vô tuyến:* Không có thông tin

Question 2: Đáp án C

Key words: people, attracted to video games

Câu hỏi: Những người nào thích chơi điện tử nhất?

Clue: "the chief market for video games has been boys aged eight to fifteen": *Thị trường chính của trò chơi điện tử là nhóm các bé trai từ 8 đến 15 tuổi*

Phân tích: Thị trường chính "chief market" chính là thị trường tiêu thụ được nhiều trò chơi điện tử nhất. Nhóm khách hàng của thị trường này cũng chính là những người quan tâm nhất đến sản phẩm trò chơi điện tử. ta chọn đáp án C. boys from eight to fifteen years old. Các đáp án khác không phù hợp.

A. young adult women : *phụ nữ trẻ trưởng thành:* Không có thông tin

B. girls between eight and fifteen: *các bé gái từ 8 đến 15 tuổi:* Không có thông tin

D. both boys and girls between eight and fifteen: *cả các bé trai và bé gái từ 8 đến 15 tuổi:* Sai theo bài thì các bé gái có thể kiểm soát được thời gian chơi điện tử: "Girls of the same age, however, are entirely different, demonstrating far greater freedom from the hold of video games": *Các bé gái ở cùng độ tuổi thì khác hoàn toàn (với các bé trai), thể hiện sự không ràng buộc trò chơi điện tử hay không.*

Vậy chọn đáp án C.

Question 3: Đáp án A.

Key words: different attitude

Phân tích: Trong bài văn đề cập đến các thái độ thích thú khi chơi điện tử, trong đó có nói đến hai nhóm đối tượng là các bé trai tuổi từ 8 đến 15 và các bé gái ở cùng độ tuổi. Đàn ông và phụ nữ trưởng thành không được đề cập.

Vậy chọn đáp án A. Adult men and women

Question 4: Đáp án D.

Key words: addiction to video games, powerful

Câu hỏi: Việc nghiện trò chơi điện tử có thể rất nặng đến mức nó có thể?

Clue: "Schoolwork is ignored, health is damaged and even eating habits are affected." *Việc học bị lơ là, sức khỏe bị tổn hại và thậm chí thói quen ăn uống có thể bị ảnh hưởng.*

Phân tích: Xét các đáp án:

The addiction to video games can be so powerful that it can _____.

A. make people relaxing: *giúp mọi người thư giãn:* Sai, Không có thông tin và đoạn văn đang đề cập đến tác động tiêu cực của trò chơi điện tử

B. destroy people's instincts: *phá hủy bản năng con người:* Không có thông tin

C. separate boys from girls: *chia rẽ con trai và con gái*: Không có thông tin

D. make people physically ill: *khiến mọi người bị bệnh tật về thể xác*: Đúng, đây là điều được đề cập trong đoạn văn, các bệnh liên quan đến sức khỏe và thói quen ăn uống.

Vậy chọn đáp án **D**.

Question 5: Đáp án C.

Key words: Compared with boys, girls

Câu hỏi: So sánh với các bé trai cùng tuổi thì các bé nữ như thế nào?

Clue: “Girls of the same age... Quite simply, they can take video games in their stride, being able to play them when they want and then leave them alone”: *Các bạn nữ cùng tuổi... khá đơn giản, các em có thể chơi điện tử rất bình thản, chơi khi nào muốn và sau đó không chơi nữa.*

Phân tích: Xét các đáp án:

A. more addicted to video games: *nghiện điện tử hơn*: Sai, các em nữ không nghiện điện tử như các em nam

B. more intelligent than boy: *thông minh hơn các em nam*: Sai. Không có thông tin

C. more concentrated on video games: *tập trung vào điện tử hơn*: Sai

D. less influenced by video games: *ít bị ảnh hưởng bởi điện tử*: Đúng.

Do đó, chọn đáp án **D**. Các đáp án khác không phù hợp.

CẤU TRÚC, TỪ VỰNG ĐIỂN HÌNH

1. Interactive (adj): có tính tương tác. **Eg:** The English center provides interactive teaching methods; as a result, it has good reputation: *Trung tâm Tiếng Anh cung cấp phương pháp giảng dạy tương tác, vì vậy, trung tâm thu có danh tiếng tốt.*

2. To present: giới thiệu, cho ra mắt. **Eg:** May I present Professor James? *Tôi xin phép được giới thiệu giáo sư James.*

3. To ensure: đảm bảo. **Eg:** The role of the police is to make sure that the law is obeyed: *Vai trò của cảnh sát là đảm bảo luật được tuân thủ.*

4. Vital (adj): cốt yếu, chủ chốt. **Eg:** It's absolutely vital that he do exactly what I say (*imperative mood*): *Điều vô cùng quan trọng là anh ta phải làm chính xác những gì tôi nói.*

5. To maintain: duy trì. **Eg:** We have standards to maintain: *Chúng ta có những tiêu chuẩn phải duy trì.*

6. To be addicted to something: nghiện cái gì. **Eg:** She is addicted shopping; she goes shopping whenever she feels sad or happy: *Cô ta nghiện đi mua sắm, bất cứ khi nào vui hay buồn là cô ta lại đi mua sắm.*

7. Pure (adj): thanh khiết, trong trẻo, sạch. **Eg:** The mountain air was wonderfully pure: *Không khí trên núi trong lành một cách tuyệt diệu.*

8. Tear somebody away from something: Tách ai khỏi cái gì **Eg:** I'll bring Tim, if I can tear him away from the TV: *Tôi sẽ dẫn Tim đến, nếu tôi tách được thằng bé khỏi cái tivi.*

9. To ignore somebody/something: tảng lờ, không để ý, không quan tâm tới. **Eg:** I smiled at her and she just ignored me: *Tôi mỉm cười với bà ấy và bà ấy chỉ lờ tôi đi.*

10. Entirely (adv): toàn bộ, hoàn toàn **Eg:** The company is run almost entirely by middle-aged men: *Công ty được điều hành hầu như hoàn toàn bởi đàn ông tuổi trung niên.*

Exercise 8: Women in the written history of America[●●○]

During the seventeenth and eighteenth centuries, almost nothing was written about the contributions of women during the colonial period and the early history of the newly formed United States. Lacking the right to vote and absent from the seats of power, women were not considered an important force in history. Anne Bradstreet wrote some significant poetry in the seventeenth century, Mercy Otis Warren produced the best contemporary history of the American Revolution, and Abigail Adams penned (viết, sáng tác) important letters showing she exercised great political influence over her husband, John, the second President of the United States. But little or no notice was taken of these contributions. During these centuries, women remained invisible in history books.

Throughout the nineteenth century, this lack of visibility continued, despite the efforts of female authors writing about women. These writers, like most of their male counterparts, were amateur historians. Their writings were **celebratory** in nature, and **they** were uncritical in their selection and use of sources.

During the nineteenth century, however, certain feminists showed a keen sense of history by keeping records of activities in which women were engaged. National, regional, and local women's organizations compiled accounts of their doings. Personal correspondence, newspaper clippings, and souvenirs were saved and stored. These sources from the core of the two greatest collections of women's history in the United States one at the Elizabeth and Arthur Schlesinger Library at Radcliffe College, and the other the Sophia Smith Collection at Smith College. Such sources have provided valuable materials for later Generations of historians.

Despite the gathering of more information about ordinary women during the nineteenth Century, most of the writing about women conformed to the "great women" theory of History, just as much of mainstream American history concentrated on "great men." To demonstrate that women were making significant contributions to American life, female authors singled out women leaders and wrote biographies, or else important women produced their autobiographies. Most of these leaders were involved in public life as reformers, activists working for women's right to vote, or authors, and were not **representative** at all of the great of ordinary woman. The lives of ordinary people continued, generally, to be untold in the American histories being published.

ĐÁP ÁN

1. B	2. C	3. B	4. D	5. D	6. C	7. C	8. C	9. D	10. A
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GIẢI THÍCH CHI TIẾT

Question 1: Đáp án B.

Ta làm câu hỏi sau khi đã hoàn thành các câu hỏi khác.

Key words: mainly discuss

Câu hỏi: Chủ đề chính của bài văn là gì?

Phân tích: Đoạn đầu của bài văn chỉ ra vị trí của người phụ nữ ở thế kỷ 17 và 18. Đoạn thứ hai tiếp tục nói về sự vô hình của họ ở thế kỷ 19. Đoạn thứ ba nói tới những đóng góp của họ cho lịch sử nước nhà. Và đoạn cuối cùng nhắc đến họ trong tư cách là những người phụ nữ vĩ đại. Vậy chọn đáp án B. The place of American women in written histories: *Vị trí của phụ nữ Mỹ trong lịch sử thành văn.* Các đáp án khác không phù hợp:

A. The role of literature in early American histories: *Vai trò của văn học trong những năm đầu lịch sử Mỹ* C. The keen sense of history shown by American women: *Sự thích thú về lịch sử của phụ nữ Mỹ*

D. The "great women" approach to history used by American historians: *Người phụ nữ vĩ đại tiếp cận sử dụng lịch sử bởi các nhà sử học Mỹ*

Question 2: Đáp án C.

Key words: Abigail Adams, write

Câu hỏi: Abigail Adams đã viết về cái gì?

Clue: "Anne Bradstreet wrote some significant poetry in the seventeenth century, Mercy Otis Warren produced the best contemporary history of the American Revolution, and Abigail Adams penned (viết, sáng tác) important letters showing she exercised great political influence over her husband, John, the second President of the United States": *Anne Bradstreet đã viết những bài thơ tuyệt tác vào thế kỷ 17, Mercy Otis Warren cho ra những lịch sử đương đại hay nhất của cuộc Cách mạng Mỹ, và Abigail Adams viết những lá thư quan trọng cho thấy bà sử dụng những ảnh hưởng chính trị lớn từ người chồng của mình, John, là vị tổng thống thứ hai của nước Mỹ.*

Phân tích: "to pen" là viết, sáng tác. Do đó, chọn đáp án C. important letters showing she exercised great political influence over her husband. Các đáp án khác không phù hợp:

A. the best contemporary history of the American Revolution: *lịch sử đương đại của Cách mạng Mỹ:* Sai, Mercy Otis Warren mới là người viết nội dung này

B. her husband, John, the second President of the United States: *chồng của bà, John, vị tổng thống thứ hai của nước Mỹ:* Sai, ông chỉ là người cho bà ảnh hưởng chính trị. Bà ta không viết về ông.

D. significant poetry in the seventeenth century: *lịch sử nước Mỹ:* Sai, đây là nội dung mà Anne Bradstreet .

Question 3: Đáp án B.**Key words:** first paragraph, Bradstreet, Warren, and Adams**Câu hỏi:** Trong đoạn văn đầu tiên, Bradstreet, Warren, and Adams được đề cập tới để làm gì?**Clue:**

(1) Như Clue câu 2

(2) “But little or no notice was taken of these contributions. During these centuries, women remained invisible in history books”: *Nhưng những đóng góp này ít hoặc không được biết tới. Trong suốt những thế kỷ này, người phụ nữ vẫn vô hình trong những cuốn lịch sử.***Phân tích:** Ta chọn đáp án trùng với clue tìm được:**A.** a woman’s status was changed by marriage: *địa vị của người phụ nữ được thay đổi bởi hôn nhân*: Sai, cho dù có kết hôn với ai, phụ nữ thế kỷ này vẫn vô hình. Ví dụ như Abigail Adams là phu nhân tổng thống nhưng những lá thư của bà vẫn không được chú ý.**B.** even the contributions of outstanding women were ignored: *kể cả những đóng góp nổi trội của phụ nữ cũng bị lơ đi***C.** only three women were able to get their writing published: *chỉ có ba người phụ nữ là có khả năng xuất bản những bài viết của mình*: Sai, ba người phụ nữ là ví dụ cho việc công sức đóng góp không được coi trọng.**D.** poetry produced by women was more readily accepted than other writing by women: *những bài thơ làm ra bởi phụ nữ được chấp nhận nhiều hơn những sản phẩm viết khác của họ*: Sai, không có sản phẩm nào được chấp nhậnVậy chọn đáp án **B.****Question 4: Đáp án D.****Keywords:** celebratory, second paragraph**Câu hỏi:** Từ “celebratory” trong đoạn hai có cho thấy những bài văn như thế nào?**Clue:** “Their writings were **celebratory** in nature, and they were uncritical in their selection and use of sources”: *Những sáng tác của họ ca ngợi thiên nhiên, và họ không bị chỉ trích trong chọn lựa cũng như việc sử dụng các nguồn.***Phân tích:** “celebratory” là lời ca ngợi, khen ngợi. Vậy chọn đáp án **D.** full of praise: *toàn lời khen ngợi*. Các đáp án khác không phù hợp:**A.** related to parties: *liên quan đến các đảng***B.** religious: *thuộc về tôn giáo***C.** serious: *ng nghiêm trọng***Question 5: Đáp án B.****Key words:** they, second paragraph**Câu hỏi:** Từ “they” trong đoạn hai là đề cập tới?**Clue:** “These writers, like most of their male counterparts, were amateur historians. Their writings were celebratory in nature, and **they** were uncritical in their selection and use of sources”: *Những người viết này, cũng giống với phe đàn ông kia, đều là những sử học nghiệp dư. Những sáng tác của họ ca ngợi thiên nhiên, và họ không bị chỉ trích trong chọn lựa cũng như việc sử dụng các nguồn.***Phân tích:** “They” ở đây phải là chủ ngữ có khả năng không bị chỉ trích và có khả năng sử dụng các nguồn. Thêm vào đó, phải xét cả ở câu trước, “their writings” được đề cập đến là “these writers”. Vậy “they” cần tìm chính là các tác giả. Vậy chọn đáp án **B.** authors. Các đáp án khác không phù hợp:**A.** efforts: *nỗ lực***C.** counterparts: *phe đàn ông***D.** sources: *các nguồn***Question 6: Đáp án C.****Key words:** second paragraph, weakness, nineteenth-century histories**Câu hỏi:** Ở đoạn 2, tác giả đã chỉ ra điểm yếu gì của lịch sử thế kỷ 19?**Clue:** Như clue câu 5**Phân tích:** Vì các tác giả sử học dù là nam hay nữ đều là những nhà sử học nghiệp dư, nguồn của họ, những gì họ viết không bị đánh giá. Do vậy, lịch sử ở thế kỷ này có thể bị sai lệch, thiếu chính xác. Vậy chọn đáp án **C.** The

sources of the information they were based on were not necessarily accurate: Nguồn của những thông tin không thực sự chính xác. Các đáp án khác không xuất hiện trong đoạn 2.

A. They put too much emphasis on daily activities: *Nhấn mạnh vào hoạt động thường ngày*

B. They left out discussion of the influence of money on politics: *Bỏ sót những chủ đề về ảnh hưởng của đồng tiền lên chính trị*

D. They were printed on poor-quality paper: *Bị in trên giấy xấu*

Đáp án **C** là đáp án đúng. Các đáp án khác không phù hợp

<http://dethithu.net>

Question 7: Đáp án **C**.

Key words: Paragraph 3, most likely, collected, feminist organizations

Câu hỏi: Về cơ sở thông tin ở đoạn 3, điều nào sau đây có khả năng nhất được thu thập từ tổ chức nữ quyền ở thế kỷ 19?

Clue: “During the nineteenth century, however, certain feminists showed a keen sense of history by keeping records of activities in which women were engaged. National, regional, and local women’s organizations compiled accounts of their doings”: *Trong suốt thế kỷ 19, tuy nhiên, có những người theo nữ quyền thể hiện yêu thích lịch sử bằng cách ghi chép lại những hoạt động mà phụ nữ tham gia. Các tổ chức phụ nữ quốc gia, khu vực và địa phương thống kê những hoạt động của phụ nữ.*

Phân tích: Những tài liệu mà tổ chức nữ quyền thu thập ghi lại những hoạt động chỉ của phụ nữ. Do đó, ta chọn đáp án **C**. Letters from a mother to a daughter advising her how to handle a family problem: *Thư một bà mẹ gửi cho con gái chỉ dẫn cô ta cách giải quyết một vấn đề gia đình.* Các đáp án khác là tài liệu về đàn ông hoặc nói chung, riêng đáp án **C** cụ thể hơn cả là về phụ nữ.

A. Newspaper accounts of presidential election results: *Báo kê khai kết quả bình chọn tổng thống*

B. Biographies of John Adams: *Lý lịch của John Adams*

D. Books about famous graduates of the country’s first college: *Những cuốn sách về những người tốt nghiệp nổi danh của trường đại học đầu tiên của đất nước*

Đáp án **C** là đáp án đúng

Question 8: Đáp án **C**.

Key words: Lynette Long learned, problems

Câu hỏi: Những tài liệu lịch sử của phụ nữ thế kỷ 19 được sử dụng để làm gì tại thư viện Schlesinger và bộ sưu tập Sophia Smith?

Clue: “These sources from the core of the two greatest collections of women’s history in the United States one at the Elizabeth and Arthur Schlesinger Library at Radcliffe College, and the other the Sophia Smith Collection at Smith College. Such sources have provided valuable materials for later Generations of historians”: *Những tài liệu này được tìm thấy ở hai bộ sưu tập lớn nhất của lịch sử phụ nữ Mỹ, một là ở thư viện Elizabeth and Arthur Schlesinger và cái còn lại là bộ sưu tập Sophia Smith tại đại học Smith. Những nguồn này cung cấp những tài liệu có giá trị cho thế hệ sử gia sau này.*

Phân tích: Xét các đáp án: . Vậy chọn đáp án **C**. talking to them. Các đáp án khác không thật chính xác

A. They were combined and published in a multivolume encyclopedia: *Chúng được tổng hợp và xuất bản thành một bộ bách khoa toàn thư nhiều cuốn:* Không có thông tin

B. They formed the basis of college courses in the nineteenth century: *Chúng hình thành nguồn tài liệu trường học vào thế kỷ 19:* Không có thông tin

C. They provided valuable information for twentieth-century historical researchers: *Chúng cung cấp thông tin giá trị cho những nhà nghiên cứu lịch sử vào thế kỷ 20:* Đúng, đáp án **C** chỉ là cách viết khác đi của Clue. Thế kỷ 20 tương đương với “sau này”, những nhà nghiên cứu lịch sử chính là các sử gia.

D. They were shared among women’s colleges throughout the United States: *Chúng được chia sẻ với các trường học của phụ nữ trên khắp nước Mỹ:* Không có thông tin

Vậy chọn đáp án **C**. Các đáp án khác không đúng.

Question 9: Đáp án **D**.

Keywords: last paragraph, possible roles, nineteenth-century “great women”, EXCEPT

Câu hỏi: Trong đoạn cuối bài văn, tác giả đề cập đến tất cả các điều sau nói về vai trò của những người phụ nữ vĩ đại ở thế kỷ 19, ngoại trừ điều nào?

Clue: "... female authors singled out women leaders and wrote biographies... Most of these leaders were involved in public life as reformers, activists working for women's right...": ... Những tác giả văn học nữ chọn ra những người phụ nữ đi đầu và viết lý lịch... Hầu hết những người đi đầu này (những người phụ nữ đi đầu) tham gia cuộc sống cộng đồng với tư cách là người cải cách, những người hoạt động vì quyền phụ nữ...

Phân tích: Các đáp án A, B và C đều xuất hiện trong Clue. Riêng đáp án D không xuất hiện

A. authors: Các tác giả

B. reformers: Những người cải cách

C. activists for women's rights: những người hoạt động vì quyền phụ nữ

D. politicians: các chính trị gia

Vậy chọn đáp án **D**.

Question 10: Đáp án **A**.

Keywords: representative, last paragraph

Clue: "Most of these leaders were involved in public life as reformers, activists working for women's right to vote, or authors, and were not **representative** at all of the great of ordinary woman": Hầu hết những người đi đầu này có tham gia cuộc sống cộng đồng với tư cách là người cải cách, những người hoạt động vì quyền phụ nữ và hoàn toàn không phải là tiêu biểu cho người phụ nữ vĩ đại thường ngày.

Phân tích: "Representative" ngoài nghĩa là đại diện, còn một nghĩa nữa là tiêu biểu, điển hình. Chọn đáp án **A**. typical. Các đáp án khác không đúng:

B. satisfied: thỏa mãn

C. supportive: đem lại hỗ trợ

D. distinctive: khác biệt

Exercise 9: American Music – 1800's [●●○]

American music, in most of its various forms, can be traced back to the music of the earliest African-Americans. Even though these Americans came here under the worst of circumstances, they still brought with them traditions, and developed new traditions of their own, that have grown into what is recognized around the world today as American music.

Musicians, like other artists, are usually quick to **give credit where credit is due**. Just as a writer quotes his sources, a musician credits those musicians who inspired him. In the case of the early African-Americans, that is not always easy. Many of the slaves who brought musical traditions from Africa will never be known by name. No one wrote their history. Many of the slaves who sang work songs in the fields will never be known by name. No one wrote their history either.

However, there is a lot that we do know.

The first well-recognized form of African-American music was spirituals. Spirituals are religious songs. They are songs that tell a story or express emotions. Spirituals have a strong rhythm. They are often sung by a group, sometimes with a leader who sings a line or two alone and a **chorus** that sings the refrain. Spirituals originated in the Southern United States. Spirituals sung by slaves often expressed the hope for freedom that was so important in their lives. Well known spirituals include "Go Down Moses," "Deep River," and "Swing Low Sweet Chariot."

After slavery ended, spirituals began to spread to other parts of the United States. Harry Thacker Burleigh was one of the first singers to perform spirituals on stage in a concert. Marian Anderson, well known for her classical singing, helped spirituals to gain a wider audience too. Spirituals influenced the development of another well-known form of American music - the blues.

The blues were a more individual style of music than spirituals. Blues were often sung solo, and sometimes they were accompanied by guitar music. As the name suggests, the blues were often about sadness and facing troubles. However, the blues could also be funny, positive, and even defiant. One blues singer, loved for her strong, beautiful voice, was Bessie Smith. Another early blues musician was W. C. Handy. Handy was not only a musician, he also wrote music, promoted concerts, and published blues songs.

During the time that the blues were spreading across the country, another style of music was also quickly gaining in popularity. Ragtime was energetic music with a complicated, syncopated beat. Often played on the piano,

ragtime was the latest and most sophisticated in American popular music. The best-known ragtime musician was probably Scott Joplin, who wrote many hit ragtime pieces for the piano including "Maple Leaf Rag."

Eventually, elements from all of these forms of music and more came back together. In their own kind of melting pot, African rhythms, slave work songs, spirituals, blues, ragtime, and other influences recombined to form the beginnings of that truly American art form - jazz. In the late 1800's jazz was just beginning, but not long after the turn of the century, it would be the most popular American music. It would go on from there to worldwide popularity. Jazz would branch out into many forms, and it would influence future styles of American music.

Many musicians today credit earlier musicians such as Scott Joplin or Bessie Smith with inspiring their music. It's a shame that **they** can't also name the earliest African-Americans who really began the traditions that led to the American music of today.

Question 1: According to the passage, who introduced the early form of American music?

- A. American natives
- B. Harry Thacker Burleigh
- C. slaves from Africa
- D. people from the South of the United States

Question 2: According to the passage, why is it easy to forget the people who first brought musical tradition to America?

- A. because slaves were not considered as proper persons thus nobody cared to record their lives
- B. because singers like Anderson and Burleigh were more famous than earlier artists
- C. because new traditions brought by foreigners were not welcomed in the United States during that time
- D. because their history was so long that few people can remember about them

Question 3: Which has the closest in meaning to the phrase "give credit where credit is due"?

- A. pay off the debt before it is out of date
- B. believe in someone because of his reputation
- C. give money to people who deserve the money
- D. acknowledge someone's contribution because he deserves it

Question 4: Which type of music is often involved with piano accompaniment?

- A. spirituals
- B. ragtime
- C. blues
- D. jazz

Question 5: What is NOT true when talking about blues?

- A. they could be amusing and optimistic
- B. a well-known blues musician was Scott Joplin
- C. they gained popularity near the time ragtime became popular
- D. they were a more individual style of music than spirituals

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Question 6: When did jazz become the most popular American music?

- A. sometime in the early 20th century
- B. when elements from other American music combined
- C. after the hit "Maple Leaf Rag" was written
- D. in the late 1800s

Question 7: Scott Joplin and Bessie Smith were ____.

- A. famous ragtime musicians
- B. people who really began the American musical traditions
- C. artists who inspired many musicians today
- D. songwriters who wrote blues songs

Question 8: What is the closest meaning to the word "chorus" used in the passage?

- A. a group of singers that sing together
- B. the main part of a song
- C. an accompanying singer

D. none of the above

Question 9: The word “they” in the last paragraph refers to _____.

- A. today’s musicians
- B. Scott Joplin and Bessie Smith
- C. the musicians’ music
- D. the names of the earliest African-American singers

Question 10: What is the main idea of the passage?

- A. today’s style of American music is mostly influenced by African-rooted songs
- B. it is hard to exactly recognize the people who started the American musical tradition
- C. spirituals, blues and ragtime are the major components that formed jazz
- D. American’s musical history was built by several famous musicians

ĐÁP ÁN

1. C	2. A	3. D	4. B	5. B	6. A	7. C	8. A	9. A	10. B
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GIẢI THÍCH CHI TIẾT

Câu 1: Đáp án C

Câu hỏi: Theo bài đọc nói thì ai là người đã khởi xướng loại hình cổ xưa của âm nhạc Mĩ?

Clue: “Many of the slaves who brought musical traditions from Africa”: *Rất nhiều những nô lệ mang truyền thống âm nhạc từ Châu Phi tới...* và “American music, in most of its various forms, can be traced back to the music of the earliest African-Americans”: *Hầu hết các thể loại âm nhạc ở Mĩ đều có nguồn gốc từ âm nhạc của những người Mĩ gốc Phi xa xưa.*

=> **Đáp án đúng C.** slaves from Africa. Những người nô lệ da đen bị mang từ châu Phi tới Mĩ, nhưng đồng thời họ cũng mang theo truyền thống âm nhạc của quê hương họ. Sau nhiều năm truyền thống đó hòa nhập với truyền thống bản địa, tạo nên nền âm nhạc ở Mĩ hiện tại.

Câu 2: Đáp án A

Câu hỏi: Bài đọc giải thích như thế nào về việc người ta dễ quên đi những người đầu tiên đã mang truyền thống âm nhạc tới Mĩ?

Clue: “Many of the slaves who brought musical traditions from Africa will never be known by name. No one wrote their history. Many of the slaves who sang work songs in the fields will never be known by name. No one wrote their history either”: *Rất nhiều nô lệ - những người đã thực sự mang truyền thống âm nhạc từ Châu Phi tới, những người đã cất lên bài ca lao động trên những cánh đồng - sẽ chẳng bao giờ được điểm mặt chỉ tên, vì chẳng ai buồn ghi chép lại lịch sử về họ cả.*

=> **Đáp án đúng A.** because slaves were not considered as proper persons thus nobody cared to record their lives. Bởi vì nô lệ thời đó bị coi là tài sản để phục dịch người da trắng. Họ bị coi rẻ và ngay cả những quyền con người chính đáng cũng không có, nên hiếm có ai quan tâm hay ca ngợi họ để ghi chép hay viết sách về họ cả. Vì vậy rất khó để biết chính xác những người đã khởi đầu truyền thống âm nhạc Mĩ.

Câu 3: Đáp án D

Câu hỏi: Nghĩa của cụm từ “give credit where credit is due”?

Clue: Sau cụm từ này ta có một câu “Just as a writer quotes his sources, a musician credits those musicians who inspired him”: *Giống như khi các nhà văn trích dẫn câu nói của một tác giả khác, các nhạc sĩ cũng ghi nhận tên tuổi của những nhạc sĩ đã truyền cảm hứng cho họ.* Như vậy ta có thể đoán được rằng âm nhạc cũng giống như các loại hình nghệ thuật khác, người ta thường nhanh chóng *ghi nhận công lao của những người xứng đáng* (give credit where credit is due)

=> **Đáp án đúng D.**

Câu 4: Đáp án B

Câu hỏi: Thể loại nhạc nào thường được đệm bằng piano?

Clue: “Often played on the piano, ragtime was the latest and most sophisticated ...”: *ragtime thường được chơi trên piano và nó là thể loại nhạc tân thời và phức tạp nhất...*

=> **Đáp án đúng B.** ragtime

Câu 5: Đáp án B

Câu hỏi: Điều gì không đúng với nhạc blues?

Clue: “The best-known ragtime musician was probably Scott Joplin”: *Nghệ sĩ ragtime nổi tiếng nhất có lẽ là Scott Joplin.*

=> **Đáp án đúng B.** a well-known blues musician was Scott Joplin (vì Joplin không phải là nghệ sĩ nhạc blues).

Câu 6: Đáp án A

Câu hỏi: Jazz trở thành thể loại âm nhạc Mỹ nổi tiếng nhất vào thời gian nào?

Clue: “In the late 1800’s jazz was just beginning, but not long after the turn of the century, it would be the most popular American music”: *Jazz mới chỉ ra đời cuối những năm 1800, nhưng không lâu sau thời điểm chuyển giao thế kỷ, nó đã trở thành thứ âm nhạc Mỹ phổ biến nhất.* “The turn of the century” là cách nói để chỉ những năm cuối thế kỷ cũ hoặc đầu thế kỷ mới. Bởi vì “những năm 1800” vừa được nhắc tới ở câu trước nên có thể ta sẽ phân vân không biết thời điểm chuyển giao này là của thế kỷ nào, 19 hay 20. Bởi cuối thế kỷ 19 đã là thời điểm khai sinh nhạc Jazz, nên cụm từ này chỉ có thể nói đến thế kỷ 20, cụ thể là đầu thế kỷ 20 (tức đầu những năm 1900)

=> **Đáp án đúng A.** sometime in the early 20th century

Câu 7: Đáp án C

Câu hỏi: Scott Joplin và Bessie Smith là...?

Clue: “Many musicians today credit earlier musicians such as Scott Joplin or Bessie Smith with inspiring their music”: *Nhiều nhạc sĩ ngày nay ghi nhận những cái tên đi trước như Scott Joplin hay Bessie Smith vì những nghệ sĩ này đã truyền cảm hứng sáng tác cho họ.*

=> **Đáp án đúng C.** artists who inspired many musicians today.

Câu 8: Đáp án A

Câu hỏi: Từ “chorus” gần nghĩa nhất với từ nào?

Clue: “often sung by a group, sometimes with a leader who sings a line or two alone and a chorus that sings the refrain”: *thường được hát theo nhóm, đôi khi một nhạc trưởng sẽ hát một hai câu và một cái gì đó hát đoạn điệp khúc.* Hát theo nhóm, đã có một nhạc trưởng hát một mình (alone) rồi thì chorus phải là những người còn lại hát cùng với nhạc trưởng, tức là một nhóm đồng ca.

=> **Đáp án đúng A.** a group of singers that sing together. Đáp án B cũng là một nghĩa của chorus nhưng không dùng trong trường hợp này.

Câu 9: Đáp án A

Câu hỏi: Từ “they” trong đoạn văn cuối chỉ gì?

Clue: “Many musicians today credit earlier musicians such as Scott Joplin or Bessie Smith with inspiring their music. It’s a shame that **they** can’t also name the earliest African-Americans who really began the traditions that led to the American music of today”: *Nhiều nhạc sĩ ngày nay ghi nhận những cái tên đi trước như Scott Joplin hay Bessie Smith vì những nghệ sĩ này đã truyền cảm hứng sáng tác cho họ. Đáng tiếc là họ không thể biết được tên tuổi của những người Mỹ gốc Phi xa xưa - những người đã thật sự tạo ra những truyền thống bắt nguồn cho nền âm nhạc nước Mỹ ngày nay.*

=> **Đáp án đúng A.** today’s musicians. “Họ” ở đây là những nhạc sĩ ngày nay.

Câu 10: Đáp án B

Câu hỏi: Ý chính của bài đọc?

Tuy bài đọc dành phần lớn thời gian để miêu tả các thể loại nhạc khác nhau của âm nhạc Mỹ, nhưng ý chính của bài đọc lại không phải là giới thiệu những thể loại nhạc này. Hãy nhìn lại những gì bài đọc nói tới:

- Ngay từ đầu bài, vấn đề được nêu ra rằng âm nhạc Mỹ khởi nguồn từ những người Mỹ gốc Phi; rằng không ai bận tâm ghi chép về những người đã mang âm nhạc từ quê hương họ tới Mỹ.

- Thân bài nói đến nhạc spirituals là thể loại nhạc tâm linh do những người nô lệ da đen hát về tự do và hi vọng; nhạc blues đượm buồn và nhạc ragtime cũng là 2 thể loại nổi tiếng một thời. Giữa chúng có điểm gì chung? Điều này đòi hỏi vốn hiểu biết xã hội của người đọc. Nếu người đọc biết được Harry Thacker Burleigh, Marian Anderson, Bessie Smith, W.C.Handy, Scott Joplin đều là những nghệ sĩ da màu rất nổi tiếng ở Mỹ, thì người đọc sẽ

dễ dàng nhận ra điểm chung: **tất cả các thể loại nhạc này đều được khởi xướng và phát triển bởi người Mỹ gốc Phi.** Các đặc điểm của chúng sau này hòa quyện lại và tạo nên nhạc jazz.

- Kết bài lại nhắc đến vấn đề rằng người ta thật khó biết tên của những người đã khơi nguồn cho truyền thống âm nhạc này ở Mỹ. Như vậy đáp án phù hợp nhất là **B.** Tác giả muốn nói rằng thật khó có thể xác định rõ những con người đã thực sự xây dựng truyền thống âm nhạc ở Mỹ.

=> **Đáp án đúng B.** it is hard to exactly recognize the people who started the American musical tradition

CẤU TRÚC, TỪ VỰNG ĐIỂN HÌNH

1. To be traced back to: có nguồn gốc từ. **Eg:** The practice of giving eggs at Easter can be traced back to festivals in ancient China. *Đưa trứng vào lễ Phục sinh có nguồn gốc từ những lễ hội của Trung Quốc cổ xưa.*

2. Under circumstances: trong trường hợp. **Eg:** I think she coped very well under the circumstances: *Tôi nghĩ cô ấy có thể đối mặt tốt trong các trường hợp.*

Cấu trúc: **Under no circumstances + đảo ngữ:** không nên làm gì trong mọi trường hợp. **Eg:** Under no circumstances should you (= you should not) approach the man.: *Cậu không được tiếp cận người đàn ông này trong mọi trường hợp.*

3. To grow into something/somebody: phát triển thành cái gì, thành người thế nào. **Eg** He's grown into a fine, responsible young man: *Cậu ta đã lớn lên thành một chàng trai trẻ tốt tính và có trách nhiệm.*

4. To inspire somebody: truyền cảm hứng. **Eg:** His confident leadership inspired his followers: *Sự lãnh đạo tự tin của anh ấy truyền cảm hứng cho những người đi sau.*

5. To be well - recognized: được công nhận tốt, nổi danh vẻ vang. **Eg** Professor Jones is well – recognized among his colleges: *Giáo sư Jones được các đồng nghiệp công nhận.*

6. Slavery (n): chế độ nô lệ. **Eg:** Millions of Africans were sold into slavery: *Hàng triệu người châu Phi đã bị bán cho chế độ nô lệ.*

7. To be accompanied by: đồng hành, đi cùng, kết hợp. **Eg:** Depression is almost always accompanied by insomnia: *Nỗi tuyệt vọng chán nản hầu như luôn đồng hành với mất ngủ.*

8. To give credit to where credit is due: sự thừa nhận/công nhận phải được trao cho người xứng đáng.

9. To go on: tiếp tục. **Eg:** Please go on with what you're doing and don't let us interrupt you: *Anh cứ tiếp tục những gì đang làm, đừng để chúng tôi làm anh gián đoạn.*

10. To promote: quảng bá, quảng cáo **Eg:** Advertising companies are always having to think up new ways to promote products: *Các công ty quảng cáo luôn phải nghĩ ra các phương thức mới để quảng bá sản phẩm.*

Exercise 10: The Allied Power [●●●]

Almost as soon as World War II ended, the debate began over who had actually done the most on the Allied side to ensure the defeat of the Axis powers. The Russians only needed to point to their twenty million plus war dead to justify their rights in Eastern Europe and their new position as a great power on the world stage. Yet, Americans could also claim that they had done as much, if not more, as the Russians to defeat the Axis enemy. In hindsight, it is obvious that despite its greater number of dead, the Russian effort ranks second place to the American. In particular, the American effort seems greater in light of three **crucial** points: it was fighting at extreme distances from its home territory; it simultaneously fought three different enemies on a multitude of complex fronts with air, naval, land forces; and finally, it supplied many other fighting forces, including the Russians, with massive amounts of material.

The main fronts of World War II were in North Africa, Italy, Western and Eastern Europe, the Pacific Ocean, China, and India. The United States military forces fought on or supported every front, all of which were at extreme distances from the continental United States. A great logistical effort required to support both its own forces and those of many other nations. Above all, supply ships were essential because without the supply ships, all would have been in vain. Keeping the world's sea lanes free was one of the great accomplishments of the United States Navy and her allies, especially the British and Canadians. This allowed ships to **traverse** great distances and bring American and

other Allied fighting forces to face the Axis powers. The Russians, on the other hand, were fighting in their own country for much of the war and were close to their supply lines. **They** fought on one continuous front and did not have to travel far to meet the enemy.

The United States fought all three great Axis powers during the war: Germany, Japan, and Italy. While it cannot be denied that the Russian did the lion's share of the fighting against Germany and the lesser Axis powers of Finland, Hungary, Romania, and Bulgaria for a longer time, it was not until the last days of the war that Russia attacked Japan. As for the Italians, the Russians only met the **reluctant** few whom Hitler managed to coerce for his Russian campaign. Another area to take into consideration is the strategic bombing campaign that the Americans and British waged against German industry, something that the Russians did not take part in at all. Finally, with the exception of the Baltic Sea, the Russian navy played a very minor role in the war compared to American's navy. Despite significant aid from the British, Australians, and New Zealanders, the Americans bore the brunt of the Pacific fighting.

The Chinese tied down a massive number of Japanese troops on the Asian mainland, but they were supplied almost exclusively by the United States. American arms, support equipment, food, and clothing went to the four corners of the world during the war even before America officially entered it in 1941. Indeed, the Russian Red Army rode into Eastern Europe on the wheels of over 300,000 American trucks, fed itself on a diet of American canned ham, and wore American boots. Coupled with all this were billion-dollar loans with generous terms of interest, which America gave to its allies. America was the only Allied nation that did not need to borrow any money during the war.

Russia's combat dead were approximately eight million. America's number of combat dead was nowhere near the equal of the Russia's comprising less than five percent of the number of Russian combat deaths. This is not only a reflection of the intensity of the fighting in Eastern Europe, but it is also a reflection of the American and Russian commanders' battle tactics, with the former being more with saving lives. If the dead alone counted for effort, then Russia surely would be considered the greatest Allied power of the World War II. Yet, one only has to consider if Russia would have even been able to achieve its victory over Germany without America as a supplier and fighting friend.

Question 1. According to paragraph 1, all of the following were a result of World War II for Russia Except:

- A. The country incurred a great number of the dead during the war.
- B. The country assumed a greater influence in world affairs.
- C. The country began a simmering conflict with America.
- D. The country began expanding into Eastern Europe.

Question 2. The word “crucial” in the passage is closest in meaning to

- A. special
- B. important
- C. diverse
- D. complex

Question 3. According to paragraph 2, all of the fronts American forces fought on were

- A. located at far distances from the American mainland
- B. only local in the countries of Europe and Asia
- C. in country belonging to nearby American allies
- D. located at various sites near the American homeland

Question 4. The word “traverse” in the passage is closest in meaning to

- A. cross
- B. bypass
- C. carry
- D. sail

Question 5. The word “they” in the passage refers to

- A. American and other allied fighting forces
- B. Axis powers
- C. Russians
- D. supply lines

Question 6. The word “reluctant” in the passage is closest in meaning to

- A. enthusiastic
- B. fearful
- C. unwilling
- D. brave

Question 7. According to paragraph 3, most of Russia's fighting was done with

- A. its navy in the Baltic Sea against shipping

- B. its army against the European Axis powers
- C. its air force against German industries
- D. its army against the Japanese forces

Question 8. According to paragraph 4, America's greatest support for the Russians was in providing

- A. different types of clothing
- B. a variety of the weapons and ammunition
- C. a great number of supply ships
- D. means of land transportation

Question 9. It can be inferred from paragraph 5 that Russian battle tactics

- A. included civilians in the fighting
- B. took advantage of greater numbers
- C. were wasteful of human lives
- D. were similar to tactics

Question 10. According to paragraph 5, the number of American combat dead was

- A. the greatest of all the Allied countries
- B. much less than the number of dead Russians
- C. equal to the number that the Russians lost
- D. slightly less than the number of dead Russians.

ĐÁP ÁN

1. C	2. B	3. A	4. A	5. C	6. C	7. B	8. D	9. C	10. B
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GIẢI THÍCH CHI TIẾT

Question 4: Đáp án A.

Key words: traverse

Clue: “This allowed ships to **traverse** great distances and bring American and other Allied fighting forces to face the Axis powers” *Điều này cho phép các con tàu đi qua một khoảng cách lớn và đưa lực lượng chiến đấu của Mỹ và quân đồng minh giáp mặt quân phát xít.*

Phân tích: Xét các đáp án trong ngữ cảnh:

- A. cross: *vượt qua một khoảng cách lớn*: Hợp lý
- B. bypass: *bỏ qua, tránh một khoảng cách*: Không hợp lý, tàu không thể nhảy qua một khoảng cách hay đi tắt trên biển.
- C. carry: *mang vác khoảng cách*: Vô lý
- D. sail: *vượt biển (bằng buồm)*: Không hợp lý với tàu chiến

Vậy chọn đáp án **A. cross**

Question 5: Đáp án C.

Key words: they

Clue: “The Russians, on the other hand, were fighting in their own country for much of the war and were close to their supply lines. **They** fought on one continuous front and did not have to travel far to meet the enemy”: *Người Nga, mặt khác, đã đang chiến đấu ở chính quê nhà của họ hầu hết thời gian chiến tranh và rất gần với nguồn cung cấp. Họ chiến đấu tại một mặt trận liên tục và không cần phải đi xa để đối mặt kẻ thù.*

Phân tích: Từ câu có chứa “they” chiếu lên câu trước đó, tìm danh từ chỉ người phải chiến đấu tại một mặt trận, tìm được “The Russians”: *người Nga*. Do đó, chọn đáp án **C. Russians**. **Các đáp án khác không phù hợp:**

- A. American and other allied fighting forces: *Người Mỹ và các lực lượng đồng minh khác*
- B. Axis powers: *lực lượng phát xít*
- D. supply lines: *nguồn cung cấp*

Question 6: Đáp án C.

Key words: reluctant

Clue: “As for the Italians, the Russians only met the **reluctant** few whom Hitler managed to coerce for his Russian campaign”: Về phía Ý, Nga chỉ đối mặt với vài kẻ miễn cưỡng bị Hít – le ép chiến đấu trong chiến dịch Nga của ông ta.

Phân tích: Ý của đoạn chứa câu clue tác giả muốn nói đến trong Thế Chiến thứ II nhiệm vụ của Nga có phần đơn giản hơn. Một chi tiết hỗ trợ luận điểm này là việc phải đối mặt với kẻ thù nhưng kẻ thù này không ác liệt, không quyết tâm mà miễn cưỡng chiến đấu. Chọn đáp án C. reluctant \ Các đáp án khác không phù hợp:

A. enthusiastic: *phấn khích*: Không chính xác vì bị Hít – le ép

B. fearful: *đáng sợ*: Không chính xác

D. brave: *can đảm*: Không có thông tin

Đáp án C là đáp án đúng

Question 7: Đáp án B.

Key words: paragraph 3, Russia's fighting

Câu hỏi: Theo đoạn 3, hầu hết chiến đấu của người Nga được thực hiện bởi ai?

Clue: “While it cannot be denied that the Russian did the lion's share of the fighting against Germany and the lesser Axis powers of Finland, Hungary, Romania, and Bulgaria for a longer time, it was not until the last days of the war that Russia attacked Japan”: Mặc dù không thể phủ nhận Nga đã chiến đấu phần lớn chống lại Đức và các phát xít yếu hơn ở Phần Lan, Hung-ga-ry, Romania và Bun-ga-ri trong thời gian dài và chỉ vào những ngày cuối cùng mới tấn công Nhật Bản.

Phân tích: Nước Nga chiến đấu chính và nhiều nhất với các phát xít liệt kê ở trên thuộc Đông Âu. Do đó, ta chọn đáp án B. its army against the European Axis powers: *bởi quân đội chống lại lực lượng phát xít Đông Âu*. Các đáp án khác không phù hợp:

A. its navy in the Baltic Sea against shipping: *lực lượng hải quân ở biển Baltic chống lại các hạm đội*: Không chính xác, Nga chỉ góp phần nhỏ khi chiến đấu bằng hải quân

C. its air force against German industries: *lực lượng của nước này chống lại công nghiệp của Đức*: Không có thông tin

D. its army against the Japanese forces: *quân đội của nước này chống lại quân Nhật*: Không chính xác, Nga tham gia tấn công Nhật chỉ vào những ngày cuối, không phải phần lớn thời gian chiến tranh.

Đáp án B là đáp án đúng

Question 8: Đáp án B.

Key words: paragraph 4, America's greatest support for the Russians

Clue: “American arms, support equipment, food, and clothing went to the four corners of the world during the war even before American officially entered it in 1941. Indeed, the Russian Red Army rode into Eastern Europe on the wheels of over 300,000 American trucks...”: Vũ khí của Mỹ, các thiết bị trợ giúp, thực phẩm và tư trang phân bổ đến bốn góc thế giới trong quá trình chiến tranh ngay cả trước khi Mỹ bắt đầu chính thức tham gia vào năm 1941. Thực tế, Hồng quân của Nga đi sang Đông Âu trong hơn 300,000 chiếc xe tải của Mỹ...

Phân tích: Mỹ trợ giúp rất nhiều cho quân đồng minh, đặc biệt là Nga. Sau khi liệt kê các vật dụng mà Mỹ hỗ trợ, tác giả nhấn mạnh vào từ “indeed” và nêu ra con số 300,000 để thể hiện một sự thật bất ngờ. Vì vậy có thể suy ra 300,000 chiếc xe tải là hỗ trợ lớn nhất mà Nga nhận của Mỹ. Vậy chọn đáp án D. means of land transportation: *phương tiện giao thông trên đất liền*

Các đáp án khác không thật chính xác

A. different types of clothing: *các loại quần áo khác nhau*

B. a variety of the weapons and ammunition: *rất nhiều vũ khí và đạn dược*

C. a great number of supply ships: *một lượng lớn tàu cung cấp*

Question 9: Đáp án C.

Keywords: paragraph 5, Russian battle tactics

Câu hỏi: Có thể suy ra điều gì từ đoạn 5 về chiến thuật đánh trận của Nga?

Clue: “Russia's combat dead were approximately eight million. American's number of combat dead was nowhere near the equal of the Russia's comprising less than five percent of the number of Russian combat deaths.... it is also a reflection of the American and Russia commanders' battle tactics, with the former being more with saving lives”: *Những nhân mạng vì đánh trận của Nga khoảng 8 triệu người. Số lượng chết khi chiến đấu của Mỹ không nhiều bằng của Nga, ít hơn 5% số lượng người chết trên chiến trường của Nga... phản ánh chiến thuật đánh trận khi Mỹ giỏi giữ mạng sống hơn.*

Phân tích: Có thể thấy tác giả so sánh số lượng thương vong vì chiến tranh của Nga và Mỹ để thấy rằng chiến thuật đánh trận của người Nga có vấn đề mới khiến nhiều người hi sinh đến vậy. “The former” trong clue chỉ bên được liệt kê trước trong câu liền kề, ở đây là Mỹ. Vậy chọn đáp án **C**. were wasteful of human lives: *lãng phí mạng sống con người*. Các đáp án khác không phù hợp.

Question 10: Đáp án **A**.

Keywords: paragraph 5, the number of American combat dead

Clue: Như ở câu 9

Phân tích: Chọn đáp án **B**. much less than the number of dead Russians: *ít hơn nhiều so với số người chết ở Nga*. Các đáp án khác không đúng:

A. the greatest of all the Allied countries: *là lớn nhất trong các nước đồng minh*

C. equal to the number that the Russians lost: *tương đương với số người chết của Nga*

D. slightly less than the number of dead Russians: *nhỏ hơn một chút so với số người chết của Nga*

CẤU TRÚC, TỪ VỰNG ĐIỂN HÌNH

1. In light of: *bởi vì, bởi.* **Eg:** In the light of recent incidents, we are asking our customers to take particular care of their personal belongings: *Bởi sự cố gần đây, chúng tôi đang đề nghị khách hàng tự bảo quản đồ đạc tư trang của họ.*

2. Front (n): *mặt trận.* **Eg:** How are things on the economic front? *Mọi thứ trên mặt trận kinh tế giờ ra sao?*

3. To be in vain: *trong tuyệt vọng.* **Eg:** She cried in vain as nobody helped her: *Cô ấy khóc trong tuyệt vọng bởi không ai chịu giúp cô ấy.*

4. To be close to somebody/something: *gần, cận kề với ai/cái gì.* **Eg:** We are close to the city center: *Chúng tôi ở gần trung tâm thành phố.*

5. The lion's share: *phần lớn.* **Eg:** The organization spent the lion's share of donations on aid. *Tổ chức dành phần lớn số tiền góp để trợ giúp.*

6. To coerce: *ép buộc, cưỡng bức.* **Eg:** The court heard that the six defendants had been coerced into making a confession: *Quan tòa nghe tin rằng sáu bị đơn đã bị ép buộc nhận tội.*

7. To take into consideration: *đưa một vấn đề ra xem xét và cân nhắc.* **Eg:** I always take fuel consumption into consideration when buying a car: *Tôi luôn luôn cân nhắc mức tiêu thụ xăng khi mua xe ô tô.*

8. To bear the brunt: *gánh phần nặng nhất* **Eg:** The infantry bore the brunt of the missile attacks: *Bộ binh chịu phần lớn cuộc tấn công bằng tên lửa.*

9. To tie something down: *ràng buộc cái gì.* **Eg:** They tied the man down to the contract: *Họ ràng buộc người đàn ông vào hợp đồng.*

10. To count for: *có giá trị; đáng quan tâm.* **Eg:** Knowledge without common sense counts for little: *có kiến thức mà thiếu lương tri thì cũng không có giá trị bao nhiêu*

Exercise 11: The Soloist [●●●]

An idea came to me, and I turned off the lights in the studio. In the dark ness, I put the cello's spike into a loose spot on the carpet, tightened the bow and drew it across the open strings. I took off my shirt and tried **it** again; it was the first time in my life I'd felt the instrument against my bare chest. I could feel the vibration of the strings travel through the body of the instrument to my own body. I'd never thought about that; music scholars always talk

about the resonating properties of various instruments, but surely the performer's own body must have some effect on the sound. As I dug into the notes I imagined that my own chest and lung were extensions of the sound box; I seemed to be able to alter the sound by the way I sat, and by varying the muscular tension in my upper body.

After improvising for a while, I started playing the D minor Bach suite, still in the darkness. Strangely freed of the task of finding the right phrasing, the right intonation, the right bowing, I heard the music through my skin. For the first time I didn't think about how it would sound to anyone else, and slowly, joyfully, gratefully, I started to hear again. The note sang out, first like a trickle, then like a fountain of cool water bubbling up from a hole in the middle of the desert. After an hour or so I looked up, and in the darkness saw the outline of the cat sitting on the floor in front of me, cleaning her paws and purring loudly. I had an audience again, humble as it was.

So that's what I do now with the cello. At least once a day I find time to tune it, close my eyes, and listen. It's probably not going to lead to the kind of come back I'd fantasized about for so long – years of playing badly have left scars on my technique, and, practically speaking, classical musicians returning from obscurity are almost impossible to promote – but might eventually try giving a recital if I feel up to it. Or better yet, I may pay for Dr. Polk if our date at the concert goes well. Occasionally I feel a stab of longing, and I wish I could give just one more concert on the great stage before my lights **blink off**, but that longing passes more quickly now. I take solace on the fact that, unlike the way I felt before, I can enjoy playing for myself now. I feel relaxed and expansive when I play, as if I could stretch out my arms and reach from one end of the apartment to the other. A feeling of the completeness and dignity surrounds me and lifts me up.

Question 1. What is the passage mainly about?

- A. A musician's feelings when he plays the cello
- B. A musician's desire to return to his former profession
- C. A musician finding joy in playing music again
- D. A musician playing the cello for his cat

Question 2. According to paragraph 1, what relationship does the cellist experience between his body and the music?

- A. His body affects the sound.
- B. His body improves the sounds.
- C. His body becomes tense as he plays.
- D. His body stops the vibrations as he plays.

Question 3. Based on the information in paragraph 1, what can be inferred about the effect of a performer's body on musical sound?

- A. The cellist had not read about it before.
- B. The cellist thought scholars had talked about it.
- C. The cellist had previously written about it.
- D. The cellist had experienced it before.

Question 4. In paragraph 1, what does the word *it* refer to in the sentence, "I took off my shirt and tried it again."?

- A. Drawing the bow across the strings
- B. Turning off the lights in the studio
- C. Talking of the shirt
- D. Tightening the bow

Question 5. In paragraph 2 the author's primary purpose is

- A. to explain the cellist's feelings of playing before an audience
- B. to describe the sound when the cellist plays next to his skin
- C. to identify specific pieces of music that the cellist plays
- D. to describe the cellist's experience of playing next to his skin

Question 6. All of following are mentioned in paragraph 2 as part of the cellist's new way of playing **EXCEPT**

- A. playing the instrument in the dark
- B. thinking of how the music sounded to others
- C. "hearing" music through his bare skin
- D. not worrying about finding the right phrasing

Question 7 What can be inferred from paragraph 3 about the cellist?

- A. He had away enjoyed playing for himself
- B. He had continually performed over the years
- C. Previously, he had never played before an audience
- D. Previously, he only wanted to play for an audience

Question 8. Based on the information in paragraph 3, what can be inferred about the cellist's attitude toward playing?

- A. He feels optimistic.
- B. He is discouraged.
- C. He feels nervous.
- D. He is reluctant.

Question 9. The word **blink off** in paragraph 3 is closest in meaning to

- A. wink
- B. flicker
- C. twinkle
- D. turn off

Question 10. How long did it take the author to play music with his shirt off in the darkness for the first time?

- A. Once a day
- B. A night
- C. Exactly one hour
- D. About an hour

ĐÁP ÁN

1. C	2. A	3. A	4. A	5. B	6. B	7. B	8. A	9. D	10. D
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GIẢI THÍCH CHI TIẾT

Question 1: Đáp án C.

Ta làm câu hỏi sau khi đã hoàn thành các câu hỏi khác.

Key words: mainly discuss

Question 4: Đáp án A.

Keywords: paragraph 1, it, "I took off my shirt and tried it again."

Câu hỏi: Ở đoạn 1, từ "it" trong câu "I took off my shirt and tried it again" nói đến cái gì ?

Clue: "In the dark ness, I put the cello's spike into a loose spot on the carpet, tightened the bow and drew it across the open strings. I took off my shirt and tried it again": Trong bóng tối, tôi đặt chân đàn xen-lô lên một lỗ hổng của thảm, căng cây vĩ và kéo qua các dây đàn. Tôi cởi áo ra và thử lại.

Phân tích: Thử lại ở đây là thử lại việc chơi đàn khi không mặc áo, nghĩa là kéo cây vĩ qua các dây. Vậy chọn đáp án A. Drawing the bow across the strings. Các đáp án khác không phù hợp:

B. Turing off the lights in the studio: Tắt các đèn ở studio đi: Không hợp lý.

C. Talking of the shirt: Nói chuyện với chiếc áo: Không có thông tin

D. Tightening the bow: Căng cây vĩ: Cây vĩ đã được căng trước đó và cũng không cần phải cởi áo mới căng được.

Question 5: Đáp án B.

Key words: paragraph 2 , author's primary purpose

Câu hỏi: Mục đích chính của tác giả ở đoạn 2 là gì?

Clue: "I started playing the D minor Bach suite, still in the darkness... For the first time... The note sang out, first like a trickle, then like a fountain of cool water bubbling up from a hole in the middle of the desert": Tôi bắt đầu chơi tổ khúc của Bach ở âm rê thứ, vẫn trong bóng tối... Lần đầu tiên... Các nốt vang lên, đầu tiên như một giọt nước, sau đó giống như một thác nước mát lạnh òa lên từ một cái hố giữa sa mạc.

Phân tích: Đoạn văn là miêu tả âm thanh của bản nhạc mà tác giả lần đầu tiên cởi áo chơi trong bóng tối. Vậy chọn đáp án B. to describe the sound when the cellist plays next to his skin: để miêu tả âm thanh khi nhạc sĩ chơi đàn sát cơ thể mình. Các đáp án khác không phù hợp:

A. to explain the cellist's feelings of playing before an audience: Để giải thích cảm xúc của nhạc sĩ xen-lô khi chơi trước một thính giả: Sai, những cảm xúc ông có là trước khi phát hiện ra một thính giả đang lắng nghe.

C. to identify specific pieces of music that the cellist plays: *để xác định cụ thể những bản nhạc cụ thể mà tác giả chơi*: Sai, tác giả chỉ chơi một tổ khúc của Bach ở hợp âm rê thứ

D. to describe the cellist's experience of playing next to his skin: *để miêu tả kinh nghiệm chơi đàn sát da thịt của nhạc sỹ xen-lô*: Sai, đây là lần đầu tiên ông ta chơi theo cách thức như vậy.

Question 6: Đáp án B.

Key words: paragraph 2, part of the cellist's new way of playing, EXCEPT

Câu hỏi: Tất cả những điều sau được nhắc tới ở đoạn 2 như một phần của cách chơi nhạc mới của nghệ sỹ vĩ cầm NGOẠI TRỪ điều gì?

Clue: "I started playing the D minor Bach suite, still in the darkness. Strangely freed of the task of finding the right phrasing, the right intonation, the right bowing, I heard the music through my skin. For the first time I didn't think about how it would sound to anyone else..." *Tôi bắt đầu chơi tổ khúc của Bach ở âm rê thứ, vẫn trong bóng tối. Lần đầu thay không còn ràng buộc nhiệm vụ tìm quãng đúng, nhạc điệu đúng, cách kéo đàn cho đúng, tôi đã lắng nghe âm nhạc qua làn da.*

Phân tích: Những chi tiết được đề cập đến là: chơi nhạc trong bóng tối, nghe nhạc qua làn da trần, không quan tâm đến việc tìm quãng đúng. Riêng đáp án B. thinking of how the music sounded to others: *bận tâm người khác nghe nhạc mình thế nào* là không có thông tin.

Vậy chọn đáp án B.

Question 7: Đáp án B.

Key words: inferred, paragraph 3, the cellist

Câu hỏi: Có thể suy ra được điều gì về người chơi xen-lô ở đoạn 3?

Clue: "It's probably not going to lead to the kind of come back I'd fantasized about for so long – years of playing badly have left scars on my technique, and, practically speaking, classical musicians returning from obscurity are almost impossible to promote ...": *Có lẽ điều này không sẽ không dẫn tôi đến màn quay trở lại mà tôi hằng mơ tưởng – hàng năm chơi tệ đã để lại vết sẹo trong kỹ thuật của tôi và thực lòng mà nói, những người nhạc sỹ cổ điển quay trở lại từ sự tăm tối khó hiểu thì gần như không thể nào quảng bá hình ảnh được...*

Phân tích: Xét các đáp án?

A. He had away enjoyed playing for himself: *Ông ấy luôn thích thú chơi nhạc cho chính mình*: Sai, trước đây ông không chơi nhạc cho chính mình. "...unlike the way I felt before, I can enjoy playing for myself now": *Không như cảm giác tôi thấy trước đây, giờ tôi có thể chơi nhạc cho chính mình.*

B. He had continually performed over the years: *Ông ấy đã liên tục biểu diễn qua các năm*: Đúng. Tham khảo clue.

C. Previously, he had never played before an audience: *Trước đây, ông chưa từng chơi trước một thính giả nào*: Có phần vô lý vì theo thông tin ở câu cuối đoạn 2 ông nói "I had an audience again: *Tôi lại có thính giả.*" Đáp án sai.

D. Previously, he only wanted to play for an audience: *Trước đây, ông chỉ muốn chơi cho thính giả*: Sai. Không có thông tin

Đáp án B là đáp án đúng

Question 8: Đáp án A.

Key words: paragraph 3, inferred, the cellist's attitude

Câu hỏi: Có thể suy ra được điều gì ở đoạn 3 về thái độ chơi nhạc của tác giả?

Clue: "I fell relaxed and expansive when I play... A feeling of the completeness and dignity surrounds me and lifts me up": *Tôi cảm thấy thư thái và chan hòa... Một cảm xúc về sự hoàn thiện và tự trọng vây lấy tôi và nâng tôi lên.*

Phân tích: Có thể thấy ở đoạn cuối bài này, cảm xúc của tác giả rất tốt, ông như đã tìm thấy điều gì từ cách chơi mới mẻ kia. Ta chọn đáp án A. He feels optimistic: *Ông cảm thấy rất tích cực.* Các đáp án khác không phù hợp:

B. He is discouraged: *Ông cảm thấy nhụt chí*

C. He feels nervous: *Ông thấy lo lắng*

D. He is reluctant: *Ông thấy miễn cưỡng*

Vậy chọn đáp án A.

Question 9: Đáp án D.

Keywords: blink off, paragraph 3

Câu hỏi: Từ “blink off” trong đoạn 3 gần nghĩa nhất với từ nào?

Clue: “Occasionally I felt a stab of longing, and I wish I could give just one more concert on the great stage before my lights blink off, but that longing passes more quickly now”: *Thỉnh thoảng tôi cảm thấy một nỗi mong chờ nhói lên, và tôi ước tôi có thể biểu diễn chỉ một buổi hòa nhạc nữa trên sân khấu lớn trước khi những chiếc đèn biểu diễn tắt đi, nhưng giờ nỗi mong chờ đó đã qua nhanh hơn rồi.*

Phân tích: Ta đặt các đáp án vào trong câu để xét độ phù hợp:

- A. wink: *nháy mắt*: Sai, đây là hành động của con người.
- B. flicker: *nhấp nháy*: Không hợp lý
- C. twinkle: *lấp lánh*: Không hợp lý
- D. turn off: *tắt đi*: Đúng

Vậy chọn đáp án **D**.

Question 10: Đáp án **D**.

Keywords: representative, last paragraph

Câu hỏi: Tác giả mất bao lâu để chơi nhạc lần đầu tiên không mặc áo trong bóng tối?

Clue: “After an hour or so I looked up, and in the darkness saw the outline of the cat sitting on the floor in front of me...”: *Sau một tiếng hoặc tầm đó tôi nhìn lên và trong bóng tối nhìn thấy bóng một con mèo ngồi trên sàn trước mặt tôi...*

Phân tích: Câu trả lời là “một tiếng hoặc tầm đó. Chọn đáp án **D**. about an hour: *khoảng một tiếng*. Các đáp án khác không đúng:

- A. Once a day: *mỗi lần một ngày*: Không hợp lý, đây là câu trả lời cho một câu hỏi tần suất “How often”. Câu hỏi đề bài ra là “How long”: *bao lâu*
- B. A night: *một đêm*: Không có thông tin
- C. Exactly one hour: *chính xác một tiếng*: tác giả nói “or so” tức là ông cũng không chắc chắn về số thời gian mình đã chơi và chỉ ước lượng rơi vào 1 tiếng.

Vậy chọn đáp án **D**.

CẤU TRÚC, TỪ VỰNG ĐIỂN HÌNH

- 1. Loose (adj): lỏng.** **Eg:** My watch was a little bit loose so I dropped it on my way home: *Đồng hồ của tôi hơi lỏng nên tôi đánh rơi nó trên đường về nhà.*
- 2. To travel through:** *truyền qua, đi qua.* **Eg:** A strange train of thoughts traveled through my mind: *Một dòng suy nghĩ lạ đi qua tâm trí tôi.*
- 3. Scholar (n)** *học giả, nhà nghiên cứu.* **Eg:** Dr. Miles was a distinguished scholar of Russian history: *Tiến sĩ Miles là một nhà học giả xuất chúng trong lịch sử Nga.*
- 4. To dig into something:** *nghiên cứu, tìm tòi.* **Eg:** I dug into the books all night, and I passed the test: *Tôi đã nghiên cứu mấy cuốn sách cả đêm và qua được kỳ thi.*
- 5. To be free of something (n):** *không bị ràng buộc bởi cái gì.* **Eg** I'd like to free myself of some of the responsibilities of this job: *Tôi rất muốn không bị ràng buộc bản thân bởi một số trách nhiệm của công việc này.*
- 6. To leave scar on:** *để lại nỗi đau tinh thần, tâm trí, gây khiếm khuyết.* **Eg:** His childhood years left a deep psychological scar: *Tuổi thơ ấu để lại chấn thương tâm lý sâu sắc cho anh ấy.*
- 7. Practically speaking:** *thực tế mà nói, thực ra.* **Eg:** Practically speaking, he's not that funny: *Thật ra anh ta không hài hước thế đâu.*
- 8. To feel up to something:** *cảm thấy đủ sức hoặc đã sẵn sàng làm gì* **Eg:** I don't feel up to jogging today : *Tôi thấy không khỏe để đi bộ hôm nay.*
- 9. As if/as though + mệnh đề với động từ lùi một thì:** *cứ như thể.* **Eg:** He behaved as if nothing had happened: *Anh ta cư xử như thể chưa có chuyện gì xảy ra.*
- 10. To fantasize about something:** *mơ mộng, mộng tưởng về* **Eg:** He fantasized about winning the Nobel Prize: *Anh ấy mơ mộng chiến thắng giải No-ben.*

Exercise 12: The Opening of Japan [●●●]

The Japan of the mid-nineteenth century was a shadow of the modern economic juggernaut that is now one of the world's leading traders. For hundreds of years, Japan had been **secluded** from the outside world by the strict policies of the rulers of Japan, the Tokugawa shoguns. With the exception of one Dutch ship per year at the port of the Nagasaki, the Japanese refused to deal with foreign ships or nations. Sailors shipwrecked on the Japanese islands were treated harshly and often imprisoned. Passing vessels were refused food, water, and other provisions. With a goal to right these wrongs and to open Japan to trade, in 1853, the United States sent its most capable man, Admiral Matthew Perry, and four warships to open Japan to the rest of the world. The consequences of those actions are still being felt today.

In the seventeenth century, the Japanese had opened their doors briefly to the Dutch and allowed a trading station and Christian enclave in Nagasaki. Guns were imported as part of this trade, and they were one of the reasons for a great upheaval that engulfed Japan for many decades, as a civil war raged between powerful shoguns, or warlords. Finally, Tokugawa emerged as the victor and claimed the lordship of Japan. During these upheavals, the emperor and his family had stood by wielding no power and existed merely as a figurehead. Soon after the civil war, the Japanese abandoned the use of guns and the art of the gun making. When Admiral Perry and his fleet arrived in 1853, they were defenseless against his awesome firepower.

Perry had three main purposes when he arrived in Japan: open the country to American trade, get an agreement to use Japan as a coaling and provisioning station for American vessels, and provide guarantees that Japan would aid shipwrecked American sailors. He wished to deal only with the highest officials and rebuffed Japanese attempts to foster lower-level emissaries on him. He sailed away to examine further the coast of Taiwan as a possible coaling station but returned to Japan the following spring in March 1854. This time, under threat of naval bombardment, the Japanese **relented** and finally signed the Treaty of Kanagawa on March 31, 1854. In addition to the three main items, the Japanese agreed to allow an American consulate to be established. At first, only Nagasaki was open to American trade, but the treaty stipulated that, after five years, other ports would be opened.

The consequences of these events were far reaching for Japan and the world. Within a few years, foreign currency began to flow to Japan, which upset its economy and caused rising inflation. This was a precursor to the fall of the Tokugawa shoguns and the return of the emperor as the leader of Japanese affairs in 1868. The Emperor Meiji then set a clear path for his nation, not wanting Japan to be under the heel of the foreigners who now clamored at the heel of the foreigners of his land. Meiji sent sailors to England to learn how to build ships and fight a modern naval war, invited German army officers to train his soldiers, and made deals with many companies to modernize Japan's industry, transportation, and communications. In fact, the efforts were so successful that, by the 1980s, the world began to view Japan as one of the great powers, more so after it defeated both China and Russia on land and at sea in two local wars. The Russian defeat was even more astonishing since the Europeans were unused to losing to those they considered their inferiors.

Japan's rapid industrialized and militarization had dreadful consequences for Asia, as Meiji's grandson Hirohito led the nation down the path to world war, which ultimately saw the destruction of much of Japan. The shock of this defeat still echoes through Japanese history, as does the arrival of Perry and his warships so long ago. His efforts opened Japan to the world. Unknowingly, he unleashed a powerful force, with the Japanese not willing to be subjugated to foreign **domination**. In the long run, Japan has become part of the global culture and has offered more to the world than could have ever been imagined when Perry's ships first dropped anchor on that fateful day in the past.

Question 1. The word “secluded” in the passage is closest in meaning to

- A. removed
- B. hidden
- C. isolated
- D. reserved

Question 2. According to paragraph 1, all of the following are correct about Japan's dealings with foreigners in the mid-nineteenth century EXCEPT:

- A. No ships were allowed to visit Japan.
- B. Shipwrecked sailors were badly treated.
- C. Ships in need were not helped by Japan.
- D. They had a very limited foreign trade.

Question 3. According to paragraph 2, during the Tokugawa shogun period, the Japanese emperor

- A. was a symbol and not the real ruler of Japan
- B. shared power with the shoguns but was secondary
- C. did not challenge the power of the shoguns
- D. was quite unknown to the Japanese people

Question 4. It can be inferred from paragraph 2 that the Japanese abandoned gun making because guns

- A. were the products of foreigners and thus forbidden
- B. were blamed for helping cause the long civil war
- C. went against the Japanese idea of a warrior
- D. were difficult and expensive to make in Japan

Question 5. The word “they” in the passage refers to

- A. powerful shoguns
- B. the emperor and his family
- C. the Japanese
- D. Admiral Perry and his fleet

Question 6. According to paragraph 3, Admiral Perry's mission to Japan eventually

- A. achieved exactly what he wanted
- B. failed to achieve any concrete objectives
- C. achieved some but not all of his objectives
- D. achieved more than he had expected

Question 7. According to paragraph 3, the Treaty of Kanagawa was agreed to by the Japanese

- A. because they wanted to have relations with American

- B. against wishes under the threat of force of arms
 C. in order to gain an advantage over the Americans
 D. because they realized they could not be secluded forever

Question 8. The word “relented” in the passage is closest in meaning to

- A. resisted
 B. yielded
 C. improved
 D. decided

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Question 9. According to paragraph 4, in order to modernize Japan, Emperor Meiji relied on

- A. the expertise of his own people
 B. educating his people in new skills
 C. experts from outside of Japan
 D. the capital from trade links

Question 10. The word “domination” in the passage is closest in meaning to

- A. control
 B. law
 C. dogma
 D. monopoly

ĐÁP ÁN

1. C	2. A	3. A	4. B	5. C	6. D	7. B	8. B	9. C	10. A
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GIẢI THÍCH CHI TIẾT

Question 5: Đáp án D.

Key words: they

Clue: “Soon after the civil war, the Japanese abandoned the use of guns and the art of the gun making. When Admiral Perry and his fleet arrived in 1853, **they** were defenseless against his awesome firepower”: *Sớm sau khi nội chiến kết thúc, người Nhật từ bỏ sử dụng súng và nghệ thuật chế tạo súng. Khi đô đốc Perry và hạm đội của ông ta đến Nhật vào năm 1853, họ đã không thể tự vệ chống lại hỏa lực khiếp sợ của ông ta*

Phân tích: Từ câu có chứa “they” chiếu lên câu trước đó, tìm danh từ chỉ người có khả năng sợ hãi trước uy lực của hạm đội Mỹ. Ta tìm được từ “the Japanese”: *người Nhật Bản*. Do đó, chọn đáp án C. the Japanese. **Các đáp án khác không phù hợp.**

Question 6: Đáp án D.

Key words: Admiral Perry's mission, paragraph 3, eventually

Clue: “Perry had three main purposes when he arrived in Japan... In addition to the three main items, the Japanese agreed to allow an American consulate to be established”: *Perry có ba mục tiêu khi ông ta đến Nhật Bản... Ngoài ba mục chính, Nhật Bản đồng ý cho phép một tòa lãnh sự Mỹ được thành lập.*

Phân tích: Dựa vào Clue thấy rằng Perry đã đạt được thêm ngoài những mục tiêu ông ta mong chờ. Chọn đáp án D. achieved more than he had expected: *đạt được nhiều hơn kì vọng*. Các đáp án khác không phù hợp:

- A. achieved exactly what he wanted: *đạt được chính xác những gì ông ta muốn*
 B. failed to achieve any concrete objectives: *không đạt được bất cứ mục tiêu cụ thể nào*
 C. achieved some but not all of his objectives: *đạt được một vài mục tiêu nhưng không phải tất cả*

Đáp án D là đáp án đúng

Question 7: Đáp án B.

Key words: paragraph 3, Treaty of Kanagawa

Câu hỏi: Đoạn 3 nói gì về việc người Nhật Bản đồng ý ký Hiệp ước Kanagawa

Clue: “This time, under threat of naval bombardment, the Japanese **relented** and finally signed the Treaty of Kanagawa on March 31, 1854”: *Lần này, dưới đe dọa bắn phá hải quân, người Nhật dịu lại và cuối cùng đã ký hiệp ước Kanagawa vào 31 tháng 3 năm 1854.*

Phân tích: Do bị đe dọa vũ lực mà người Nhật mới đồng ý thỏa hiệp. Do vậy hiệp ước này trái với ý muốn của họ. Ta chọn đáp án **B**. against wishes under the threat of force of arms: *đi ngược lại ý muốn dưới sự đe dọa của lực lượng vũ trang*. Các đáp án khác không phù hợp

A. because they wanted to have relations with American: *vì họ muốn tạo quan hệ với Mỹ*: Không có thông tin

C. in order to gain an advantage over the Americans: *nhằm trục lợi từ người Mỹ*: Không có thông tin

D. because they realized they could not be secluded forever: *bởi họ nhận ra họ không thể bị cách ly mãi mãi*: Không có thông tin

Đáp án **B** là đáp án đúng

Question 8: Đáp án **B**.

Key words: relented

Clue: Như ở câu 7

Phân tích: Vì Nhật Bản cuối cùng cũng ký nên ta thấy “relented” mang nghĩa khuất phục, rút lui. Vậy chọn đáp án **B**. yielded: *từ bỏ, bỏ cuộc*. Các đáp án khác không phù hợp

A. resisted: *chống cự* C. improved: *cải tiến, tiến bộ* D. decided: *quyết định*

Question 9: Đáp án **C**.

Keywords: paragraph 4, modernize Japan, Emperor Meiji

Clue: “The Emperor Meiji then set a clear path for his nation, not wanting Japan to be under the heel of the foreigners who now clamored at the heel of the foreigners of his land. Meiji sent sailors to England to learn how to build ships and fight a modern naval war, invited German army officers to train his soldiers, and made deals with many companies to modernize Japan's industry, transportation, and communications” *Nhật Hoàng Minh Trị sau đó vạch ra con đường rõ ràng cho Nhật Bản, không muốn đất nước bị thống trị bởi người nước ngoài. Minh Trị đưa thủy thủ sang Anh để học cách xây dựng tàu và chiến đấu với trong cuộc chiến tranh hải quân hiện đại, mời các sỹ quan quân đội người Đức sang huấn luyện binh lính của ông ta và giao dịch với nhiều công ty nhằm hiện đại hóa nền công nghiệp, giao thông và thông tin của Nhật Bản.*

Phân tích: Minh Trị đã nỗ lực nhằm hiện đại hóa Nhật Bản, trong đó có việc ông mời chuyên gia nước ngoài sang đào tạo người của mình. Vậy chọn đáp án **C**. experts from outside of Japan. Các đáp án khác không phù hợp.

A. the expertise of his own people: *năng lực chuyên của chính người của ông ta*

B. educating his people in new skills: *dạy người của ông những kỹ năng mới*

D. the capital from trade links: *nguồn vốn từ các mối thương mại*

Question 10: Đáp án **A**.

Keywords: domination

Clue: “Unknowingly, he unleashed a powerful force, with the Japanese not willing to be subjugated to foreign **domination**”: *Không hề biết trước, ông ta đã giải phóng một lực lượng mạnh mẽ, người Nhật cũng không sẵn sàng khuất phục trước thống trị của người nước ngoài.*

Phân tích: “domination” : *thống trị* gần nghĩa với “control”: *kiểm soát*. Vậy chọn đáp án **A**. control. Các đáp án khác không phù hợp:

B. law: *luật* C. dogma: *giáo lý* D. monopoly: *độc quyền*

CẤU TRÚC, TỪ VỰNG ĐIỂN HÌNH

1. To refuse to do something (n): từ chối **Eg:** She refused to do yoga with me: *Cô ấy từ chối tập yoga với tôi*

2. To rage: nổi lên, nổi cơn thịnh nộ **Eg:** The storm raged outside: *Con bão nổi lên ngoài kia.*

3. Coaling station: Trạm cung cấp than. Provisioning station: Trạm cung cấp lương thực

4. To rebuff từ chối dứt khoát **Eg:** She rebuffed all suggestions that she should resign: *Cô ấy từ chối dứt khoát những ý kiến cho rằng cô ấy nên từ chức.*

5. Far – reaching (adj): sâu rộng **Eg:** The new project will have far – reaching benefits. *Dự án mới sẽ có lợi ích sâu rộng.*

6. **To be under the heel of:** bị kiểm soát hoàn toàn **Eg:** This country will never accept to be under the heel of a foreign power: Đất nước này sẽ không bao giờ chấp nhận bị thống trị bởi lực lượng nước ngoài.
7. **To make deal with:** thỏa thuận. **Eg:** We made a deal to share our lunches everyday: Chúng tôi đã thỏa thuận chia sẻ bữa trưa cho nhau mỗi ngày.
8. **To echo through:** để lại tiếng vang, dội lại **Eg:** The ideas of Plato have echoed through the ages: Những ý tưởng của Plato để lại tiếng vang qua nhiều thế kỷ.
9. **Unknowing:** không biết. **Eg:** He took pictures of his unknowing victims: Anh ta chụp ảnh những nạn nhân không biết thông tin
10. **Fateful (adj):** định mệnh. **Eg:** He made a fateful decision to leave for Japan: Anh ta đã ra một quyết định định mệnh rời đến Nhật Bản.

Exercise 13: The Illusion of Film [●●●]

THE ILLUSION OF FILM

- 1 Film is an illusion because the moving pictures seen on the screen are not moving at all. A film is actually a series of tiny still pictures, or frames. They appear to be moving because the retina of the human eye retains the impression of an object for a split second after that object has actually disappeared. This principle is known as the **persistence of vision**. When we look at a single frame of film, the image persists in the brain's visual center for a fraction of a second. Then, the next frame comes along and the brain has to catch up with the new image. Thus, our eyes and brain trick us into thinking that we see a smoothly moving image rather than a series of still ones.
- 2 Another illusion of film is known collectively as special effects, the tricks and techniques that filmmakers use when makeup, costume, and stunts are still not enough to make a scene convincing. Special effects artists apply science to filmmaking, showing us things that no plain camera could ever photograph. Even since the introduction of computer graphics in recent decades, the films of today still rely on some special effects that have existed since the early years of cinema.
- 3 One category of special effects is called optical or visual effects, tricks made with the camera. One of the pioneers of optical effects was the French filmmaker Georges Méliès, who invented a technique called stop-motion photography. With this technique, a scene is filmed, the camera is stopped, the scene is changed in some way, and then the camera **rolls** again. Stop motion photography can create the illusion of an actor disappearing on screen. In one short film, an actor's clothes keep returning to his body as he tries to get undressed. Méliès also invented a technique known as split screen. By putting a card over the camera lens, he prevented half of the frame of film from being exposed. He filmed a scene on the uncovered half of the frame and then backed up the same strip of film in his camera. For the second shot, he covered the exposed half and took another series of pictures on the half that had been covered the first time. With the technique of split screen, it is possible to achieve illusions such as having the same actor play twins.
- 4 Mechanical effects are another category of special effects. Mechanical effects are objects or devices used during the filming to create an illusion, such as feathers or plastic chips to **simulate** snow, and wires to create the illusion that people are flying. Many sound effects are mechanical effects. Wood blocks create a horse's hoofbeats, and a vibrating sheet of metal sounds like thunder. During the silent film era, the music machine called the Kinematophone was popular because it could produce the sounds of sirens, sleigh bells, gunfire, baby cries, and kisses-all at the press of a key.
- 5 Other mechanical effects are puppets, robots of all sizes, and tiny copies of buildings or cities. **To reduce the cost of studio sets or location photography, special-effects technicians create painted or projected backgrounds, which replace the set or add to it.** For example, in a long shot of a town, the set might be only a few feet high, and the remainder of the town is painted onto a sheet of glass positioned in front of the camera during filming. In a 1916 silent film called *The Flying Torpedo*, mechanical effects created the appearance of an enemy invasion of the California seacoast. Technicians threw small contact-rigged explosives into toy cities, scattering the tiny buildings into the air. An artist painted a row of battleships on a board that was only six feet long. Carpenters

drilled small holes in the ships, **which** were filled with small charges of flash powder to simulate guns. An electrician wired the charges so they could be fired on cue from a small battery. For audiences of the time, the effect was of a real fleet of ships firing on the California coast.

6 Sometimes optical and mechanical effects are used together. For the original 1933 version of *King Kong*, the filmmakers wanted to show the giant ape climbing the Empire State Building in New York City. To show Kong's climb, the special-effects technicians built a tiny movable model of the ape and a proportionately small model of the Empire State Building. Then, stop-motion photography was used to create the illusion that Kong was moving up the building.

Question 1. Why does the author discuss the principle of **persistence of vision** in paragraph 1?

- A. To introduce a discussion of human vision
- B. To explain how we remember images
- C. To support the idea that film is an illusion
- D. To compare two types of special effects

Question 2. The phrase “catch up with” in paragraph 1 is closest in meaning to

- A. hurry to process
- B. put aside
- C. search for
- D. obtain from memory

Question 3. The author primarily defines special effects as

- A. phenomena that cannot be explained logically
- B. techniques and devices to create illusions in film
- C. sounds and images that cause an emotional response
- D. methods used by filmmakers of the silent film era

Question 4. The word **rolls** in paragraph 3 is closest in meaning to

- A. changes
- B. operates
- C. breaks
- D. reverses

Question 5. The word **simulate** in paragraph 4 is closest in meaning to

- A. make it easier to film
- B. put on top of
- C. improve the texture of
- D. create the appearance of

Question 6. It can be inferred from paragraph 4 that silent films

- A. were projected by a machine called the Kinematophone
- B. relied more on special effects than on acting ability
- C. used sound effects to make scenes more convincing
- D. are still very popular with movie audiences today

Question 7. All of the following would necessarily involve mechanical effects EXCEPT

- A. using wires to make objects fly
- B. filming each half of a frame separately
- C. hitting a sheet of metal to create thunder
- D. building a small model of a town

Question 8. Which sentence below best expresses the essential information in the highlighted sentence in paragraph 5?

- A. The most effective way to lower the cost of a film is to replace location photograph3 with studio sets or backgrounds.
- B. Special effects technicians build painted or projected backgrounds that appear more realistic than location

photography.

C. One way to reduce costs is to repaint old studio sets and use them again; this also adds to the number of available sets.

D. Painted and projected backgrounds are special effects that improve or replace sets, thus making filming less expensive.

Question 9. The word which in paragraph 5 refers to

- A. carpenters
- B. holes
- C. ships
- D. guns

Question 10. What point does the author make in paragraph 6 about the 1933 film *King Kong*?

- A. The film combined two different types of special effects.
- B. The filmmakers trained a giant ape to climb up a building.
- C. Stop-motion photography was invented during the filming.
- D. *King Kong* remains very popular with audiences today.

ĐÁP ÁN

1. C	2. A	3. B	4. B	5. D	6. C	7. B	8. D	9. B	10. A
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GIẢI THÍCH CHI TIẾT

Question 1: Đáp án B.

Key words: paragraph 1, persistence of vision

Clue: Topic sentence của đoạn: “Film is an illusion because the moving pictures seen on the screen are not moving at all... They appear to be moving because...”: *Phim là một ảo ảnh bởi những hình ảnh chuyển động trong phim trên màn hình không hề chuyển động chút nào... Những bức hình trông có vẻ như đang chuyển động bởi...*

Phân tích: Dựa vào câu chủ đề, ta thấy mục đích của tác giả là hỗ trợ ý tưởng phim là một ảo ảnh. Những câu trong đoạn cũng phải hỗ trợ làm rõ câu chủ đề. Vậy chọn đáp án C To support the idea that film is an illusion: Để hỗ trợ ý tưởng phim là một ảo ảnh. Các đáp án còn lại không phù hợp:

A To introduce a discussion of human vision: Để giới thiệu một bài viết về thị lực của người

B To explain how we remember images: Để giải thích cách thức chúng ta ghi nhớ hình ảnh

D To compare two types of special effects: Để so sánh hai loại hiệu ứng đặc biệt

Question 2: Đáp án D.

Key words: catch up with, paragraph 1

Clue: “: ... the image persists in the brain's visual center for a fraction of a second. Then, the next frame comes along and the brain has to catch up with the new image”: *Hình ảnh tồn đọng lại trong trung tâm thị lực của não bộ trong tích tắc. Sau đó, khung hình tiếp theo xuất hiện và não phải bắt theo hình ảnh mới.*

Xét các đáp án khi đứng trong câu:

- A. hurry to process: *nhANH chóng xử lý*: Câu trả lời hợp lý
- B. put aside: *để sang bên*: Hình ảnh mới vừa xuất hiện chưa thể để sang bên trong tích tắc
- C. search for: *tìm kiếm*: Hình ảnh trên phim xuất hiện trên màn ảnh, ta không cần tìm kiếm chúng
- D. obtain from memory: *lấy từ trí nhớ*: Hình ảnh mới chưa có trong trí nhớ

Vậy chọn đáp án A. hurry to process

Question 3: Đáp án B.

Key words: special effects, define

Clue: Câu này hỏi về định nghĩa của hiệu ứng đặc biệt: “Another illusion of film is known collectively as special

effects, the tricks and techniques that filmmakers use ...”: Một ảo ảnh khác của phim được biết đến là hiệu ứng đặc biệt, một mẹo và kỹ thuật mà các nhà làm phim sử dụng...

Chọn đáp án **B**. techniques and devices to create illusions in film: kỹ thuật và thiết bị tạo ra ảo ảnh phim. Các đáp án khác không có thông tin.

A. phenomena that cannot be explained logically: hiện tượng không thể giải thích một cách logic

C. sounds and images that cause an emotional response: âm thanh và hình ảnh gây ra phản ứng cảm xúc

D. methods used by filmmakers of the silent film era:

Question 4: Đáp án B.

Key words: paragraph 3, roll

Clue: “...a scene is filmed, the camera is stopped...and then the camera rolls again”: ... một cảnh được quay, máy quay dừng lại... và rồi máy quay lại chạy.

Phân tích: “Roll” trong bối cảnh này mang nghĩa “operate”: chạy, vận hành. Chọn đáp án B. Các đáp án khác không phù hợp.

A. changes: thay đổi

C. breaks: ngắt

D. reverses: đảo ngược

Question 5: Đáp án D.

Key words: simulate, paragraph 4

Clue: “... create an illusion...; ...feathers or plastic chips to simulate snow, and wires to create the illusion that people are flying”: ... tạo ra một ảo ảnh...; ... những chiếc lông vũ hoặc những mảnh nhựa, để mô phỏng tuyết, và dây để tạo ra ảo ảnh người đang bay.

“Simulate” có nghĩa là mô phỏng, trong bối cảnh này mang nghĩa “create the appearance of”: tạo ra hình ảnh. Các đáp án khác không phù hợp.

A. make it easier to film: giúp quay phim dễ hơn

B. put on top of: đặt lên trên

C. improve the texture of: cải thiện bối cảnh

Vậy chọn đáp án **D**. create the appearance of

Question 6: Đáp án C.

Key words: inferred, paragraph 4, silent films

Clue: “During the silent film era, the music machine called the Kinematophone was popular because it could produce the sounds”: Trong kỷ nguyên phim câm, chiếc máy tạo nhạc với cái tên Kinematophone rất phổ biến bởi nó có thể tạo ra các âm thanh...

Phân tích: Xét các đáp án:

A. were projected by a machine called the Kinematophone: được chiếu bởi một chiếc máy gọi là Kinematophone: Sai vì chiếc máy này xử lý âm nhạc, không xử lý hình ảnh

Exercise 15: Children and advertising [●●●]

Young children are trusting of commercial advertisements in the media, and advertisers have sometimes been accused of taking advantage of this trusting outlook. The Independent Television Commission, regulator of television advertising in the United Kingdom, has criticized advertisers for "misleadingness" – creating a wrong impression either intentionally or unintentionally – in an effort to control advertisers' use of techniques that make it difficult for children to judge the true size, action, performance, or construction of a toy.

General concern about misleading tactics that advertisers employ is centered on the use of exaggeration. Consumer protection groups and parents believe that children are largely ill-equipped to recognize such techniques and that often exaggeration is used at the expense of product information. Claims such as “**the best**” or “**better than**” can be subjective and misleading; even adults may be unsure as to their meaning. They represent the advertiser's opinions about the qualities of their products or brand and, as a consequence, are difficult to **verify**. Advertisers sometimes offset or counterbalance an exaggerated claim with a disclaimer—a qualification or condition on the claim. For example, the claim that breakfast cereal has a health benefit may be accompanied by the disclaimer **when part**

of a **nutritionally balanced breakfast**. However, research has shown that children often have difficulty understanding disclaimers: children may interpret the phrase "when part of a nutritionally balanced breakfast" to mean that the cereal is required as a necessary part of a balanced breakfast. The author George Comstock suggested that less than a quarter of children between the ages of six and eight years old understood standard disclaimers used in many toy advertisements and that disclaimers are more readily comprehended when presented in both audio and visual formats. Nevertheless, disclaimers are mainly presented in audio format only.

Fantasy is one of the more common techniques in advertising that could possibly mislead a young audience. Child-oriented advertisements are more likely to include magic and fantasy than advertisements aimed at adults. In a content analysis of Canadian television, the author Stephen Kline observed that nearly all commercials for character toys featured fantasy play. Children have strong imaginations and the use of fantasy brings their ideas to life, but children may not be **adept** enough to realize that what they are viewing is unreal. Fantasy situations and settings are frequently used to attract children's attention, particularly in food advertising. Advertisements for breakfast cereals have, for many years, been found to be especially fond of fantasy techniques, with almost nine out of ten including such content. Generally, there is uncertainty as to whether very young children can distinguish between fantasy and reality in advertising. Certainly, rational appeals in advertising aimed at children are limited, as most advertisements use emotional and indirect appeals to psychological states or associations.

The use of celebrities such as singers and movie stars is common in advertising. The intention is for the positively perceived **attributes** of the celebrity to be transferred to the advertised product and for the two to become automatically linked in the audience's mind. In children's advertising, the celebrities are often animated figures from popular cartoons. In the recent past, the role of celebrities in advertising to children has often been conflated with the concept of host selling. Host selling involves blending advertisements with regular programming in a way that makes it difficult to distinguish one from the other. Host selling occurs, for example, when a children's show about a cartoon lion contains an ad in which the same lion promotes a breakfast cereal. The psychologist Dale Kunkel showed that the practice of host selling reduced children's ability to distinguish between advertising and program material. It was also found that older children responded more positively to products in host selling advertisements.

Regarding the appearance of celebrities in advertisements that do not involve host selling, the evidence is mixed. Researcher Charles Atkin found that children believe that the characters used to advertise breakfast cereals are knowledgeable about cereals, and children accept such characters as **credible** sources of nutritional information. This finding was even more marked for heavy viewers of television. In addition, children feel validated in their choice of a product when a celebrity endorses that product. A study of children in Hong Kong, however, found that the presence of celebrities in advertisements could negatively affect the children's perceptions of a product if the children did not like the celebrity in question.

Question 1 Which of the following is NOT mentioned in paragraph 1 as being a difficult judgment for children to make about advertised toys?

- A. How big the toys are
- B. How much the toys cost
- C. What the toys can do
- D. How the toys are made

Question 2. The word "Verify" in the passage is closest in meaning to?

- A. establish the truth of
- B. approve of
- C. understand
- D. criticize

Question 3. In paragraph 2, what is one reason that claims such as "the best" or "better than" can be misleading?

- A. They represent the opinions of adults, which are often different from those of children.
- B. They generally involve comparisons among only a small group of products.
- C. They reflect the attitudes of consumer protection groups rather than those of actual consumers
- D. They reflect the advertiser's viewpoint about the product.

Question 4. Cereal advertisements that include the statement "when part of a nutritionally balanced breakfast" are trying to suggest that

- A. the cereal is a desirable part of a healthful, balanced breakfast
- B. the cereal contains equal amounts of all nutrients
- C. cereal is a healthier breakfast than other foods are
- D. the cereal is the most nutritious part of the breakfast meal

Question 5. According to paragraph 2, all of the following are true of disclaimers made in advertisements EXCEPT

- A. They are qualifications or conditions put on a claim.
- B. They may be used to balance exaggerations.
- C. They are usually presented in both audio and visual formats.
- D. They are often difficult for children to understand.

Question 6. The word "adept" in the passage is closest in meaning to

- A. responsible
- B. skillful
- C. patient
- D. curious

Question 7. Paragraph 3 indicates that there is uncertainty about which of the following issues involving children and fantasy in advertising?

- A. Whether children can tell if what they are seeing in an advertisement is real or fantasy
- B. Whether children can differentiate fantasy techniques from other techniques used in advertising
- C. Whether children realize how commonly fantasy techniques are used in advertising aimed at them
- D. Whether children are attracted to advertisements that lack fantasy

Question 8. The word "attributes" in the passage is closest in meaning to

- A. Evaluations
- B. Attitudes
- C. Action
- D. Characteristics

Question 9. In paragraph 4, why does the author mention a show about a cartoon lion in which an advertisement appears featuring the same lion character?

- A. To help explain what is meant by the term "host selling" and why it can be misleading to children
- B. To explain why the role of celebrities in advertising aimed at children has often been confused with host selling

C. To compare the effectiveness of using animated figures with the effectiveness of using celebrities in advertisements aimed at children

D. To indicate how Kunkel first became interested in studying the effects of host selling on children

Question 10. The word "credible" in the passage is closest in meaning to

- A. helpful
- B. believable
- C. valuable
- D. familiar

GIẢI THÍCH CHI TIẾT

Question 1: Đáp án B.

Key words: NOT, paragraph 1, difficult judgment

Câu hỏi: Trong những điều sau, điều nào không được đề cập trong đoạn 1 là một điểm trẻ em khó đánh giá về quảng cáo đồ chơi?

Clue: "Television Commission, regulator of television advertising in the United Kingdom, has criticized advertisers for 'misleadingness' – creating a wrong impression either intentionally or unintentionally – in an effort to control advertisers' use of techniques that make it difficult for children to judge the true size, action, performance, or construction of a toy." : Ủy ban Truyền hình, ban điều hành quảng cáo truyền hình ở Anh, đã chỉ trích các nhà quảng cáo vì "trá hình" (tạo ra một ấn tượng sai lầm dù cố ý hay không cố ý) với nỗ lực kiểm soát việc sử dụng kỹ

thuật của các nhà quảng cáo khiến trẻ em rất khó để đánh giá được kích thước, tác dụng, hiệu quả hay cấu trúc thật của đồ chơi.

Phân tích: Các nhà quảng cáo đang bị chỉ trích là lừa lọc và gây khó hiểu khi quảng cáo sản phẩm. Trẻ em, những người tiêu dùng thiếu kinh nghiệm rất khó để đánh giá món đồ chơi được quảng cáo trên tivi. Các đáp án A, C, D đều xuất hiện trong đoạn 1. Riêng đáp án **B**. How much the toys cost: *Số tiền của đồ chơi* không có thông tin.

A. How big the toys are: *Độ lớn của đồ chơi*: Tương đương với "size"

C. What the toys can do: *Đồ chơi có thể làm gì*: Tương đương với "action"

D. How the toys are made: *Đồ chơi được làm như thế nào*: Tương đương với "construction"

Vậy chọn đáp án **B**.

Question 2: Đáp án **A**.

Key words: verify, closest meaning

Câu hỏi: Từ "verify" trong đoạn văn gần nghĩa nhất với từ gì?

Clue: "They represent the advertiser's opinions about the qualities of their products or brand and, as a consequence, are difficult to **verify**": *Chúng thể hiện quan điểm của các nhà quảng cáo về chất lượng của sản phẩm và vì thế rất khó để xác minh.*

Phân tích: Vì các lời lẽ dùng trong quảng cáo chính là từ cái nhìn của các nhà quảng cáo nên khó để người tiêu dùng biết được đó có phải là sự thật hay không. Do đó, chọn đáp án **A**. establish the truth of: *biết được sự thật*. Các đáp án khác không phù hợp:

B. approve of: *đồng thuận*

C. understand: *hiểu*

D. criticize: *chỉ trích*

Đáp án **A** là đáp án đúng.

Question 3: Đáp án **D**.

Key words: paragraph 2, the best, better than, misleading?

Câu hỏi: Trong đoạn 2, đâu là một lí do nói rằng các cụm "tốt nhất" hay "tốt hơn" là gây hiểu lầm?

Clue: "Claims such as **"the best"** or **"better than"** can be subjective and misleading; even adults may be unsure as to their meaning. They represent the advertiser's opinions about the qualities of their products or brand and, as a consequence, are difficult to verify": *Những cụm như là "tốt nhất" hay "tốt hơn" có thể là chủ quan và gây hiểu lầm; thậm chí người lớn có thể không chắc về ý nghĩa của những cụm từ này. Chúng thể hiện quan điểm của các nhà quảng cáo về chất lượng của sản phẩm và vì thế rất khó để xác minh.*

Phân tích: Những cụm từ đề bài đưa đều là từ quan điểm chủ quan của tác giả, đây là một trong những lí do khiến các cụm từ này gây hiểu lầm. Vậy chọn đáp án **D**. They reflect the advertiser's viewpoint about the product: *Chúng phản ánh quan điểm của các nhà quảng cáo về sản phẩm*. Các đáp án khác không phù hợp:

In paragraph 2, what is one reason that claims such as "the best" or "better than" can be misleading?

A. They represent the opinions of adults, which are often different from those of children: *Chúng thể hiện quan điểm của người lớn thường rất khác với quan điểm của trẻ*. Sai, chính xác hơn là quan điểm của các nhà quảng cáo.

B. They generally involve comparisons among only a small group of products: *Chúng đưa ra các so sánh giữa một nhóm nhỏ các sản phẩm một cách chung chung*: Không có thông tin.

C. They reflect the attitudes of consumer protection groups rather than those of actual consumers: *Chúng phản ánh thái độ của các nhóm bảo vệ người tiêu dùng hơn là người tiêu dùng thực sự*: Không có thông tin.

Question 4: Đáp án **A**.

Keywords: Cereal advertisements, "when part of a nutritionally balanced breakfast"

Câu hỏi: Các quảng cáo ngũ cốc có xuất hiện câu "khi một phần?"

Clue: "Advertisers sometimes offset or counterbalance an exaggerated claim with a disclaimer-a qualification or condition on the claim. For example, the claim that breakfast cereal has a health benefit may be accompanied by the disclaimer "when part of a nutritionally balanced breakfast": *Các nhà quảng cáo thường chỉnh hoặc phản biện lại một lời lẽ bị phóng đại bằng một lời đối trọng - hạn chế hoặc điều kiện của lời lẽ đó. Ví dụ, lời lẽ quảng cáo rằng*

ngũ cốc ăn sáng mang lại lợi ích sức khỏe có thể sẽ được hỗ trợ bằng một đối trọng là "khi một phần của bữa ăn sáng cân bằng dinh dưỡng"

Phân tích: Điều này có nghĩa là loại ngũ cốc ăn sáng đó theo lời các nhà quảng cáo chỉ là một phần của bữa ăn dinh dưỡng mà thôi. Vậy chọn đáp án **A**. the cereal is a desirable part of a healthful, balanced breakfast: ngũ cốc đó là một phần tuyệt vời của một bữa sáng khỏe mạnh và cân bằng. Các đáp án khác không phù hợp:

B. the cereal contains equal amounts of all nutrients: ngũ cốc đó chứa tất cả lượng dinh dưỡng đều bằng nhau:

Không hợp lý

C. cereal is a healthier breakfast than other foods are: ngũ cốc là bữa sáng khỏe mạnh hơn các bữa sáng khác: tác giả không đưa ra so sánh trong đoạn

D. the cereal is the most nutritious part of the breakfast meal: ngũ cốc đó là phần dinh dưỡng nhất trong bữa ăn sáng: Sai. Theo clue thì cả bữa sáng là ngũ cốc và ngũ cốc đó chỉ phần nào có lợi cho sức khỏe.

Đáp án **A** là đáp án đúng.

Question 5: Đáp án **C**.

Key words: paragraph 2, disclaimers in advertisements, EXCEPT

Câu hỏi: Theo đoạn 2, tất cả những điều sau đều đúng về đối trọng trong quảng cáo NGOẠI TRỪ?

Clue: "Advertisers sometimes offset or counterbalance an exaggerated claim with a disclaimer-a qualification or condition on the claim... However, research has shown that children often have difficulty understanding disclaimers": Các nhà quảng cáo thường chỉnh hoặc phản biện lại một lời lẽ bị phóng đại bằng một lời đối trọng - hạn chế hoặc điều kiện của lời lẽ đó... Tuy nhiên, nghiên cứu chỉ ra rằng trẻ em thường gặp khó khăn để hiểu những lời đối trọng.

Phân tích: Đáp án A, B và D đều xuất hiện trong bài. Riêng đáp án **C**. They are usually presented in both audio and visual formats: Chúng thường xuyên được phát cả dưới dạng hình ảnh và âm thanh là không có thông tin.

A. They are qualifications or conditions put on a claim: Chúng là những hạn chế hoặc điều kiện đặt cho một lời lẽ: Đúng

B. They may be used to balance exaggerations: Chúng có thể sử dụng để cân đối sự phóng đại: Đúng vì sau khi phóng đại và bị truy hỏi thì những lời đối trọng giúp các nhà quảng cáo giải thích và khiến lời phóng đại được hiểu theo cách bớt phóng đại hơn.

D. They are often difficult for children to understand: Chúng thường rất khó hiểu: Đúng. Không chỉ trẻ em mà cả người lớn cũng bị hiểu nhầm.

Vậy chọn đáp án **C**.

Question 6: Đáp án **B**.

Key words: adept, meaning

Câu hỏi: Từ "adept" trong đoạn gần nghĩa với từ nào nhất?

Clue: "Children have strong imaginations and the use of fantasy brings their ideas to life, but children may not be adept enough to realize that what they are viewing is unreal": Trẻ em có trí tưởng tượng rất phong phú và việc sử dụng trí tưởng tượng này khiến các em nảy ra những ý tưởng, nhưng trẻ em không tinh thông đến mức có thể nhận ra những gì chúng đang xem là không đúng sự thật.

Phân tích: "adept": tinh thông, giỏi, gần nghĩa với "skillful": tài giỏi. Chọn đáp án **B**. skillful. Các đáp án khác không phù hợp:

A. responsible: chịu trách nhiệm

C. patient: kiên nhẫn

D. curious: tò mò

Vậy chọn đáp án **B**.

Question 7: Đáp án **A**.

Key words: Paragraph 3, uncertainty, children and fantasy

Câu hỏi: Đoạn 3 chỉ ra rằng có những điều không chắc chắn về đâu trong những vấn đề sau liên quan đến trẻ em và trí tưởng tượng với quảng cáo?

Clue: "Generally, there is uncertainty as to whether very young children can distinguish between fantasy and reality in advertising": Nhìn chung thì chúng ta không biết chắc chắn rằng trẻ em có thể phân biệt được giữa trí tưởng tượng và sự thật khi xem quảng cáo hay không.

Phân tích: Phân biệt được hay không giữa trí tưởng tượng và hiện thực nghĩa là chúng có thể biết được những gì chúng đang xem là thật hay tưởng tượng không. Đáp án **A**. Whether children can tell if what they are seeing in an advertisement is real or fantasy: *Trẻ em có thể biết được nếu những gì chúng đang xem trên quảng cáo là thật hay tưởng tượng hay không* là đáp án đúng.

B. Whether children can differentiate fantasy techniques from other techniques used in advertising: *Trẻ em có thể phân biệt được kỹ thuật sử dụng trí tưởng tượng với các kỹ thuật khác dùng trong quảng cáo hay không*: Vô lý.

C. Whether children realize how commonly fantasy techniques are used in advertising aimed at them: *Trẻ em có thể nhận ra mức độ phổ biến của kỹ thuật dùng trí tưởng tượng sử dụng trong quảng cáo nhằm vào chúng hay không*: Sai, trẻ em không có khả năng làm điều này.

D. Whether children are attracted to advertisements that lack fantasy: *Trẻ em có thể bị thu hút bởi những quảng cáo thiếu trí tưởng tượng hay không*: Không có thông tin

Vậy chọn đáp án **A**.



Reading 1:

Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions.

First Man on the Moon

On July 16, 1969, America launched the Apollo 11, Lunar Landing Mission from Kennedy Space Center. This was a 363-foot-tall space vehicle, the five engines of which on the Saturn V rocket generated 7.5 million pounds of thrust. Twelve minutes after the launch, the astronauts were in orbit 120 miles above the Earth. [1] At a speed of 17,400 mph, they began their four-day journey to the moon. [2] **They** had nearly a quarter of a million miles to go.

On July 20, 1969, Neil Armstrong descended from the lunar module ladder. [3] Just prior to taking his first step on the moon, Armstrong pilled on a special ring, causing a TV camera to automatically **deploy**. As he stepped onto the moon's surface he **proclaimed**, "That's one small step for man, one giant leap for mankind." [4] However, Armstrong **inadvertently** omitted the "a" before "man". This error slightly changed the meaning of what was to become known as Armstrong's famous statement.

Question 1: What is this passage mainly about?

- A. the first manned mission to the moon
- B. how fast the rocket traveled
- C. the first man in space
- D. the reason Neil Armstrong is so famous

Question 2: The word "**They**" in the passage refers to_____.

- A. Apollo 11
- B. astronauts
- C. Americans
- D. engines

Question 3: The word "**deploy**" in the passage is closest in meaning to_____.

- A. photograph
- B. begin working
- C. stop functioning
- D. light up

Question 4: Which of the following is the best title for this passage?

- A. The Life of Neil Armstrong
- B. The History of Space Travel
- C. The Story of Apollo 11
- D. The John F. Kennedy Space Center



Question 5: The word “**proclaimed**” in the passage is closest in meaning to _____ .

- A. thought
- B. heard
- C. remembered
- D. announced

Question 6: It can be inferred that Armstrong's statement was important because _____ .

- A. Neil Armstrong was a great speaker
- B. this was the first time America had sent people into space
- C. they were the first words to be spoken on the moon
- D. the statement was spoken from the lunar module ladder

Question 7: Which is the best place for the following sentence? “He was about to make history.”

- A. [1]
- B. [2]
- C. [3]
- D. [4]

Question 8: The word “**inadvertently**” in the passage is closest in meaning to _____ .

- A. mistakenly
- B. interestingly
- C. deliberately
- D. cleverly

Question 9: The paragraph following the text would most likely discuss _____ .

- A. the events that happened on July 21, 1969
- B. the completely successful mission of Apollo 12
- C. the pictures that the astronauts took on the Moon
- D. how the omission of “a” changed the meaning of the statement

Question 10: Complete the summary below by choosing one sentence that expresses one of the most important ideas in the passage. Summary: This passage discusses the Apollo 11 space mission. Apollo 11 was an American spacecraft that took the first astronauts to the moon. Armstrong was the first man to step on the moon.

- A. Apollo 11 was a large vehicle launched by a Saturn V rocket.
- B. The journey to the moon took four days.
- C. Armstrong made a meaningful mistake in his speech as he took his first steps.
- D. A special ring caused a TV camera to begin operating.



Reading 2:

Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions.

Glass is a remarkable substance made from the simplest raw materials. It can be colored or colorless, monochrome or polychrome, transparent, translucent, or opaque. It is lightweight impermeable to liquids, readily cleaned and reused, **durable** yet fragile, and often very beautiful. Glass can be decorated in multiple ways and its optical properties are exceptional. In all its myriad forms – as table ware, containers, in architecture and design – glass represents a major achievement in the history of technological developments.

Since the Bronze Age about 3,000 B.C., glass has been used for making various kinds of objects. It was first made from a mixture of silica, lime and an alkali such as soda or potash, and these remained the basic ingredients of glass until the development of lead glass in the seventeenth century. When heated, the mixture becomes soft and malleable and can be formed by various techniques into a vast array of shapes and sizes. The homogeneous mass thus formed by melting then cools to create glass, but in contrast to most materials formed in this way (metals, for instance), glass lacks the crystalline structure normally associated with solids, and instead retains the random molecular structure of a liquid. In effect, as molten glass cools, it progressively stiffens until rigid, but does so without setting up a network of interlocking crystals **customarily** associated with that process. This is why glass shatters so easily when dealt a blow. Why glass deteriorates over time, especially when **exposed** to moisture, and why glassware must be slowly reheated and uniformly cooled after manufacture to release internal stresses **induced** by uneven cooling.

Another unusual feature of glass is the manner in which its viscosity changes as **it** turns from a cold substance into a hot, ductile liquid. Unlike metals that flow or “freeze” at specific temperatures glass progressively softens as the temperature rises, going through varying stages of malleability until it flows like a thick syrup. Each stage of malleability allows the glass to be manipulated into various forms, by different techniques, and if suddenly cooled the object retains the shape achieved at that point. Glass is thus amenable to a greater number of heat-forming techniques than most other materials.

Question 1: Why does the author list the characteristics of glass in paragraph 1?

- A. To demonstrate how glass evolved
- B. To show the versatility of glass
- C. To explain glassmaking technology
- D. To explain the purpose of each component of glass

Question 2: The word “**durable**” in paragraph 1 is closest in meaning to_____.

- A. lasting
- B. delicate
- C. heavy



D. plain

Question 3: What does the author imply about the raw materials used to make glass?

A. They were the same for centuries.

B. They are liquid.

C. They are transparent.

D. They are very heavy.

Question 4: According to the passage, how is glass that has cooled and become rigid different from most other rigid substances?

A. It has an interlocking crystal network.

B. It has an unusually low melting temperature.

C. It has varying physical properties.

D. It has a random molecular structure.

Question 5: The word “**customarily**” in paragraph 2 could best be replaced by “_____”.

A. naturally

B. necessarily

C. usually

D. certainly

Question 6: The words “**exposed to**” in paragraph 2 most likely mean _____.

A. hardened by

B. chilled with

C. subjected to

D. deprived of

Question 7: What must be done to release the internal stresses that build up in glass products during manufacture?

A. The glass must be reheated and evenly cooled.

B. The glass must be cooled quickly.

C. The glass must be kept moist until cooled.

D. The glass must be shaped to its desired form immediately

Question 8: The word “**induced**” in paragraph 2 is closest in meaning to_____.

A. joined

B. missed

C. caused

D. lost

Question 9: The word “**it**” in paragraph 3 refers to_____



- A. feature
- B. glass
- C. manner
- D. viscosity

Question 10: According to the passage, why can glass be more easily shaped into specific forms than can metals

- A. It resists breaking when heated
- B. It has better optical properties.
- C. It retains heat while its viscosity changes.
- D. It gradually becomes softer as its temperature rises.



Reading 3:

Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions.

Accustomed though we are to speaking of the films made before 1927 as “silent”, the film has never been, in the full sense of the word, silent. From the very beginning, music was regarded as an indispensable accompaniment; when the Lumiere films were shown at the first public film exhibition in the United States in February 1896, they were accompanied by piano improvisations on popular tunes. At first, the music played bore no special relationship to the films; an accompaniment of any kind was sufficient. Within a very short time, however, the incongruity of playing lively music to a solemn film became apparent, and film pianists began to take some care in matching their pieces to the mood of the film.

As movie theaters grew in number and importance, a violinist, and perhaps a cellist, would be added to the pianist in certain cases, and in the larger movie theaters small orchestras were formed. For a number of years the selection of music for each film program rested entirely in the hands of the conductor or leader of the orchestra, and very often the principal qualification for holding such a position was not skill or taste so much as the ownership of a large personal library of musical pieces. Since the conductor seldom saw the films until the night before they were to be shown (if, indeed, the conductor was lucky enough to see **them** then), the musical arrangement was normally improvised in the greatest hurry.

To help meet this difficulty, film distributing companies started the practice of publishing suggestions for musical accompaniments. In 1909, for example, the Edison Company began issuing with their films such indications of mood as “pleasant”, “sad”, “lively”. The suggestions became more explicit, and so emerged the musical cue sheet containing indications of mood, the titles of suitable pieces of music, and precise directions to show where one piece led into the next.

Certain films had music especially **composed** for them. The most famous of these early special **scores** was that composed and arranged for D. W. Griffith’s film *Birth of a Nation*, which was released in 1915.

Question 1: The passage mainly discusses music that was _____.

- A. performed before the showing of a film
- B. played during silent films
- C. recorded during film exhibitions
- D. specifically composed for certain movie theaters

Question 2: What can be inferred that the passage about the majority of films made after 1927?

- A. They were truly “silent”.
- B. They were accompanied by symphonic orchestras.
- C. They incorporated the sound of the actors’ voices.



D. They corresponded to specific musical compositions.

Question 3: It can be inferred that orchestra conductors who worked in movie theaters needed to _____.

A. be able to play many instruments

B. have pleasant voices

C. be familiar with a wide variety of music

D. be able to compose original music

Question 4: The word “**them**” refers to _____.

A. years

B. hands

C. pieces

D. films

Question 5: According to the passage, what kind of business was the Edison Company?

A. It produced electricity.

B. It distributed films.

C. It published musical arrangements.

D. It made musical instruments.

Question 6: It may be inferred from the passage that the first musical cue sheets appeared around _____.

A. 1896

B. 1909

C. 1915

D. 1927

Question 7: Which of the following notations is most likely to have been included on a musical cue sheet of the early 1900's?

A. “Calm, peaceful”

B. “Piano, violin”

C. “Key of C major”

D. “Directed by D. W. Griffith”

Question 8: The word “**composed**” is closest in meaning to _____.

A. selected

B. combined

C. played

D. created

Question 9: The word “**scores**” most likely mean _____.

A. totals



**Reading 4:**

Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions.

Champagne, the king of wines and wine of kings, tastes all the better when it is drunk from an elegant, fine-quality glass. That, however, is only one of thousands of ways glass is used today. And for all those different uses, many different types of glass are produced. Glass products are manufactured in different ways. Today, glass is blown by hand in the traditional way which the Roman first developed, but now this work is done by robots, too. Generally, in industry, much faster methods of mass production are needed. Often, for example, glass is pressed into the necessary shape by machine. Glass is shaped in other ways too. For example, it is made into long, very thin fibres. Fibres like these are required to make the fibre-optic cables that help to build the information Super-Highway around the world.

Question 1: The phrase "the king of wines and wine of kings" means _____.

- A. Champagne is the best wine of kings.
- B. Champagne is the king that drinks lots of wine.
- C. Champagne is the best wine and is made for kings
- D. Champagne is the best wine made by kings.

Question 2: According to the passage, _____.

- A. the only way glass is used today is for drinking wine.
- B. today glass is used in one thousand different ways.
- C. an elegant, fine-quality glass makes champagne taste better.
- D. champagne is drunk in thousands of ways.

Question 3: It can, be inferred from the passage that _____.

- A. the traditional way of blowing glass by hand is still in use today.
- B. today the blowing of glass is all done by robots.
- C. the Romans first developed methods of mass production.
- D. the traditional way is no longer in use today.

Question 4: According to the passage, which of the following is correct?

- A. Mass production of glass is done by robots.
- B. Glass can be shaped in many different ways.
- C. In industry glass is often shaped by machine.
- D. Both Band C.

Question 5: The passage primarily discusses

- A. champagne, a kind of wine.
- B. the uses of glass.



C. the types of glass products

D. the ways of making glass.



Reading 5:

Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the correct answer to each of the Questions from 56 to 60

It is commonly believed in the United States that school is where people go to get as education. Nevertheless, it has been said that today children interrupt their education to go to school. The distinction between schooling and education implied by this remark is important.

Education is much more open-ended and all-inclusive than schooling. Education knows no **bounds**. It can take place where, whether in the shower or on the job, whether in a kitchen or on a tractor. It includes both the formal learning that takes place in schools and the whole universe of informal learning. The agents of education can range from a reserved grandparent to the people debating politics on the radio, from a child to a distinguished scientist. Whereas schooling has certain predictability, education quite often produce surprise. A change conversation with a stranger may lead a person to discover how little is know of other religions.

People are engaged in education from infancy on. Education, then, is a very broad, inclusive term. It is a lifelong process, a process that starts long before the start of school and one that should be an integral part of one's entire life. Schooling, on the other hand, is a specific, formalized process, whose general pattern varies little from one setting to the next. Throughout a country, children arrive at school at approximately the same time, take assigned seats, are taught by an adult, use similar textbook, do homework, take exams, and so on. The slices of reality that are to be learnt, whether **they** are the alphabet or an understanding of the workings of government, have usually been limited by the boundaries of the subject being taught. For example, high school students know that they are not likely to find out in their class the truth about political problems in their communities or what the newest filmmakers are experimenting with. There are definite conditions surrounding the formalized process of schooling.

Question 1: What does the author probably mean by using the expression “children interrupt their education to go to school”?

- A. Going to several different schools is educationally beneficial
- B. School vacations interrupt the continuity of the school year.
- C. Summer school makes the school year too long.
- D. All of life is an education.

Question 2: the word “**bounds**” is closest in meaning to

- A. rules
- B. experiences
- C. limits
- D. expectation

Question 3: the word “**they**” refers to



- A. slices of reality
- B. similar textbooks
- C. boundaries
- D. seats

Question 4: The passage supports which of the following conclusions?

- A. Without formal education, people would remain ignorant
- B. Education systems need to be radically reformed.
- C. Going to school is only part of how people become educated.
- D. Education involves many years of professional training.

Question 5: The passage is organized by

- A. listing and discussing several educational problems
- B. contrasting the meanings of two related words
- C. narrating a story about excellent teachers
- D. giving examples of different kinds of schools



Reading 6:

Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the correct answer to each of the Questions from 51 to 55

Our demand for water is constantly increasing. Every year there are more and more people in the world. Factories **turn out** more and more products and need more and more water. We live in a world of water. But almost all of it – about 97%-is in the oceans. This water is too salty to be used for drinking, farming, and manufacturing. Only about 3% of the world's water is fresh. Most of this water is not easily available to man because it is locked in glaciers and icecaps. There is as much water on earth today as there ever was or will ever be. Most of the water we use finds its way to the oceans. There, it is evaporated by the sun. It then falls back to the earth as rain.

Water is used and reused over again. It is never used up. Although the world as a whole has plenty of fresh water, some regions have a water shortage. Rain does not fall evenly over the earth. Some regions are always too dry, and others too wet. A. region that usually gets enough rain may suddenly have a serious dry spell and another region may be flooded with too much rain.

Question 1: All of the following statements can be inferred from the text EXCEPT

- A. We need more and more water.
- B. The population of the world is increasing every year.
- C. Most of the world's water is locked in glaciers and icecaps.
- D. Factories also need more water

Question 2: Which of the following is NOT true about the world's water?

- A. The vast majority of the world's water is ocean (or salty) water.
- B. Ocean water is salty enough to be used for drinking, farming, and manufacturing.
- C. Most fresh water is locked in glaciers and icecaps.
- D. The percentage of fresh water is very small.

Question 3: What can be inferred about water?

- A. The amount of water on earth is always the same.
- B. Water will probably be exhausted.
- C. Water can be used once only.
- D. Most of the water we use is not rain water.

Question 4: It can be inferred from the text that _____

- A. no region in the world suffers from a lack of fresh water.
- B. rain does not fall equally everywhere on earth.
- C. the world has plenty of fresh water in comparison with salty water.
- D. a region that usually gets enough rain hardly ever has a dry spell.



Question 5: The phrasal verb “**turn out**” in the second line is closest in meaning to.

- A. sell
- B. prove to be
- C. switch off
- D. produce



Reading 7:

Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word for each of the blanks from 66 to 75.

The initial contact between American Indians and European settlers usually involved trade, whereby Indians acquired tools and firearms and the Europeans obtained furs. These initial events usually **pitted Indian tribes against each other** as they competed for the European trade and for the lands containing fur-producing animals. When the furs had been depleted, the Europeans began a campaign to obtain the lands the Indians occupied. The Indians often formed confederations and alliances to fight back the Europeans; however, the Indians' involvement in the white people's wars usually disrupted these confederations. Indians resisted the attempts by the whites to displace them. They fought defensive wars such as the Black Hawk War in 1832. Indian uprisings also occurred, like the Sioux uprising in the 1860s.

Despite the resistance of the Indians, the Europeans were destined to win the conflict. After Indian resistance was crushed, the whites **legitimized** the taking of Indian lands by proposing treaties, frequently offering gifts to Indian chiefs to get them sign the treaties. Once an Indian group had signed a treaty, the whites proceeded to remove them from their land. Often the Indians were forced west of the Mississippi into Indian Territory-land the whites considered uninhabitable. If only a few Indians remained after the (15) conquest, they were often absorbed by local tribes or forced onto reservations.

No aspect of American history is more poignant than the accounts of the forced removal of Indians across the continent. As white settlers migrated farther west, Indians were forced to sign new treaties giving up the lands earlier treaties had promised them. Some Indian tribes, realizing the **futility** of resistance, accepted their fate and moved westward without force. The Winnebagos, who offered little (20) resistance, were shifted from place to place between 1829 and 1866. About half of them perished during their **perpetual** sojourn. Other tribes, however, bitterly resisted. The Seminoles signed a treaty in 1832 but violently resisted removal. Hostilities broke out in 1835 and continued for seven years. The United States government lost nearly 1,500 men and spent over \$50 million in its attempts to crush Seminole resistance. Most of Seminoles were eventually forced to Indian Territory. However, several hundred remained in the Florida Everglades, where their descendants live today.

Question 1: What does the passage mainly discuss?

- A. Trade between American Indians and European settlers.
- B. Conflict between American Indians and European settlers.
- C. The diverse cultures of American Indian tribes.
- D. Violation of treaties by white settlers.

Question 2: What does the author mean by the phrase “**pitted Indian tribes against each other**”?

- A. Trade with Europeans took place in public market pits.



- B. Athletic events were popular with the Indian tribes.
- C. Indians used European-made firearms in their shooting competitions.
- D. Contact with Europeans caused opposition among Indian tribes.

Question 3: The word “**legitimized**” (paragraph 2) is closest in meaning to

- A. wrote to support
- B. coordinated
- C. encouraged
- D. justified

Question 4: It can be concluded from the lines 10-12 that

- A. Indian chiefs were easily bribed by economic offerings.
- B. Europeans had greater military, political, and economic power than Indians.
- C. Both Indians and Europeans wanted to end the conflict by signing treaties.
- D. Europeans showed great speaking skill in their treaty proposals.

Question 5: The author makes the point that Indian Territory was

- A. where a few Indians remained.
- B. in the western part of Mississippi.
- C. considered undesirable by European settlers.
- D. where several battles between Indians and whites took place.

Question 6: According to the passage, which of the following did **NOT** happen?

- A. Indians rebelled against European settlers.
- B. Indians were forced to live on reservations.
- C. Indian tribes formed alliances with other tribes.
- D. Treaties allowed Indians to live where they wanted.

Question 7: In lines 16-18, the author implies that

- A. many accounts of Indian removal are not true.
- B. Indian removal was a shameful tragedy of American history.
- C. Indian treaties and removal were minor events in American history
- D. new treaties promised Indians more land than had the earlier treaties.

Question 8: The word “**futility**” could be best replaced by

- A. advantage
- B. importance
- C. expense
- D. uselessness

Question 9: The word “**perpetual**” in paragraph 3 is closest in meaning to



A. long-lasting

B. gradual

C. victorious

D. seasonal

Question 10: According to the passage, which tribe did **NOT** fight against removal?

A. Sioux

B. Seminole

C. Winnebago

D. Black Hawk



Reading 8:

Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word for each of the blanks from 46 to 55.

Fifty-five delegates representing all thirteen states except Rhode Island attended the Constitutional Convention in Philadelphia from May to September 1787. The delegates had been instructed by the Continental Congress to revise the old Articles of Confederation, but most believed that a stronger central government was needed. There were differences, however, about what structure the government should take and how much influence large states should have.

Virginia was by far the most populous state, with twice as many as people as New York, four times as many as New Jersey, and ten times as many as Delaware. The leader of the Virginia delegation, James Madison, had already drawn up a plan for government, which became known as the Large State Plan. Its essence was that congressional representation would be based on population. It provided for two or more national executives. The smaller states feared that under *this plan*, a few large states would lord over the rest. New Jersey countered with the Small State Plan. It provided for equal representation for all states in a national legislature and for a single national executive. Angry debate, heightened by a stifling heat wave, led to deadlock.

A cooling of tempers seemed to come with lower temperatures. The delegates hammered out an agreement known as the Great Compromise – actually a bundle of *shrewd* compromises. They decided that Congress would consist of two houses. The larger states were granted representation based on population in the lower house, the House of Representatives. The smaller states were given equal representation in the upper house, the Senate, in which each state would have two senators regardless of population. It was also agreed that there would be a single executive, the president. This critical compromise *broke the logjam*, and from then on, success seemed within reach.

Question 1: What is the main topic of this passage?

- A. James Madison's plan to create a stable structure for the government of the United States
- B. The differences in population and relative power between the original states
- C. A disagreement at the Constitutional Convention and a subsequent compromise
- D. The most important points of the Small State Plan

Question 2: According to the passage, how many states were represented at the Constitutional Convention?

- A. Fourteen
- B. Twelve
- C. Thirteen
- D. Fifty-five

Question 3: It can be inferred from the passage that _____.

- A. Every state in the country is larger than Delaware



B. Delaware has no right at the Constitutional Convention

C. Virginia is ten times larger than Delaware

D. Delaware has a small population compared to other states

Question 4: It can be inferred from the passage that the Articles of Confederation _____.

A. allowed small states to dominate large ones

B. provided for only a weak central government

C. were revised and presented as the Large State Plan

D. were supported by a majority of the delegates at the Convention

Question 5: According to the passage, in 1787 which of the following states had the FEWEST people?

A. New York

B. Delaware

C. New Jersey

D. Virginia

Question 6: In line 10, the phrase *this plan* (paragraph 2) refers to _____.

A. a plan suggested by the national legislature

B. the Small State Plan

C. a compromise plan

D. the Large State Plan

Question 7: According to the passage, the weather had what effect on the Constitutional Convention?

A. Cold temperatures made Independence Hall an uncomfortable place to work

B. Hot weather intensified the debate while cooler weather brought compromise

C. Bad weather prevented some of the delegates from reaching Philadelphia

D. Delegates hurried to achieve an agreement before winter arrived

Question 8: The word *shrewd* (paragraph 3) is closest in meaning to _____.

A. clever

B. unfair

C. important

D. practical

Question 9: Which of the following is NOT given in the passage as one of the provisions of the Great Compromise?

A. Each state would have two senators

B. Congress would be divided into two bodies

C. There would be only one national executive

D. The president would be elected by popular vote



Question 10: The author uses the phrase *broke the logjam* (paragraph 3) to indicate that _____.

- A. the Convention came to a sudden end
- B. the situation had become desperate
- C. the government was nearly bankrupt
- D. some major problems had been solved



Reading 9:

Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions.

The ocean bottom – a region nearly 2.5 times greater than the total land area of the Earth – is a vast **frontier** that even today is largely unexplored and uncharted. Until about a century ago, the deep-ocean floor was completely **inaccessible**, hidden beneath waters averaging over 3,600 meters deep. Totally without light and subjected to intense pressures hundreds of times greater than at the Earth's surface, the deep-ocean bottom is a hostile environment to humans, in some ways as forbidding and remote as the void of outer space. Although researchers have taken samples of deep-ocean rocks and sediments for over a century, the first detailed global investigation of the ocean bottom did not actually start until 1968, with the beginning of the National Science Foundation's Deep Sea Drilling Project (DSDP). Using techniques first developed for the offshore oil and gas industry, the DSDP's drill ship, the Glomar Challenger, was able to maintain a steady position on the ocean's surface and drill in very deep waters, **extracting** samples of sediments and rock from the ocean floor.

The Glomar Challenger completed 96 voyages in a 15-year research program that ended in November 1983. During this time, the vessel logged 600,000 kilometers and took almost 20,000 core samples of seabed sediments and rocks at 624 drilling sites around the world. The Glomar Challenger's core samples have allowed geologists to reconstruct what the planet looked like hundred of millions of years ago and to calculate what it will probably look like millions of years in the future. Today, largely on the **strength** of evidence gathered during the Glomar Challenger's voyages, nearly all earth scientists agree on the theories of plate tectonics and continental drift that explain many of the geological processes that shape the Earth.

The cores of sediment drilled by the Glomar Challenger have also yielded information critical to understanding the world's past climates. Deep-ocean sediments provide a climatic record stretching back hundreds of millions of years, because **they** are largely isolated from the mechanical erosion and the intense chemical and biological activity that rapidly destroy much land-based evidence of past climates. This record has already provided insights into the patterns and causes of past climatic change – information that may be used to predict future climates.

Question 1: The author refers to the ocean bottom as a “**frontier**” in line 2 because it

- A. is not a popular area for scientific research
- B. contains a wide variety of life forms
- C. attracts courageous explorers
- D. is an unknown territory

uncharted. "

Question 2: The word “**inaccessible**” in line 3 is closest in meaning to

- A. unrecognizable



- B. unreachable
- C. unusable
- D. unsafe

Question 3: The author mentions outer space in line 6 because

- A. the Earth's climate millions of years ago was similar to conditions in outer space.
- B. it is similar to the ocean floor in being alien to the human environment
- C. rock formations in outer space are similar to those found on the ocean floor
- D. techniques used by scientists to explore outer space were similar to those used in ocean exploration

Question 4: Which of the following is true of the Glomar Challenger?

- A. It is a type of submarine.
- B. It is an ongoing project.
- C. It has gone on over 100 voyages
- D. It made its first DSDP voyage in 1968

Question 5: The word " **extracting** " in line 11 is closest in meaning to

- A. breaking
- B. locating
- C. removing
- D. analyzing

Question 6: The deep Sea Drilling Project was significant because it was

- A. an attempt to find new sources of oil and gas
- B. the first extensive exploration of the ocean bottom
- C. composed of geologists from all over the world
- D. funded entirely by the gas and oil industry

Question 7: The word " **strength** " in line 17 is closest in meaning to

- A. basis
- B. purpose
- C. discovery
- D. endurance

Question 8: The word " they " in line 22 refers to

- A. years
- B. climates
- C. sediments
- D. cores



Question 9: Which of the following is NOT mentioned in the passage as being a result of the Deep Sea Drilling Project?

- A.** Geologists were able to determine the Earth's appearance hundreds of millions of years ago.
- B.** Two geological theories became more widely accepted
- C.** Information was revealed about the Earth's past climatic changes.
- D.** Geologists observed forms of marine life never before seen.



Reading 10:

Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions.

Every drop of water in the ocean, even in the deepest parts, responds to the forces that create the tides. No other force that affects the sea is so strong. Compared with the tides, the waves created by the wind are surface movements **felt** no more than a hundred fathoms below the surface. The currents also seldom involve more than the upper several hundred fathoms despite their impressive sweep.

The tides are a response of the waters of the ocean to the pull of the Moon and the more distant Sun. In theory, there is a gravitational attraction between the water and even the outermost star of the universe. **In reality**, however, the pull of remote stars is so slight as to be obliterated by the control of the Moon and, to a lesser extent, the Sun.

Just as the Moon rises later each day by fifty minutes, on the average, so, in most places, the time of high tide is **correspondingly** later each day. And as the Moon waxes and wanes in its monthly cycle, so the height of the tide varies. The tidal movements are strongest when the Moon is a sliver in the sky, and when it is full. These are the highest flood tides and the lowest ebb tides of the lunar month and are called the spring tides. At these times the Sun, Moon, and Earth are nearly in line and the pull of the two heavenly bodies is added together to bring the water high on the beaches, to send its surf upward against the sea cliffs, and to draw a high tide into the harbors. Twice each month, at the quarters of the Moon, when the Sun, Moon and Earth lie at the apexes of a triangular **configuration** and the pull of the Sun and Moon are opposed, the moderate tidal movements called neap tides occur. Then the difference between high and low water is less than at any other time during the month.

Question 1: What is the main point of the first paragraph?

- A. The waves created by ocean currents are very large.
- B. Despite the strength of the wind, it only moves surface water.
- C. Deep ocean water is seldom affected by forces that move water.
- D. The tides are the most powerful force to affect the movement of ocean water.

Question 2: The word “**felt**” in line 3 is closest in meaning to

- A. based
- B. dropped
- C. detected
- D. explored

Question 3: The words “**In reality**” in line 8 are closest in meaning to

- A. surprisingly
- B. actually



C. characteristically

D. similarly

Question 4: It can be inferred from the passage that the most important factor in determining how much gravitational effect one object in space has on the tides is

A. size

B. distance

C. temperature

D. density

Question 5: The word “**correspondingly**” in line 11 is closest in meaning to

A. unpredictably

B. interestingly

C. similarly

D. unusually

Question 6: What is the cause of spring tides?

A. Seasonal changes in the weather

B. The gravitational pull of the Sun and the Moon when nearly in line with the Earth

C. The Earth’s movement around the Sun

D. The triangular arrangement of the Earth, Sun, and Moon

Question 7: The word “**configuration**” in line 18 is closest in meaning to

A. unit

B. center

C. surface

D. arrangement

Question 8: Neap tides occur when

A. the Sun counteracts the Moon’s gravitational attraction

B. the Moon is full

C. the Moon is farthest from the Sun

D. waves created by the wind combine with the Moon’s gravitational attraction

Question 9: According to the passage, all of the following statements about tides are true EXCEPT:

A. The time of high tide is later each day.

B. Tides have a greater effect on the sea than waves do.

C. The strongest tides occur at the quarters of the Moon.

D. Neap tides are more moderate than spring tides.



Question 10: Where in the passage does the author mention movements of ocean water other than those caused by tides?

- A. Lines 2-5
- B. Lines 10-11
- C. Lines 12-13
- D. Lines 17-20

READING COMPREHENSION – KEY

Reading 1

Question 1: Đáp án : **A**

Đáp án là A. Dựa vào tiêu đề Reading viết, có thể chọn được đáp án này.

Question 2: Đáp án : **B**

Đáp án là B. They = astronauts: các phi hành gia

Question 3: Đáp án : **B**

Đáp án là B. deploy = begin working: triển khai, bắt đầu công việc

Question 4:

Đáp án : **C**

Đáp án là C. Question chuyện về con tàu vũ trụ mang tên Apollo 11. Dựa vào những Question đầu tiên trong bài, ta có thể chọn được đáp án này.

Question 5:

Đáp án : **D**

Đáp án là D. proclaim = announce: tuyên bố

Question 6:

Đáp án : **C**

Đáp án là C. Question nói của Armstrong quan trọng vì đó là những từ ngữ đầu tiên được nói trên mặt Trăng.

Question 7:

Đáp án : **A**

Đáp án là A. At a speed of 17,400 mph, they began their four-day journey to the moon. (Với tốc độ 17.400mph, họ bắt đầu chuyến hành trình 4 ngày lên mặt trăng.)

Question 8:

Đáp án : **A**

Đáp án là A. inadvertently = mistakenly: tình cờ, vô tình

Question 9:



Đáp án : **D**

Đáp án là D. Dựa ý cuối trong Reading: “However, Armstrong **inadvertently** omitted the “a” before “man”. This error slightly changed the meaning of what was to become known as Armstrong’s famous statement.”

Question 10: Đáp án : **C**

Đáp án là C. Armstrong đã mắc lỗi rất ý nghĩa trong Reading phát biểu của ông khi ông bước chân đầu tiên của ông.

Reading 2:

Question 1: Đáp án : **B**

Question 2: Đáp án : **A**

A. bền lâu; delicate: mỏng manh heavy: nặng; plain: duy nhất/ chỉ

Question 3: Đáp án : **A**

Đoạn 2:in the seventeenth century :ở thế kỉ 17==> cùng thế kỉ

Question 4:

Đáp án : **D**

Ý của Question hỏi là: Theo đoạn văn, thủy tinh mà được làm lạnh và trở thành thể rắn khác như thế nào so với hầu hết các chất liệu khác.

Dựa vào nội dung đoạn 2: The homogeneous mass thus formed by melting then cools to create glass, but in contrast to most materials formed in this way (metals, for instance), glass lacks the crystalline structure normally associated with solids, and instead retains the random molecular structure of a liquid. (Khối chất mà được hình thành bằng việc nung chảy sau đó được làm lạnh để tạo thủy tinh, nhưng trái với hầu hết các nguyên liệu khác cũng được hình thành theo cách này (ví dụ như kim loại), thủy tinh thiếu cấu trúc tinh thể thường được kết hợp với thể rắn, và thay vào đó giữ lại một cách ngẫu nhiên các phân tử cấu trúc của thể lỏng.) --> **D**.

It has random molecular structure. (Nó có cấu trúc phân tử ngẫu nhiên) là đáp án đúng.

Question 5:

Đáp án : **C**

Question 6: Đáp án : **C**

exposed to=subject to: tiếp xúc với

Question 7: Đáp án : **A**

Question 8: Đáp án : **C**

induce : xui khiến

Question 9: Đáp án : **B**

Question 10 : - Đáp án : **D**

Reading 3:



Question 1: Đáp án : **B**

Question 2: Đáp án : **C**

Question 3: Đáp án : **C**

Question 4: Đáp án : **D**

Question 5: Đáp án : **B**

Question 6: Đáp án : **B**

Question 7: Đáp án : **A**

Question 8: Đáp án : **D**

compose : tạo nên

Question 9: Đáp án : **D**

Question 10 : Đáp án : **D**

Reading 4:

Question 1: Đáp án : **C**

the king of wines and wine of kings = vua của các loại rượu

C. Sâm panh là loại rượu tốt nhất và được sản xuất ra cho các ông vua

Question 2: Đáp án : **C**

- Sentence: "Champagne, the king of wines and wine of kings, tastes all the better when it is drunk from an elegant, fine-quality glass. "

Question 3: Đáp án : **A**

- sentence: "That, however, is only one of thousands of ways glass is used today.... Today, glass is blown by hand in the traditional way which the Roman first developed, but now this work is done by robots, too."

Question 4: Đáp án : **D**

- sentences: "...glass is pressed into the necessary shape by machine. Glass is shaped in other ways too. "

Question 5:

Đáp án : **B**

Sentences: " however, is only one of thousands of ways glass is used today. And for all those different uses, many different types of glass are produced."

Reading 5:

Question 1: Đáp án : **D**

"children interrupt their education to go to school" = trẻ em tự làm gián đoạn việc học của mình để được tự đến trường => giáo dục quan trọng

Question 2: Đáp án : **C**

bounds = giới hạn



- A. quy luật
- B. kinh nghiệm
- C. giới hạn
- D. mong đợi

Question 3: Đáp án : A

Sentence: "**The slices of reality** that are to be learnt, whether **they** are the alphabet or an understanding of the workings of government,..."

Question 4: Đáp án : C

- paragraph2 content : Education is much more open-ended and all-inclusive than schooling.
- Paragraph 3 content: People are engaged in education from infancy on.

Question 5:

Đáp án : B

- so sánh cùng giải thích các cụm từ có liên quan đến giáo dục là "The distinction between schooling and education implied by this remark is important."

Reading 6:

Question 1: Đáp án : C

- Sentence include A,B,D: "Our demand for water is constantly increasing. Every year there are more and more people in the world. Factories **turn out** more and more products and need more and more water"

Question 2:

Đáp án : B

Sentence : "This water is too salty to be used for drinking, farming, and manufacturing." => not "enough" như đáp án B

Question 3: Đáp án : A

Sentence: "There is as much water on earth today as there ever was or will ever be."

Question 4: Đáp án : B

Sentence: "Rain does not fall evenly over the earth. "

Question 5: Đáp án : D

turn out = to be present at an event = trình bày

- A. bán
- B. chứng minh được
- C. tắt
- D. giới thiệu, trình bày

Reading 7:



Question 1:

Đáp án : **B**

- sentence: "The initial contact between American Indians and European settlers usually involved trade, whereby Indians acquired tools and firearms and the Europeans obtained furs. "

Question 2:

Đáp án : **D**

pitted Indian tribes against each other = cuộc đọ sức giữa các bộ tộc Ấn Độ với nhau

D. Liên lạc với Châu Âu là nguyên nhân gây nên cuộc đối đầu giữa các bộ tộc Ấn Độ

Question 3: Đáp án : **D**

legitimized = hợp pháp hoá

A. hỗ trợ

B. phối hợp

C. khuyến khích

D. hợp lí, biện minh

Question 4: Đáp án : **B**

- Sentence: " Despite the resistance of the Indians, the Europeans were destined to win the conflict. After Indian resistance was crushed, the whites **legitimized** the taking of Indian lands by proposing treaties, frequently offering gifts to Indian chiefs to get them sign the treaties. Once an Indian group had signed a treaty, the whites proceeded to remove them from their land. "

Question 5: Đáp án : **C**

Sentence: "Often the Indians were forced west of the Mississippi into Indian Territory-land the whites considered uninhabitable. If only a few Indians remained after the (15) conquest, they were often absorbed by local tribes or forced onto reservations"

Question 6: Đáp án : **D**

- Paragraph 2: người ấn độ không có quyền sống theo ý họ muốn mà phải phụ thuộc phần lớn vào châu âu

Question 7: Đáp án : **B**

Sentence: "No aspect of American history is more poignant than the accounts of the forced removal of Indians across the continent. As white settlers migrated farther west, Indians were forced to sign new treaties giving up the lands..."

Question 8: Đáp án : **D**

futility = vô dụng

A. thuận lợi

B. quan trọng

C. chi tiêu



D. vô dụng

Question 9:

Đáp án : A

perpetual = vĩnh viễn

A. lâu dài

B. dần dần

C. thắng lợi

D. theo mùa

Question 10: Đáp án : C

- Sentence: "The Winnebagos, who offered little (20) resistance, were shifted from place to place between 1829 and 1866. About half of them perished during their perpetual sojourn. Other tribes, however, bitterly resisted. The Seminoles signed a treaty in 1832 but violently resisted removal. "

Reading 8:

Question 1: Đáp án : C

- paragraph 1: ...The delegates had been instructed by the Continental Congress to revise the old Articles of Confederation, but most believed that a stronger central government was needed...

Question 2: Đáp án : B

sentence: "Fifty-five delegates representing **all thirteen states except Rhode Island attended the Constitutional Convention** "

Question 3: Đáp án : D

Sentence: "Virginia was by far the most populous state, with twice as many as people as New York, four times as many as New Jersey, and ten times as many as Delaware"

Question 4: Đáp án : B

- Sentence: "The delegates had been instructed by the Continental Congress to revise the old Articles of Confederation, but most believed that a stronger central government was needed. "

Question 5: Đáp án : B

- Sentence: "Virginia was by far the most populous state, with twice as many as people as New York, four times as many as New Jersey, and ten times as many as Delaware. "

Question 6: Đáp án : D

- Sentence: "The leader of the Virginia delegation, James Madison, had already drawn up a plan for government, **which became known as the Large State Plan**. Its essence was that congressional representation would be based on population. It provided for two or more national executives. The smaller states feared that under *this plan*, "

Question 7: Đáp án : B



Sentences: "Angry debate, heightened by a stifling heat wave, led to deadlock. A cooling of tempers seemed to come with lower temperatures. "

Question 8: Đáp án : A

shrewd = thông minh

A. thông minh

B. thiên vị

C. quan trọng

D thực tế

Question 9: Đáp án : D

-the provisions of the Great Compromise includes:

+ Congress would consist of two houses.

+ a single executive, the president.

Question 10: Đáp án : D

broke the logjam = phá vỡ bế tắc

D. một vài vấn đề quan trọng đã được giải quyết

Reading 9:

Question 1: Đáp án : D

Sentence: " ...total land area of the Earth – is a vast **frontier** that even today is **largely unexplored and**

Question 2: Đáp án : B

inaccessible = không thể tiếp cận

A. không nhận ra

B. không với tới

C. không sử dụng được

D. không an toàn

Question 3: Đáp án : B

Sentence: "at the Earth's surface, the deep-ocean bottom is a hostile environment to humans, in some ways as forbidding and remote as the void of **outer space**. Although researchers have taken samples of deep-ocean rocks and sediments for over a century, the first.."

Question 4: Đáp án : D Sentence: "the first detailed global investigation of the ocean bottom did not actually start until 1968, with the beginning of the National Science Foundation's Deep Sea Drilling Project (DSDP)....the DSDP's drill ship, the Glomar Challenger, .."

Question 5: Đáp án : C

extracting = giải nén, lấy ra

A. phá vỡ



- B. định vị
- C. rời đi
- D. phân tích

Question 6: Đáp án : **B**

Sentence: "the first detailed global investigation of the ocean bottom did not actually start until 1968, with the beginning of the National Science Foundation's Deep Sea Drilling Project (DSDP)."

Question 7: Đáp án : **A**

strength = tính chắc chắn

- A. nền tảng, cơ sở
- B. mục đích
- C. sự khám phá
- D. sức chịu đựng

Question 8: Đáp án : **C**

Sentence : "Deep-ocean **sediments** provide a climatic record stretching back hundreds of millions of years, because **they** are largely isolated from the mechanical ..."

Question 9: Đáp án : **D**

All information in paragraph 3

Reading 10:

Question 1: Đáp án : **D**

Sentence: "Every drop of water in the ocean, even in the deepest parts, responds to the forces that create the tides. No other force that affects the sea is so strong."

Question 2: Đáp án : **C**

felt = dò thấy, cảm thấy

- A. dựa vào
- B. chảy xuống
- C. khám phá, phát hiện
- D. khám phá, tìm tòi

Question 3: Đáp án : **B**

In reality = thực tế là

- A. Ngạc nhiên
- B. thực tế
- C. tính cách đặc biệt
- D. giống nhau

Question 4: Đáp án : **B**



sentence: "The tides are a response of the waters of the ocean to the pull of the Moon and **the more distant Sun.** "

Question 5: Đáp án : **C**

correspondingly = tương ứng với

- A. không dự đoán được
- B. không thú vị
- C. giống nhau
- D. bất thường

Question 6: Đáp án : **B**

Sentence: ...the lowest ebb tides of the lunar month and are called the spring tides. At these times the Sun, Moon, and Earth are nearly in line and the pull of the two heavenly bodies is added together to bring the water high on the beaches, to send its surf upward against the sea cliffs, and to draw a high tide into the harbors."

Question 7: Đáp án : **D**

configuration = cấu hình

- A. đơn vị
- B. trung tâm
- C. mặt đất
- D. sự sắp xếp

Question 8: Đáp án : **A**

Sentence: "at the quarters of the Moon, when the Sun, Moon and Earth lie at the apexes of a triangular **configuration** and the pull of the Sun and Moon are opposed, the moderate tidal movements called neap tides occur."

Question 9: Đáp án : **C**

- no information mention about it .

Question 10: Đáp án : **A**

Sentence: "Compared with the tides, the waves created by the wind are surface movements **felt** no more than a hundred fathoms below the surface. The currents also seldom involve more than the upper several hundred fathoms despite their impressive sweep.

Read the passage and the questions or unfinished sentences. Then choose the answer – A, B, C or D – that you think fits best.

■ EXERCISE 1

telecommuting is some form of computer communication between employees' homes and offices. For employees whose job involve sitting at a terminal or word processor entering data or typing reports, the location of the computer is **of no consequence**. If the machine can communicate over telephone lines, when the work is completed, employees can dial the office computer and transmit the material to their employers. A recent survey in *USA Today* estimates that there are approximately 8,7 million telecommuters. But although the numbers are rising annually, the trend does not appear to be as significant as predicted when *Business Week* published "The Portable Executive" as its cover story a few years ago. Why hasn't telecommuting become more popular?

Clearly, change simply takes time. But in addition, there has been active resistance on the part of many managers. These **executives** claim that supervising the telecommuters in a large work force scattered across the country would be too difficult, or, at least, systems for managing **them** are not yet developed, thereby complicating the manager's responsibilities.

It is also true that employees who are given the option of telecommuting are **reluctant** to accept the opportunity. Most people feel that they need regular interaction with a group, and many are concerned that they will not have the same consideration for advancement if they are not more visible in the office setting. Some people feel that even when a space in their homes is set aside as a work area, they never really get away from the office.

↪ Questions

Question 1: With which of the following topics is the passage primarily concerned?

- A. The advantages of telecommuting.
- B. A definition of telecommuting.
- C. An overview of telecommuting.
- D. The failure of telecommuting.

Question 2: How many Americans are involved in telecommuting?

- A. More than predicted in *Business Week*.
- B. More than 8 million.
- C. Fewer than estimated in *USA Today*.
- D. Fewer than last year.

Question 3: The phrase "of no consequence" means _____.

- A. of no use
- B. of no good
- C. unimportant
- D. irrelevant

Question 4: The author mentions all of the following as concerns of telecommuting, EXCEPT _____.

- A. the opportunities for advancement.
- B. the different system of supervision.
- C. the lack of interaction with a group.
- D. The work place is in the home.

Question 5: The word "executives" in line 10 refers to _____.

- A. telecommuters
- B. managers
- C. employees
- D. most people

Question 6: The word "them" in line 11 refers to _____.

- A. systems
- B. telecommuters
- C. executives
- D. responsibilities

Question 7: The reason why telecommuting has not become popular is that the employees _____.

- A. need regular interaction with their families.
- B. are worried about the promotion if they are not seen at the office.
- C. feel that a work area in their home is away from the office.
- D. are ignorant of telecommuting.

Question 8: It can be inferred from the passage that the author is _____.

A. a telecommuter B. the manager C. a statistician D. a reporter

Question 9: The word “**reluctant**” in line 13 can best be replaced by ____.

A. opposite B. willing C. hesitate D. typical

Question 10: When *Business Week* published “The Portable Executive”, it implied that ____.

- A. systems for managing telecommuters were not effective.
- B. there was resistance on the part of many managers about telecommuting.
- C. the trend for telecommuting was optimistic.
- D. most telecommuters were satisfied with their work.

■ EXERCISE 2

Choosing a career may be one of the hardest jobs you ever have, and it must be done with care. View a career as an opportunity to do something you love, not simply as a way to earn a living. Investing the time and effort to thoroughly explore your options can mean the difference between finding a stimulating and rewarding career and move from job to unsatisfying job in an attempt to find the right one. Work influences virtually every aspect of your life, from your choice of friends to where you live. Here are just a few of the factors to consider.

Deciding what matters most to you is essential to making the right decision. You may want to begin by **assessing** your likes, dislikes, strengths, and weaknesses. Think about the classes, hobbies, and surroundings that you find most appealing. Ask yourself questions, such as “Would you like to travel? Do you want to work with children? Are you more suited to solitary or cooperative work?” There are no right or wrong answers; only you know what is important to you. Determine which job features you require, which ones you would prefer, and which ones you cannot accept. Then rank **them** in order of importance to you.

The setting of the job is one factor to take into account. You may not want to sit at a desk all day. If not, there are diversity occupation – building inspector, supervisor, real estate agent – that involve a great deal of time away from the office. Geographical location may be a concern, and employment in some fields is concentrated in certain regions. Advertising job can generally be found only in large cities. On the other hand, many industries such as hospitality, law education, and retail sales are found in all regions of the country.

If a high salary is important to you, do not judge a career by its starting wages. Many jobs, such as insurance sales, offers relatively low starting salaries; however, pay substantially increases along with your experience, additional training, promotions and commission.

Don’t rule out any occupation without learning more about it. Some industries **evoke** positive or negative associations. The traveling life of a flight attendant appears glamorous, while **that** of a plumber does not. Remember that many jobs are not what they appear to be at first, and may have merits or demerits that are less obvious. Flight attendants must work long, grueling hours without sleeps, whereas plumbers can be as highly paid as some doctors. Another point to consider is that as you mature, you will likely develop new interests and skills that may point the way to new opportunities. The choice you make today need not be your final one.

➡ Questions

Question 1: The author states that “There are no right or wrong answers” in order to ____.

- A. emphasize that each person’s answers will be different.
- B. show that answering the questions is a long and difficult process.
- C. indicate that the answers are not really important.
- D. indicate that each person’s answers may change over time.

Question 2: The word “**them**” in paragraph 2 refers to ____.

A. questions B. answers C. features D. jobs

Question 3: The word “**assessing**” in paragraph 2 could best be replaced by ____.

A. discovering B. considering C. measuring D. disposing

Question 4: All of the following statements are true **EXCEPT** _____.

- A. Awards vary in monetary value
- B. ceremonies are held on December 10 to commemorate Nobel's invention
- C. Politics plays an important role in selecting the winners
- D. A few individuals have won two awards

Question 5: In how many fields are prizes bestowed?

- A. 2
- B. 5
- C. 6
- D. 10

Question 6: It is implied that Nobel's profession was in _____.

- A. economics
- B. medicine
- C. literature
- D. science

Question 7: In the first paragraph, "**worthwhile**" is closest in meaning to _____.

- A. economic
- B. prestigious
- C. trivial
- D. valuable

Question 8: How much money did Nobel leaves for the prizes?

- A. \$30,000
- B. \$125,000
- C. \$155,000
- D. \$9,000,000

Question 9: What is the main idea of this passage?

- A. Alfred Nobel became very rich when he invented dynamite.
- B. Alfred Nobel created awards in six categories for contributions to humanity.
- C. Alfred Nobel left all of his money to science
- D. Alfred Nobel made a lasting contribution to humanity

Question 10: The word "**legacy**" in the second paragraph means most nearly the same as _____.

- A. legend
- B. bequest
- C. prize
- D. debt

■ EXERCISE 5

Accustomed though we are to speaking of the films made before 1927 as "silent", the film has never been, in the full sense of the word, silent. From the very beginning, music was regarded as an indispensable accompaniment; when the Lumiere films were shown at the first public film exhibition in the United States in February 1896, they were accompanied by piano improvisations on popular tunes. At first, the music played bore no special relationship to the films; an accompaniment of any kind was sufficient. Within a very short time, however, the incongruity of playing lively music to a solemn film became apparent, and film pianists began to take some care in matching their pieces to the mood of the film.

As movie theaters grew in number and importance, a violinist, and perhaps a cellist, would be added to the pianist in certain cases, and in the larger movie theaters small orchestras were formed. For a number of years the selection of music for each film program rested entirely in the hands of the conductor or leader of the orchestra, and very often the principal qualification for holding such a position was not skill or taste so much as the ownership of a large personal library of musical pieces. Since the conductor seldom saw the films until the night before they were to be shown (if, indeed, the conductor was lucky enough to see **them** then), the musical arrangement was normally improvised in the greatest hurry.

To help meet this difficulty, film distributing companies started the practice of publishing suggestions for musical accompaniments. In 1909, for example, the Edison Company began issuing with their films such indications of mood as "pleasant", "sad", "lively". The suggestions became more explicit, and so emerged the musical cue sheet containing indications of mood, the titles of suitable pieces of music, and precise directions to show where one piece led into the next.

Certain films had music especially **composed** for them. The most famous of these early special **scores** was that composed and arranged for D. W. Griffith's film *Birth of a Nation*, which was released in 1915.

➤ Questions

Question 1: The passage mainly discusses music that was _____.

- A. performed before the showing of a film

- B. played during silent films
- C. recorded during film exhibitions
- D. specifically composed for certain movie theaters

Question 2: What can be inferred that the passage about the majority of films made after 1927?

- A. They were truly “silent”.
- B. They were accompanied by symphonic orchestras.
- C. They incorporated the sound of the actors' voices.
- D. They corresponded to specific musical compositions.

Question 3: It can be inferred that orchestra conductors who worked in movie theaters needed to _____.

- A. be able to play many instruments
- B. have pleasant voices
- C. be familiar with a wide variety of music
- D. be able to compose original music

Question 4: The word “**them**” refers to _____.

- A. years
- B. hands
- C. pieces
- D. films

Question 5: According to the passage, what kind of business was the Edison Company?

- A. It produced electricity.
- B. It distributed films.
- C. It published musical arrangements.
- D. It made musical instruments.

Question 6: It may be inferred from the passage that the first musical cue sheets appeared around _____.

- A. 1896
- B. 1909
- C. 1915
- D. 1927

Question 7: Which of the following notations is most likely to have been included on a musical cue sheet of the early 1900's?

- A. "Calm, peaceful"
- B. "Piano, violin"
- C. "Key of C major"
- D. "Directed by D. W. Griffith"

Question 8: The word “**composed**” is closest in meaning to _____.

- A. selected
- B. combined
- C. played
- D. created

Question 9: The word “**scores**” most likely mean _____.

- A. totals
- B. successes
- C. groups of musicians
- D. musical compositions

Question 10: The passage probably continues with a discussion of _____.

- A. other films directed by D. W. Griffith
- B. famous composers of the early twentieth century
- C. silent films by other directors
- D. the music in Birth of a Nation

■ EXERCISE 6

Glass is a remarkable substance made from the simplest raw materials. It can be colored or colorless, monochrome or polychrome, transparent, translucent, or opaque. It is lightweight impermeable to liquids, readily cleaned and reused, **durable** yet fragile, and often very beautiful. Glass can be decorated in multiple ways and its optical properties are exceptional. In all its myriad forms - as table ware, containers, in architecture and design - glass represents a major achievement in the history of technological developments.

Since the Bronze Age about 3,000 B.C., glass has been used for making various kinds of objects. It was first made from a mixture of silica, lime and an alkali such as soda or potash, and these remained the basic ingredients of glass until the development of lead glass in the seventeenth century. When heated, the mixture becomes soft and malleable and can be formed by various techniques into a vast array of shapes and sizes. The homogeneous mass thus formed by melting then cools to create glass, but in contrast to most materials formed in this way (metals, for instance), glass lacks the crystalline structure normally associated with solids, and instead retains the random molecular structure of a liquid. In effect, as molten glass cools, it progressively stiffens until rigid, but does so without setting up a network of interlocking crystals **customarily** associated with that process. This is why glass shatters so

easily when dealt a blow. Why glass deteriorates over time, especially when **exposed** to moisture, and why glassware must be slowly reheated and uniformly cooled after manufacture to release internal stresses **induced** by uneven cooling.

Another unusual feature of glass is the manner in which its viscosity changes as **it** turns from a cold substance into a hot, ductile liquid. Unlike metals that flow or "freeze" at specific temperatures glass progressively softens as the temperature rises, going through varying stages of malleability until it flows like a thick syrup. Each stage of malleability allows the glass to be manipulated into various forms, by different techniques, and if suddenly cooled the object retains the shape achieved at that point. Glass is thus amenable to a greater number of heat-forming techniques than most other materials.

↪ Questions

Question 1: Why does the author list the characteristics of glass in paragraph 1?

- A. To demonstrate how glass evolved
- B. To show the versatility of glass
- C. To explain glassmaking technology
- D. To explain the purpose of each component of glass

Question 2: The word "**durable**" in paragraph 1 is closest in meaning to _____.

- A. lasting
- B. delicate
- C. heavy
- D. plain

Question 3: What does the author imply about the raw materials used to make glass?

- A. They were the same for centuries.
- B. They are liquid.
- C. They are transparent.
- D. They are very heavy.

Question 4: According to the passage, how is glass that has cooled and become rigid different from most other rigid substances?

- A. It has an interlocking crystal network.
- B. It has an unusually low melting temperature.
- C. It has varying physical properties.
- D. It has a random molecular structure.

Question 5: The word "**customarily**" in paragraph 2 could best be replaced by "_____".

- A. naturally
- B. necessarily
- C. usually
- D. certainly

Question 6: The words "**exposed to**" in paragraph 2 most likely mean _____.

- A. hardened by
- B. chilled with
- C. subjected to
- D. deprived of

Question 7: What must be done to release the internal stresses that build up in glass products during manufacture?

- A. The glass must be reheated and evenly cooled.
- B. The glass must be cooled quickly.
- C. The glass must be kept moist until cooled.
- D. The glass must be shaped to its desired form immediately

Question 8: The word "**induced**" in paragraph 2 is closest in meaning to _____.

- A. joined
- B. missed
- C. caused
- D. lost

Question 9: The word "**it**" in paragraph 3 refers to _____.

- A. feature
- B. glass
- C. manner
- D. viscosity

Question 10: According to the passage, why can glass be more easily shaped into specific forms than can metals?

- A. It resists breaking when heated
- B. It has better optical properties.
- C. It retains heat while its viscosity changes.
- D. It gradually becomes softer as its temperature rises.

■ EXERCISE 7

History books recorded that the first film with sound was The Jazz Singer in 1927. But sound films, or talkies, did not suddenly appear after years of silent **screenings**. From the earliest public performances in 1896, films were accompanied by music and

sound effects. These were produced by a single pianist, a small band, or a full-scale orchestra; large movie theatres could buy sound-effect machines. Research into sound that was reproduced at exactly at the same time as the pictures - called "synchronized sound" – began soon after the very first films were shown. With synchronized sound, characters on the movie screen could sing and speak. As early as 1896, the newly invented gramophone, which played a large disc carrying music and dialogue, was used as a sound system. The biggest disadvantage was that the sound and pictures could become unsynchronized if, for example, the gramophone needle jumped or if the speed of the projector changed. This system was only effective for a single song or dialogue **sequence**.

In the "sound-on-film" system, sound was recorded as a series of marks on celluloid which could be read by an optical sensor. **These signals** would be placed on the film alongside the image, guaranteeing synchronization. Short feature films were produced in this way as early as 1922. This system eventually brought us "talking pictures".

→ Questions

Question 10: The passage is mainly about the _____.

- A. development of sound with movies.
- B. disadvantages of synchronized sound.
- C. research into sound reproduction.
- D. history of silent movies.

Question 2: According to the passage, films using sound effects were screened _____.

- A. as early as 1896 B. before 1896 C. as early as 1922 D. in 1927

Question 3: The word "screenings" is closest in meaning to "_____".

- A. revelations B. projections C. diversions D. demonstrations

Question 4: Which of the following is not mentioned as a producer of sound to accompany movies?

- A. a Jazz Singer B. a single pianist C. a small band D. a gramophone

Question 5: It can be inferred that _____.

- A. orchestras couldn't synchronize sound with the pictures
- B. most movie theaters had a pianist
- C. sound-effect machines were not common because they were expensive
- D. gramophones were developed about the same time as moving pictures.

Question 6: According to the passage, gramophones were ineffective because they _____.

- A. were newly invented and still had imperfections.
- B. got out of synchronization with the picture.
- C. were too large for most movie theaters.
- D. changed speeds when the needle jumped.

Question 7: The word "sequence" is closest in meaning to _____.

- A. interpretation B. distribution C. organization D. progression

Question 8: The phrase "these signals" refers to _____.

- A. series B. sounds C. marks D. sensors

Question 9: According to the passage, sound-on-film guaranteed synchronization because the recording was _____.

- A. made during the film of the picture
- B. inserted beside the image on the film
- C. marked on the gramophone
- D. read by an optical sensor

Question 10: Short feature films produced as early as 1922 _____.

- A. were recorded by optical sensors B. preceding talking pictures
- C. were only effective for dialogue sequences D. put musicians out of work

■ EXERCISE 8

oday's cars are smaller, safer, cleaner and more economical than their predecessors, but the car of the future will be far more pollution-free than those on the road today.

Several new types of automobile engines have already been developed that run on alternative sources of power, such as electricity, compressed natural gas, methanol, steam, hydrogen, propane. Electricity, however, is the only zero-emission option presently available.

Although electric vehicles will not be truly practical until a powerful, **compact** battery or another dependable source of current is available, transportation expects foresee a new assortment of electric vehicles entering everyday life: shorter-range commuter electric cars, three-wheeled neighborhood cars, electric deliver vans, bikes, and trolleys.

As automakers work to develop practical electric vehicles, urban planners and utility engineers are focusing on infrastructure systems to support and make the best use of the new cars. Public **charging** facilities will need to be as common as today's gas stations. Public parking spots on the street or in commercial lots will need to be equipped with devices that allow drivers to charge their batteries while they stop, dine, or attend a concert. To encourage the use of electric vehicles, the most convenient parking in transportation centers might be reserved for electric cars.

Planners foresee electric shuttle buses, trains and neighborhood vehicles all meeting at transit centers that would have facilities for charging and renting. **Commuters** will be able to rent a variety of electric cars to suit their needs: light trucks, one-person three-wheelers, small cars, or electric/gasoline **hybrid** cars for longer trips, which is no doubt take place on automated freeways capable of handling five times number of vehicles that can be carried by a freeway today.

→ Questions

Question 1: The following electric vehicles are all mentioned in the passage **EXCEPT** _____.

- A. trolleys B. trains C. planes D. vans

Question 2: The author's purpose in the passage is to _____.

- A. criticize conventional vehicles.
B. narrate a story about alternative energy vehicles.
C. describe the possibilities for transportation in the future.
D. support the invention of electric cars.

Question 3: The passage would most likely be followed by details about _____.

- A. automated freeways. B. pollution restitutions in the future.
C. the neighborhood of the future. D. electric shuttle buses

Question 4: The word "**compact**" in the second paragraph is closest meaning to _____.

- A. concentrated B. squared C. inexpensive D. long-range

Question 5: In the second paragraph the author implies that _____.

- A. everyday life will stay such the same in the future.
B. electric vehicles are not practical for the future.
C. a dependable source of electric energy will eventually be developed.
D. a single electric vehicle will eventually replace several modern transportation.

Question 6: According to the passage, public parking lots in the future will be _____.

- A. equipped with charging devices. B. more convenient than they are today.
C. much larger than they are today. D. as common as today's gas stations

Question 7: The word "**charging**" in this passage refer to _____.

- A. lightening B. electricity C. credit cards D. parking

Question 8: It can be inferred from the passage that _____.

- A. the present electric engines are the best option as being practical.
B. electricity is the best alternative source of power as it is almost free of pollution.
C. many new types of practical electric engines have been developed.
D. the present cars are more economical than their future generation.

Question 9: The word "**hybrid**" in paragraph 4 is closest meaning to _____.

- A. automated B. hazardous C. futuristic D. combination

Question 10: The word “commuters” in paragraph 4 refer to _____.

- A. cab drivers B. daily travelers C. visitors D. shoppers

■ EXERCISE 9

In this era of increased global warming and diminishing fossil fuel supplies, we must begin to put a greater priority on harnessing alternative energy sources. Fortunately, there are a number of readily available, renewable resources that are both cost-effective and earth-friendly. Two such resources are solar power and geothermal power. Solar energy, which reaches the earth through sunlight, is so abundant that it could meet the needs of worldwide energy consumption 6,000 times over. And solar energy is easily harnessed through the use of photovoltaic cells that convert sunlight to electricity. In the US alone, more than 100,000 homes are equipped with solar electric systems in the form of solar panels or solar roof tiles. And in other parts of the world, including many developing countries, the use of solar system is growing steadily.

Another alternative energy source, which is abundant in specific geographical areas, is geothermal power, which creates energy by tapping heat from below the surface of the earth. Hot water and steam that are trapped in underground pools are pumped to the surface and used to run a generator, which produces electricity. Geothermal energy is 50,000 times more abundant than the entire known supply of fossil fuel resources. And as with solar power, the technology needed to utilize geothermal energy is fairly simple. A prime example of effective geothermal use is in Iceland, a region of high geothermal activity where over 80 percent of private homes are heated by geothermal power. Solar and geothermal energy are just two of promising renewable alternatives to conventional energy sources. The time is long overdue to invest in the development and use of alternative energy on global scale.

↪ Questions

Question 1: What is the main topic of this passage?

- A. The benefits of solar and wind power over conventional energy sources.
B. How energy resources are tapped from nature.
C. Two types of alternative energy sources that should be further utilized.
D. Examples of the use of energy sources worldwide.

Question 2: According to the passage, why should we consider using alternative energy sources?

- A. Because fossil fuels are no longer available.
B. Because global warming has increased the amount of sunlight that reaches the earth.
C. Because they are free and available worldwide.
D. Because conventional energy resources are being depleted, and they cause environmental damage.

Question 3: Which of the following words could best replace the word “harnessing”?

- A. Capturing B. Harassing C. Depleting D. Exporting

Question 4: According to the passage, what can be inferred about solar roof tiles?

- A. They are being used in many undeveloped countries.
B. They can convert geothermal energy to electricity.
C. They are more expensive than solar panels.
D. They contain photovoltaic cells.

Question 5: According to the passage, how is solar energy production similar to geothermal energy production?

- A. They both require the use of a generator.
B. They both use heat from the earth’s surface.
C. They both require fairly simple technology.
D. They are both conventional and costly.

Question 6: Where is the best place in the passage to insert the following sentence:

“Although the US is not utilizing geothermal resources to this extent, the Western US has a similar capacity to generate geothermal power”

- A. after the phrase “earth-friendly”
- B. after the phrase “growing steadily”
- C. after the phrase “by geothermal power”
- D. after the phrase “global scale”

Question 7: According to the passage, which of the following is true about solar power?

- A. There is very little of it available in Iceland.
- B. It is being used in 100, 000 private homes worldwide.
- C. It is 6,000 times more powerful than energy from fossil fuels.
- D. There is enough of it to far exceed the energy needs of the world.

Question 8: What can be inferred about the use of geothermal energy in Iceland?

- A. It is widely used form of energy for heating homes.
- B. Twenty percent of the geothermal energy created is used to heat businesses.
- C. It is not effective for use in private homes.
- D. It is 80 times more effective than traditional forms of energy.

Question 9: What does the author imply about alternative energy sources?

- A. Many different types of alternative energy sources exist.
- B. Most alternative energy sources are too impractical for private use.
- C. Alternative energy is too expensive for developing countries to produce.
- D. Solar and geothermal energy are the effective forms of alternative power

Question 10: What best describes the author’s purpose in writing the passage?

- A. To warn people about the hazards of fossil fuel use.
- B. To describe the advantages and disadvantages of alternative energy use.
- C. To convince people of the benefits of developing alternative energy sources.
- D. To outline the problems and solutions connected with global warming.

■ EXERCISE 10

As the twentieth century began, the importance of formal education in the United States increased. The frontier had mostly disappeared and by 1910 most Americans lived in towns and cities. Industrialization and the bureaucratization of economic life combined with a new emphasis upon credentials and expertise to make schooling increasingly important for economic and social mobility. Increasingly, too, schools were viewed as the most important **means** of integrating immigrants into American society.

The arrival of a great wave of southern and eastern European immigrants at the turn of the century **coincided with** and contributed to an enormous expansion of formal schooling. By 1920 schooling to age fourteen or beyond was compulsory in most states, and the school year was greatly lengthened. Kindergartens, **vacation schools, extracurricular activities**, and vocational education and counseling extended the influence of public schools over the lives of students, many of whom in the larger industrial cities were the children of immigrants. Classes for adult immigrants were sponsored by public schools, corporations, unions, churches, settlement houses, and other agencies.

Reformers early in the twentieth century suggested that education programs should suit the needs of specific populations. Immigrant women were once such population. Schools tried to educate young women so they could occupy productive places in the urban industrial economy, and one place many educators considered appropriate for women was the home.

Although looking after the house and family was familiar to immigrant women, American education gave homemaking a new definition. In preindustrial economies, homemaking had meant the production as well as the consumption of goods, and **it** commonly included income-producing activities both inside and outside the home, in the highly industrialized early-twentieth-century United States, however, overproduction rather than scarcity was becoming a problem. Thus, the ideal American homemaker was viewed as a consumer rather than a producer. Schools trained women to be consumer homemakers

cooking, shopping, decorating, and caring for children "efficiently" in their own homes, or if economic necessity demanded, as employees in the homes of others. Subsequent reforms have made these notions seem quite out-of-date.

➔ Questions

Question 1: The paragraph preceding the passage probably discusses ____.

- A. the industrialization and the bureaucratization of economic life the United States in the nineteenth century.
- B. the formal schooling in the United States in the nineteenth century.
- C. the urbanization in the United States in the nineteenth century.
- D. the most important means of integrating immigrants into American society in the nineteenth century.

Question 2: It can be inferred from paragraph 1 that one important factor in the increasing importance of education in the United States was ____.

- A. the expanding economic problems of schools
- B. the growing number of schools in frontier communities
- C. an increase in the number of trained teachers
- D. the increased urbanization of the entire country

Question 3: The word “means” in line 5 is closest in meaning to ____.

- A. qualifications B. method C. advantages D. probability

Question 4: The phrase “coincided with” in line 7 is closest in meaning to ____.

- A. happened at the same time as B. ensured the success of
- C. was influenced by D. began to grow rapidly

Question 5: According to the passage, one important change in United States education by the 1920's was that ____.

- A. the amount of time spent on formal education was limited
- B. new regulations were imposed on nontraditional education
- C. adults and children studied in the same classes
- D. most places required children to attend school

Question 6: “Vacation schools and extracurricular activities” are mentioned in line 9 to illustrate ____.

- A. activities that competed to attract new immigrants to their programs.
- B. alternatives to formal education provided by public schools
- C. the importance of educational changes
- D. the increased impact of public schools on students

Question 7: According to the passage, early-twentieth century education reformers believed that ____.

- A. special programs should be set up in frontier communities to modernize them
- B. corporations and other organizations damaged educational progress
- C. different groups needed different kinds of education
- D. more women should be involved in education and industry

Question 8: The word “it” in line 19 refers to ____.

- A. education B. consumption C. production D. homemaking

Question 9: Women were trained to be consumer homemakers as a result of ____.

- A. scarcity in the highly industrialized early-twentieth-century United States
- B. economic necessity in the highly industrialized early-twentieth-century United States
- C. income-producing activities in the highly industrialized early-twentieth-century United States
- D. overproduction in the highly industrialized early-twentieth-century United States

Question 10: Which paragraph mentions the importance of abilities and experience in formal schooling?

- A. Paragraph 2 B. Paragraph 4 C. Paragraph 1 D. Paragraph 3

■ EXERCISE 11

erman Melville, an American author best known today for his novel *Moby Dick*, was actually more popular during his lifetime for some of his other works. He traveled extensively and used the knowledge gained during his travels as the basis for his early novels. In 1837, at the age of eighteen, Melville signed as a cabin boy on a merchant ship that was to sail from his Massachusetts home to Liverpool, England. His experiences on this trip served as a **basis** for the novel *Redburn* (1849). In 1841, Melville set out on a whaling ship headed for the South Seas. After jumping ship in Tahiti, he wandered around the islands of Tahiti and Moorea. This South Sea island sojourn was a backdrop to the novel *Omoo* (1847). After three years away from home, Melville joined up with a U.S. naval **frigate** that was returning to the eastern United States around Cape Horn. The novel *White Jacket* (1850) describes this lengthy voyage as a navy seaman.

With the publication of these early adventure novels, Melville developed a strong and loyal following among readers eager for his tales of exotic places and situations. However, in 1851, with the publication of *Moby Dick*, Melville's popularity started to diminish. *Moby Dick*, on one level the saga of the hunt for the great white whale, was also a heavily symbolic allegory of the heroic struggle of humanity against the universe. The public was not ready for Melville's literary **metamorphosis** from romantic adventure to philosophical symbolism. It is ironic that the novel that served to diminish Melville's popularity during his lifetime is the one for which he is best known today.

→ Questions

Question 1: The main subject of the passage is _____.

- | | |
|-----------------------------------|--|
| A. Melville's travels | B. the popularity of Melville's novels |
| C. Melville's personal background | D. <i>Moby Dick</i> |

Question 2: According to the passage, Melville's early novels were _____.

- | | |
|--|-----------------------------------|
| A. published while he was traveling | B. completely fictional |
| C. all about his work on whaling ships | D. based on his travel experience |

Question 3: In what year did Melville's book about his experiences as a cabin boy appear?

- | | | | |
|---------|---------|---------|---------|
| A. 1837 | B. 1841 | C. 1847 | D. 1849 |
|---------|---------|---------|---------|

Question 4: The word “**basis**” in paragraph 1 is closest in meaning to _____.

- | | | | |
|---------------|------------|-----------|-----------------|
| A. background | B. message | C. bottom | D. dissertation |
|---------------|------------|-----------|-----------------|

Question 5: The passage implies that Melville stayed in Tahiti because _____.

- A. he had unofficially left his ship
- B. he was on leave while his ship was in port
- C. he had finished his term of duty
- D. he had received permission to take a vacation in Tahiti

Question 6: A “**frigate**” in paragraph 1 is probably _____.

- | | | | |
|--------------|-----------|------------|-------------------|
| A. an office | B. a ship | C. a troop | D. a fishing boat |
|--------------|-----------|------------|-------------------|

Question 7: How did the publication of *Moby Dick* affect Melville's popularity?

- A. His popularity increased immediately.
- B. It had no effect on his popularity.
- C. It caused his popularity to decrease.
- D. His popularity remained as strong as ever.

Question 8: According to the passage, *Moby Dick* is _____.

- A. a romantic adventure
- B. a single-faceted work
- C. a short story about a whale
- D. symbolic of humanity fighting the universe

Question 9: The word “**metamorphosis**” in paragraph 2 is closest in meaning to _____.

- | | | | |
|-----------|-----------|--------------|------------|
| A. circle | B. change | C. mysticism | D. descent |
|-----------|-----------|--------------|------------|

Question 10: The passage would most likely be assigned reading in a course on _____.

- | | |
|------------------------------|-------------------------------|
| A. nineteenth-century novels | B. American history |
| C. oceanography | D. modern American literature |

■ EXERCISE 12

An air pollutant is defined as a compound added directly or indirectly by humans to the atmosphere in such quantities as to affect humans, animals, vegetation, or materials **adversely**. Air pollution requires a very flexible definition that permits continuous change. When the first air pollution laws were established in England in the fourteenth century, air pollutants were limited to compounds that could be seen or smelled - a far cry from the extensive list of harmful substances known today. As technology has developed and knowledge of the health aspects of various chemicals has increased, the list of air pollutants has lengthened. In the future, even water vapor might be considered an air pollutant under certain conditions.

Many of the more important air pollutants, such as sulfur oxides, carbon monoxide, and nitrogen oxides, are found in nature. As the Earth developed, the concentration of these pollutants was altered by various chemical reactions; they became components in biogeochemical cycles. **These** serve as an air purification scheme by allowing the compounds to move from the air to the water or soil. On a global basis, nature's output of these compounds dwarfs that resulting from human activities.

However, human production usually occurs in a **localized** area, such as a city. In such a region, human output may be dominant and may temporarily overload the natural purification scheme of the cycles. The result is an increased concentration of noxious chemicals in the air. The concentrations at which the adverse effects appear will be greater than the concentrations that the pollutants would have in the absence of human activities. The actual concentration need not be large for a substance to be a pollutant; in fact, the numerical value tells us little until we know how much of an increase this represents over the concentration that would occur naturally in the area. For example, sulfur dioxide has **detectable** health effects at 0.08 parts per million (ppm), which is about 400 times its natural level. Carbon monoxide, however, has a natural level of 0.1 ppm and is not usually a pollutant until its level reaches about 15 ppm.

→ Questions

Question 1: What does the passage mainly discuss?

- A. The economic impact of air pollution.
- B. What constitutes an air pollutant.
- C. How much harm air pollutants can cause.
- D. The effects of compounds added to the atmosphere.

Question 2: The word “**adversely**” in the first paragraph is closest in meaning to ____.

- A. negatively
- B. quickly
- C. admittedly
- D. considerably

Question 3: It can be inferred from the first paragraph that ____.

- A. water vapor is an air pollutant in localized areas
- B. most air pollutants today can be seen or smelled
- C. the definition of air pollution will continue to change
- D. a substance becomes an air pollutant only in cities

Question 4: The word “**These**” in the second paragraph is closest in meaning to ____.

- A. the various chemical reactions
- B. the pollutants from the developing Earth
- C. the compounds moved to the water or soil
- D. the components in biogeochemical cycles

Question 5: For which of the following reasons can natural pollutants play an important role in controlling air pollution?

- A. They function as part of a purification process.
- B. They occur in greater quantities than other pollutants.
- C. They are less harmful to living beings than other pollutants.
- D. They have existed since the Earth developed.

Question 6: According to the passage, human-generated air pollution in localized regions _____.

- A. can be dwarfed by nature's output of pollutants
- B. can overwhelm the natural system that removes pollutants
- C. will damage areas outside of the localized regions
- D. will react harmfully with natural pollutants

Question 7: The word “**localized**” in the third paragraph is closest in meaning to _____.

- A. specified
- B. circled
- C. surrounded
- D. encircled

Question 8: According to the passage, the numerical value of the concentration level of a substance is only useful if _____.

- A. the other substances in the area are known
- B. it is in a localized area
- C. the natural level is also known
- D. it can be calculated quickly

Question 9: The word “**detectable**” in the third paragraph is closest in meaning to _____.

- A. beneficial
- B. special
- C. measurable
- D. separable

Question 10: Which of the following is best supported by the passage?

- A. To effectively control pollution, local government should regularly review their air pollution laws.
- B. One of the most important steps in preserving natural lands is to better enforce air pollution laws.
- C. Scientists should be consulted in order to establish uniform limits for all air pollutants.
- D. Human activities have been effective in reducing air pollution.

■ EXERCISE 13

The history of clinical nutrition, or the study of the relationship between health and how the body takes in and utilizes food substances, can be divided into four distinct eras: the first began in the nineteenth century and extended into the early twentieth century when it was recognized for the first time that food contained constituents that were essential for human function and that different foods provided different amounts of these essential agents. Near the end of this era, research studies demonstrated that rapid weight loss was associated with nitrogen imbalance and could only be rectified by providing adequate dietary protein associated with certain foods.

The second era was initiated in the early decades of the twentieth century and might be called "the vitamin period." Vitamins came to be recognized in foods, and deficiency syndromes were described. As vitamins became recognized as essential food constituents necessary for health, it became **tempting** to suggest that every disease and condition for which there had been no previous effective treatment might be responsive to vitamin therapy. At that point in time, medical schools started to become more interested in having their curricula integrate nutritional concepts into the basic sciences. Much of the focus of this education was on the recognition of deficiency symptoms. Herein lay the beginning of what ultimately turned from ignorance to denial of the value of nutritional therapies in medicine. **Reckless** claims were made for effects of vitamins that went far beyond what could actually be achieved from the use of **them**.

In the third era of nutritional history in the early 1950's to mid-1960's, vitamin therapy began to fall into disrepute. **Concomitant with** this, nutrition education in medical schools also became less popular. It was just a decade before this that many drug companies had found their vitamin sales **skyrocketing** and were quick to supply practicing physicians with generous samples of vitamins and literature extolling the virtue of supplementation for a variety of health-related conditions. Expectations as to the success of vitamins in disease control were exaggerated. As is known in retrospect, vitamin and mineral therapies are much less effective when applied to health-crisis conditions than when applied to long-term problems of under nutrition that lead to chronic health problems.

➔ Questions

Question 1: What does the passage mainly discuss?

- A. The stages of development of clinical nutrition as a field of study
- B. The effects of vitamins on the human body
- C. Nutritional practices of the nineteenth century
- D. The history of food preferences from the nineteenth century to the present

Question 2: It can be inferred from the passage that which of the following discoveries was made during the first era in the history of nutrition?

- A. Effective techniques of weight loss were determined.
- B. Vitamins were synthesized from foods.
- C. Certain foods were found to be harmful to good health.
- D. Protein was recognized as an essential component of diet.

Question 3: The word “**tempting**” is closest in meaning to _____.

- A. realistic
- B. attractive
- C. correct
- D. necessary

Question 4: It can be inferred from the passage that medical schools began to teach concepts of nutrition in order to _____.

- A. encourage medical doctors to apply concepts of nutrition in the treatment of disease
- B. convince medical doctors to participate in research studies on nutrition
- C. convince doctors to conduct experimental vitamin therapies on their patients
- D. support the creation of artificial vitamins

Question 5: The word “**Reckless**” is closest in meaning to _____.

- A. informative
- B. recorded
- C. irresponsible
- D. urgent

Question 6: The word “**them**” refers to _____.

- A. therapies
- B. vitamins
- C. effects
- D. claims

Question 1: Why did vitamin therapy begin losing favor in the 1950's?

- A. The public lost interest in vitamins
- B. Nutritional research was of poor quality
- C. Claims for the effectiveness of vitamin therapy were seen to be exaggerated.
- D. Medical schools stopped teaching nutritional concepts

Question 1: The phrase “**concomitant with**” is closest in meaning to _____.

- A. in regard to
- B. in dispute with
- C. prior to
- D. in conjunction with

Question 1: The word “**skyrocketing**” is closest in meaning to _____.

- A. surprising
- B. increasing rapidly
- C. acceptable
- D. internationally popular

Question 1: The paragraph following the passage most probably discusses _____.

- A. problems associated with undernutrition
- B. why nutrition education lost its appeal
- C. the fourth era of nutrition history
- D. how drug companies became successful

■ EXERCISE 14

Colors are one of the most exciting experiences in life. I love them, and they are just as important to me as emotions are. Have you ever wondered how the two are so **intimately** related?

Color directly affects your emotions. Color both reflects the current state of your emotions, and is something that you can use to improve or change your emotions. The color that you choose to wear either reflects your current state of being, or reflects the color or emotion that you need.

The colors that you wear affect you much more than **they** affect the people around you. Of course they also affect anyone who comes in contact with you, but you are the one **saturated with** the color all day! I even choose items around me based on their color. In the morning, I choose my clothes based on the color or emotion that I need for the day. So you

can consciously use color to control the emotions that you are exposed to, which can help you to feel better.

Color, sound, and emotions are all vibrations. Emotions are literally energy in motion; they are meant to move and flow. This is the reason that real feelings are the fastest way to get your energy in motion. Also, flowing energy is exactly what creates healthy cells in your body. So, the fastest way to be healthy is to be open to your real feelings. Alternately, the fastest way to create disease is to inhibit your emotions.

→ Questions

Question 1: What is the main idea of the passage?

- A. Colors are one of the most exciting.
- B. Colorful clothes can change your mood
- C. Emotions and colors are closely related to each other
- D. Colors can help you become healthy.

Question 2: Which of the following can be affected by color?

- A. Your need for thrills
- B. Your friend's feelings
- C. Your mood
- D. Your appetite

Question 3: Who is more influenced by colors you wear?

- A. You are more influenced
- B. Your family
- C. The people around you are more influenced
- D. Anyone

Question 4: According to the passage, what do color, sound, and emotion all have in common?

- A. They are all related to health
- B. They are all forms of motion
- C. They all affect the cells of the body
- D. None is correct

Question 5: According to this passage, what creates disease?

- A. Wearing the color black
- B. Ignoring your emotions
- C. Being open to your emotions
- D. Exposing yourself to bright colors

Question 6: The term “**intimately**” in paragraph 1 is closest in meaning to _____.

- A. clearly
- B. closely
- C. simply
- D. obviously

Question 7: The term “**they**” in paragraph 3 refers to _____.

- A. emotions
- B. colors
- C. people
- D. none of these

Question 8: Why does the author mention that color and emotions are both vibrations?

- A. Because vibrations make you healthy
- B. Because they both affect how we feel.
- C. To prove the relationship between emotions and color.
- D. To show how color can affect energy levels in the body.

Question 9: The phrase “**saturated with**” in paragraph 3 is closest in meaning to

- A. covered with
- B. bored with
- C. in need of
- D. lacking in

Question 10: What is the purpose of the passage?

- A. to give an objective account of how colors affect emotions
- B. to prove the relationship between color and emotion
- C. to persuade the reader that colors can influence emotions and give a person more energy
- D. to show that colors are important for a healthy life

■ EXERCISE 15

earning means acquiring knowledge of developing the ability to perform new behaviors. It is common to think of learning as something that takes place in school, but much of human learning occurs outside the classroom, and people continue to learn throughout their lives.

Even before they enter school, young children learn to walk, to talk, and to use their hands to manipulate toys, food, and other objects. They use all of their senses to learn about the sights, sounds, tastes, and smells in their environments. They learn how to interact with their parents, siblings, friends, and other people important to their world. When they enter

school, children learn basic academic subjects such as reading, writing, and mathematics. They also continue to learn a great deal outside the classroom. They learn which behaviors are likely to be rewarded and which are likely to be punished. They learn social skills for interacting with other children. After they finish school, people must learn to adapt to the many major changes that affect their lives, such as getting married, raising children, and finding and keeping a job.

Because learning continues throughout our lives and affects almost everything we do, the study of learning is important in many different fields. Teachers need to understand the best ways to educate children. Psychologists, social workers, criminologists, and other human-service workers need to understand how certain experiences change people's behaviors. Employers, politicians, and advertisers make use of the principles of learning to influence the behavior of workers, voters, and consumers.

Learning is closely related to memory, which is the storage of information in the brain. Psychologists who study memory are interested in how the brain stores knowledge, where this storage takes place, and how the brain later **retrieves** knowledge when we need it. In contrast, psychologists who study learning are more interested in behavior and how behavior changes as a result of a person's experiences.

There are many forms of learning, ranging from simple to complex. Simple forms of learning involve a single stimulus. A stimulus is anything perceptible to the senses, such as a sight, sound, smell, touch, or taste. In a form of learning known as classical conditioning, people learn to associate two stimuli that occur in sequence, such as lightning followed by thunder. In operant conditioning, people learn by forming an association between a behavior and its consequences (reward or punishment). People and animals can also learn by observation – that is, by watching others perform behaviors. More complex forms of learning include learning languages, concepts, and motor skills.

➔ Questions

Question 1: According to the passage, which of the following is learning in broad view comprised of?

- A. Knowledge acquisition and ability development
- B. Acquisition of academic knowledge
- C. Acquisition of social and behavioural skills
- D. Knowledge acquisition outside the classroom

Question 2: According to the passage, what are children **NOT** usually taught outside the classroom?

- | | |
|--------------------------------|---------------------|
| A. Interpersonal communication | B. Life skills |
| C. Literacy and calculation | D. Right from wrong |

Question 3: Getting married, raising children, and finding and keeping a job are mentioned in paragraph 2 as examples of _____.

- A. The changes to which people have to orient themselves
- B. The situations in which people cannot teach themselves
- C. The areas of learning which affect people's lives
- D. The ways people's lives are influenced by education

Question 4: Which of the following can be inferred about the learning process from the passage?

- A. It becomes less challenging and complicated when people grow older.
- B. It plays a crucial part in improving the learner's motivation in school.
- C. It takes place more frequently in real life than in academic institutions.
- D. It is more interesting and effective in school than that in life.

Question 5: According to the passage, the study of learning is important in many fields due to _____.

- A. The influence of various behaviours in the learning process
- B. The great influence of the on-going learning process
- C. The exploration of the best teaching methods

D. The need for certain experiences in various areas

Question 6: It can be inferred from the passage that social workers, employers, and politicians concern themselves with the study of learning because they need to ____.

- A. Thoroughly understand the behaviours of the objects of their interest
- B. Understand how a stimulus relates to the senses of the objects of their interest
- C. Change the behaviours of the objects of their interest towards learning
- D. Make the objects of their interest more aware of the importance of learning

Question 7: The word “**retrieves**” in paragraph 4 is closest in meaning to ____.

- A. Generates
- B. creates
- C. gains
- D. recovers

Question 8: Which of the following statements is **NOT** true according to the passage?

- A. Psychologists studying memory are concerned with the brain’s storage of knowledge.
- B. Psychologists are all interested in memory as much as behaviours.
- C. Psychologists studying learning are interested in human behaviours.
- D. Psychologists studying memory are concerned with how the stored knowledge is used.

Question 9: According to the passage, the stimulus in simple forms of learning ____.

- A. is created by the senses
- B. is associated with natural phenomena
- C. makes associations between behaviours
- D. bears relation to perception

Question 10: The passage mainly discusses ____.

- A. General principles of learning
- B. Application of learning principles to formal education
- C. Simple forms of learning
- D. Practical examples of learning inside the classroom

■ EXERCISE 16

Commuting is the practice of travelling a long distance to a town or city to work each day, and then travelling home again in the evening. The word *commuting* comes from commutation ticket, a US rail ticket for **repeated** journeys, called a season ticket in Britain. Regular travellers are called commuters.

The US has many commuters. A few, mostly on the East Coast, commute by train or subway, but most depend on the car. Some leave home very early to avoid the traffic jams, and sleep in their cars until their office opens. Many people accept a long trip to work so that they can live in quiet bedroom communities away from the city, but another reason is ‘white flight’. In the 1960s most cities began to desegregate their schools, so that there were no longer separate schools for white and black children. Many white families did not want to send their children to desegregated schools, so they moved to the suburbs, which have their own schools, and where, for various reasons, few black people live.

Millions of people in Britain commute by car or train. Some spend two or three hours a day travelling, so that they and their families can live in suburbia or in the countryside. Cities are surrounded by commuter belts. Part of the commuter belt around London is called the stockbroker belt because it contains houses where rich business people live. Some places are becoming dormitory towns, because people sleep there but take little part in local activities.

Most commuters travel to and from work at the same time, causing the morning and evening rush hours, when buses and trains are crowded and there are traffic jams on the roads. Commuters on trains rarely talk to each other and spend their journey reading, sleeping or using their mobile phones, though this is not popular with other passengers. Increasing numbers of people now work at home some days of the week, **linked to** their offices by computer, a practice called telecommuting.

Cities in both Britain and the US are trying to reduce the number of cars coming into town each day. Some companies encourage car pooling (called car sharing in Britain), an arrangement for people who live and work near each other to travel together. Some US cities have a public service that helps such people to contact each other, and traffic lanes are reserved for car-pool vehicles. But cars and petrol/gas are cheap in the US, and many people

prefer to drive alone because **it** gives them more freedom. In Britain many cities have park-and-ride schemes, car parks on the edge of the city from which buses take drivers into the centre.

→ Questions

Question 1: Which of the following definitions of *commuting* would the author of this passage most probably agree with?

- A. Travelling to work and then home again in a day within a rural district.
- B. Travelling for hours from a town or city to work in the countryside every day.
- C. Regularly travelling a long distance between one's place of work and one's home.
- D. Using a commutation ticket for special journeys in all seasons of the year.

Question 2: The word "**repeated**" in paragraph 1 most probably means _____.

- A. buying a season ticket again.
- B. happening again and again.
- C. saying something again.
- D. doing something once again.

Question 3: The passage mentions that many Americans are willing to travel a long distance to work in order to be able to live in _____.

- A. quiet neighbourhoods
- B. comfortable bedrooms
- C. city centres
- D. noisy communities

Question 4: Which of the following is true according to the passage?

- A. The US has considerably more commuters than Britain.
- B. Commuting helps people in the US and Britain save a lot of time.
- C. Britain has considerably more commuters than the US.
- D. Both the US and Britain have a great number of commuters.

Question 5: Which of the following is **NOT** true about the London commuter belt?

- A. It surrounds London.
- B. It is in central London.
- C. It is home to some wealthy business people.
- D. It is like "bedroom communities" in the US.

Question 6: It can be inferred from the passage that dormitory towns in Britain are places where people _____.

- A. stay for the night
- B. contribute to the local community
- C. are employed locally
- D. take part in local activities

Question 7: As mentioned in the passage, commuters usually _____.

- A. talk to each other during train journeys
- B. go to work at different hours
- C. go home from work at different hours
- D. cause traffic congestion on the roads

Question 8: The phrase "**linked to**" in paragraph 4 is closest in meaning to _____.

- A. shared with
- B. satisfied with
- C. connected to
- D. related to

Question 9: All of the following are measures to reduce the number of cars coming into town each day in the US and/or Britain **EXCEPT** _____.

- A. traffic lanes for car pooling
- B. free car parks in the city centre
- C. park-and-ride schemes
- D. car pooling/sharing

Question 10: The word "**it**" in the last paragraph refers to _____.

- A. travelling together
- B. car pool
- C. driving alone
- D. petrol/gas

■ EXERCISE 17

Under the Medicare insurance policy, people approaching 65 may enroll during the seven-month period that includes three months before the sixty-fifth birthday, the month in which the birthday falls, and three months after the birthday. However, if they wish the insurance coverage to begin when they reach 65, they must enroll three months before their birthday. People who do not enroll within their first enrollment period may enroll later, during the first three months of each year. Those people, however, must pay 10%

additional for each twelve-month period that **elapsed** since they first could have enrolled. The monthly premium is **deducted** from social security payments, railroad retirement or **civil service** retirement benefits.

➔ Questions

Question 1: The author's purpose is to _____.

- A. describe the benefits of Medicare
- B. stimulate enrollment in Medicare
- C. advertise Medicare
- D. tell people when they may enroll in Medicare

Question 2: People would pay 10% more for their insurance if they _____.

- A. were under 65
- B. applied seven months before their sixty-fifth birthday
- C. enrolled after their sixty-fifth birthday
- D. enrolled in a private plan

Question 3: To start coverage by Medicare on their sixty-fifth birthday, people must apply _____.

- A. seven months before their birthday
- B. four months before their birthday
- C. three months before their birthday
- D. the month in which their birthday occurs

Question 4: The word "**deducted**" in the passage can be replaced by _____.

- A. taken away
- B. protected
- C. subtracted
- D. escaped

Question 5: The seven-month period described in this passage includes _____.

- A. seven months before the subscriber's birthday
- B. seven months after the subscriber's birthday
- C. seven months since the subscriber's birthday
- D. three months before, three months after, and the month during which the subscriber's birthday occurs

Question 6: The word "**elapsed**" in the passage most closely means _____.

- A. passed
- B. finished
- C. ended
- D. expired

Question 7: The period after the sixty-fifth birthday during which people may apply for Medicare is _____.

- A. a quarter of a year
- B. seven months
- C. one month
- D. January 1 to March 31 yearly

Question 8: Medicare subscriber's premiums _____.

- A. are due the first of every month
- B. are taken out of their salaries
- C. are subtracted from their pension
- D. come from the government

Question 9: The word "**civil service**" in this passage is relating to _____.

- A. the government workers
- B. the citizens of a country
- C. the office workers
- D. the factory workers

Question 10: You can infer that people over 65 who enroll two years after they could have enrolled pay 10% more for two years and then could _____.

- A. continue to pay more than people who enrolled before they were 65
- B. pay less than people who enrolled before 65
- C. pay the same as people who enrolled before 65
- D. be excluded from the Medicare plan completely

■ EXERCISE 18

ay 7, 1840, was the birthday of one of the most famous Russian composers of the nineteenth century Peter Illich Tchaikovsky. The son of a mining inspector, Tchaikovsky studied music as a child and later studied composition at the St. Petersburg Conservatory. His greatest period of **productivity** occurred between 1876 and

1890, during which time he **enjoyed the patronage of** Madame von Meck, a woman he never met, who gave him a living stipend of about \$1,000.00 a year. Madame von Meck later **terminated** her friendship with Tchaikovsky, as well as his living allowance, when she, herself, was facing financial difficulties. It was during the time of Madame von Meck's patronage, however, that Tchaikovsky created the music for which he is most famous, including the music for the ballets of Swan Lake and The Sleeping Beauty.

Tchaikovsky's music, well known for its rich melodic and sometimes melancholy passages, was one of the first that brought serious dramatic music to dance. Before this, little attention had been given to the music **behind** the dance. Tchaikovsky died on November 6, 1893, ostensibly of cholera, though there are now some scholars who argue that he committed suicide.

➔ Questions

Question 1: With what topic is the passage primarily concerned?

- A. the life and music of Tchaikovsky
- B. development of Tchaikovsky's music for ballets
- C. Tchaikovsky's relationship with Madame Von Meck
- D. the cause of Tchaikovsky's death

Question 2: Which of the following is closest in meaning to the word "productivity"?

- A. fertility
- B. affinity
- C. creativity
- D. maturity

Question 3: The phrase "enjoyed the patronage of" probably means _____.

- A. liked the company of
- B. was mentally attached to
- C. solicited the advice of
- D. was financially dependent upon

Question 1: Which of the following could best replace the word "terminated"?

- A. discontinued
- B. resolved
- C. exploited
- D. hated

Question 5: According to the passage, all of the following describe Madame von Meck EXCEPT _____.

- A. She had economic troubles.
- B. She was generous.
- C. She enjoyed Tchaikovsky's music.
- D. She was never introduced to Tchaikovsky.

Question 6: It is known that before Tchaikovsky, _____.

- A. the music behind the dance had been taken seriously
- B. serious dramatic music had been already brought to dance
- C. the music behind the dance had been given very little attention.
- D. music had been famous for its rich melodic passages

Question 7: According to the passage, for what is Tchaikovsky's music most well known?

- A. its repetitive and monotonous tones
- B. the ballet-like quality of the music
- C. its lively, capricious melodies
- D. the richness and melodic drama of the music

Question 8: According to the passage, "Swan Lake" and "The Sleeping Beauty" are _____.

- A. dances
- B. songs
- C. operas
- D. plays

Question 9: Which of the following is NOT mentioned in the passage?

- A. Tchaikovsky's influence on ballet music
- B. Tchaikovsky's unhappiness leading to suicide
- C. the patronage of Madame von Meck
- D. Tchaikovsky's productivity in composing

Question 10: Which of the following is closest in meaning to the word "behind"?

- A. supporting
- B. in back of
- C. going beyond
- D. concealing

■ EXERCISE 19

Although they are an inexpensive supplier of vitamins, minerals, and high-quality protein, eggs also contain a high level of blood cholesterol, one of the major causes of heart diseases. One egg yolk, in fact, contains a little more than two-thirds of the suggested daily cholesterol limit. This knowledge has caused egg sales to plummet in recent years, which in turn has brought about the development of several alternatives to eating regular eggs. One alternative is to eat substitute eggs. These egg substitutes are not really eggs, but they look **somewhat** like eggs when they are cooked. They have the advantage of having low cholesterol rates, and they can be scrambled or used in baking. One disadvantage, however, is that they are not good for frying, poaching, or boiling. A second alternative to regular eggs is a new type of egg, sometimes called 'designer' eggs. These eggs are produced by hens that are fed low-fat diets consisting of ingredients such as canola oil, flax, and rice bran. In spite of their diets, however, these hens produce eggs that contain the same amount of cholesterol as regular eggs. Yet, the producers of these eggs claim that eating their eggs will not raise the blood cholesterol in humans.

Egg producers claim that their product has been portrayed unfairly. They cite scientific studies to **back up** their claim. And, in fact, studies on the relationship between eggs and human cholesterol levels have brought **mixed results**. It may be that it is not the type of egg that is the main determinant of cholesterol but the person who is eating the eggs. Some people may be more sensitive to cholesterol derived from food than other people. In fact, there is evidence that certain dietary fats stimulate the body's production of blood cholesterol. Consequently, while it still makes sense to limit one's intake of eggs, even designer eggs, it seems that doing this without regulating dietary fat will probably not help reduce the blood cholesterol level.

↪ Questions

Question 1: What is the main purpose of the passage?

- A. To introduce the idea that dietary fat increases the blood cholesterol level.
- B. To inform people about the relationship between eggs and cholesterol.
- C. To persuade people that eggs are unhealthy and should not be eaten
- D. To convince people to eat 'designer' eggs and egg substitutes.

Question 2: According to the passage, which of the following is a cause of heart diseases?

- A. minerals
- B. cholesterol
- C. canola oil
- D. vitamins

Question 3: Which of the following could best replace the word “**somewhat**”?

- A. in fact
- B. a little
- C. indefinitely
- D. a lot

Question 4: What has been the cause for changes in the sale of eggs?

- A. increasing price
- B. decreased production
- C. dietary changes in hens
- D. concerns about cholesterol

Question 5: According to the passage, one yolk contains approximately what fraction of the suggested daily limit for human consumption of cholesterol?

- A. 3/4
- B. 2/3
- C. 1/2
- D. 1/3

Question 6: The word “**portrayed**” could best be replaced by which of the following?

- A. studied
- B. destroyed
- C. tested
- D. described

Question 7: What is the meaning of “**back up**”?

- A. reverse
- B. advance
- C. block
- D. support

Question 8: What is meant by the phrase 'mixed results'?

- A. The results are blended.
- B. The results are a composite of things.
- C. The results are inconclusive.
- D. The results are mingled together.

Question 9: According to the passage, egg substitutes cannot be used to make any of following types of eggs **EXCEPT** _____.

- A. boiled
- B. poached
- C. scrambled
- D. fried

Question 10: According to the author, which of the following may reduce blood cholesterol?

- A. reducing egg intake but not fat intake
- B. increasing egg intake and fat intake
- C. decreasing egg intake and fat intake
- D. increasing egg intake but not fat intake

■ EXERCISE 20

carbohydrates, which are sugars, are an essential part of a healthy diet. They provide the main source of energy for the body, and they also **function** to flavor and sweeten foods. Carbohydrates **range** from simple sugars like glucose to complex sugars such as amylose and amylopectin. Nutritionists estimate that carbohydrates should make up about one-fourth to one-fifth of a person's diet. This translates to about 75-100 grams of carbohydrates per day.

A diet that is **deficient** in carbohydrates can have an adverse effect on a person's health. When the body lacks a sufficient amount of carbohydrates it must then use its protein supplies for energy, a process called gluconeogenesis. **This**, however, results in a lack of necessary protein, and further health difficulties may occur. A lack of carbohydrates can also lead to ketosis, a build-up of ketones in the body that causes fatigue, lethargy, and bad breath.

↪ Questions

Question 1: What is the main idea of this passage?

- A. Carbohydrates are needed for good health.
- B. Carbohydrates prevent a build-up of proteins.
- C. Carbohydrates can lead to ketosis.
- D. Carbohydrates are an expendable part of a good diet.

Question 2: The word "**function**" as used in line 2 refers to which of the following?

- A. neglect
- B. serve
- C. dissolve
- D. profess

Question 3: The word "range" as used in line 3 is closest in meaning to which of the following?

- A. probe
- B. proceed
- C. hail
- D. extend

Question 4: According to the passage, what do most nutritionists suggest?

- A. Sufficient carbohydrates will prevent gluconeogenesis.
- B. Carbohydrates are simple sugars called glucose.
- C. Carbohydrates should make up about a quarter of a person's daily diet.
- D. Carbohydrates should be eaten in very small quantities.

Question 5: Which of the following do carbohydrates **NOT** do?

- A. prevent ketosis
- B. cause gluconeogenesis
- C. provide energy for the body
- D. flavor and sweeten food

Question 6: Which of the following words could best replace "deficient" as used in line 6?

- A. outstanding
- B. abundant
- C. insufficient
- D. unequal

Question 7: What does the word "**this**" refer to in line 8?

- A. using protein supplies for energy
- B. converting carbohydrates to energy
- C. having a deficiency in carbohydrates
- D. having an insufficient amount of protein

Question 8: According to the passage, which of the following does **NOT** describe carbohydrates?

- A. a protein supply
- B. a necessity
- C. a range of sugars
- D. an energy source

Question 9: Which of the following best describes the author's tone?

- A. sensitive
- B. emotional
- C. informative
- D. regretful

Question 10: Which of the following best describes the organization of this passage?

- A. Cause and result
- B. Comparison and contrast
- C. Specific to general
- D. Definition and example

■ EXERCISE 21

Until recently, most American entrepreneurs were men. Discrimination against women in business, the demands of caring for families, and lack of business training had kept the number of women entrepreneurs small. Now, however, businesses owned by women account for more than \$40 billion in annual revenues, and this figure is likely to continue rising throughout the 1990s. As Carolyn Doppelt Gray, an official of the Small Business Administration, has noted, "The 1970s was the decade of women entering

management, and the 1980s turned out to be the decade of the woman entrepreneur". What are some of the factors behind this trend? For one thing, as more women earn advanced degrees in business and enter the corporate world, they are finding obstacles. Women are still **excluded** from most executive suites. Charlotte Taylor, a management consultant, had noted, "In the 1970s women believed if they got an MBA and worked hard they could become chairman of the board. Now they've found out **that** isn't going to happen, so they go out on their own".

In the past, most women entrepreneurs worked in "women's" fields: cosmetics and clothing, for example. But this is changing. Consider ASK Computer Systems, a \$22-million-a-year computer software business. It was founded in 1973 by Sandra Kurtzig, who was then a housewife with degrees in math and engineering. When Kurtzig founded the business, her first product was software that let weekly newspapers **keep tabs on** their newspaper carriers- and her office was a bedroom at home, with **a shoebox under the bed** to hold the company's cash. After she succeeded with the newspaper software system, she hired several bright computer-science graduates to develop additional programs. When these were marketed and sold, ASK began to grow. It now has 200 employees, and Sandra Kurtzig owns \$66.9 million of stock.

Of course, many women who start their own businesses fail, just as men often do. They still face **hurdles** in the business world, especially problems in raising money; the banking and finance world is still dominated by men, and old attitudes die hard. Most businesses owned by women are still quite small. But the situation is changing; there are likely to be many more Sandra Kurtzigs in the years ahead.

→ Questions

Question 1: What is the main idea of this passage?

- A. Women today are better educated than in the past, making them more attractive to the business world.
- B. The computer is especially lucrative for women today.
- C. Women are better at small business than men are.
- D. Women today are opening more business of their own.

Question 2: The word "excluded" in line 8 is closest meaning to _____.

- A. not permitted in
- B. often invited to
- C. decorators of
- D. charged admission to

Question 3: All of the following were mentioned in the passage as detriments to women in the business world **EXCEPT** _____.

- A. Women were required to stay at home with their families.
- B. Women lacked ability to work in business.
- C. Women faced discrimination in business.
- D. Women were not trained in business.

Question 4: in line 10, "that" refers to _____.

- A. a woman becomes chairman of the board.
- B. Women working hard
- C. Women achieving advanced degrees
- D. Women believing that business is a place for them.

Question 5: According to the passage, Charlotte Taylor believes that women in 1970s _____.

- A. were unrealistic about their opportunities in business management.
- B. were still more interested in education than business opportunities
- C. had fewer obstacles in business than they do today.
- D. were unable to work hard enough to success in business.

Question 6: The author mentions the "shoesbox under the bed" in the third paragraph in order to _____.

- A. show the frugality of women in business
- B. show the resourcefulness of Sandra Kurtzig
- C. point out that initially the financial resources of Sandra Kurtzig's business were limited

D. negative

B. a daguerreotype

C. a very simple camera

D. new types of film

Question 2: Daguerre took a picture of his studio with _____.

A. a very simple camera

B. an electronic camera

C. a new kind of camera

D. special equipment

Question 3: The word “**this**” in the passage refers to the _____.

A. taking of pictures of people and moving things

B. stopping of photographers from taking photos

C. fact that daguerreotype artists were popular in most cities

D. carrying of lots of film and processing equipment

Question 4: The word “ruined” in the passage is closest in meaning to “_____”.

A. heavily-polluted

B. poorly-painted

C. badly damaged

D. terribly spoiled

Question 5: The word “lifelike” in the passage is closest in meaning to “_____”.

A. touching

B. moving

C. realistic

D. manlike

Question 6: The latest invention mentioned in the passage is the invention of _____.

A. rolls of film

B. daguerreotypes

C. processing equipment

D. handheld cameras

Question 7: The word “handheld” in the passage is closest in meaning to “_____”.

A. handling manually

B. operated by hand

C. controlling hands

D. held by hand

Question 8: Matthew Brady was well-known for _____.

A. portraits and war photographs

B. inventing daguerreotypes

C. the small handheld camera

D. taking pictures of French cities

Question 9: As mentioned in the passage, photography can _____.

A. print old pictures

B. replace drawings

C. show the underworld

D. convey ideas and feelings

Question 10: Which of the following could best serve as the title of the passage?

A. Story of Famous Photographers

B. Photography and Painting

C. Different Steps in Film Processing

D. Story of Photography

■ EXERCISE 23

Fifty-five delegates representing all thirteen states except Rhode Island attended the Constitutional Convention in Philadelphia from May to September 1787. The delegates had been instructed by the Continental Congress to revise the old Articles of Confederation, but most believed that a stronger central government was needed. There were differences, however, about what structure the government should take and how much influence large states should have.

Virginia was by far the most populous state, with twice as many as people as New York, four times as many as New Jersey, and ten times as many as Delaware. The leader of the Virginia delegation, James Madison, had already drawn up a plan for government, which became known as the Large State Plan. Its essence was that congressional representation would be based on population. It provided for two or more national executives. The smaller states feared that under **this plan**, a few large states would lord over the rest. New Jersey countered with the Small State Plan. It provided for equal representation for all states in a national legislature and for a single national executive. Angry debate, heightened by a stifling heat wave, led to deadlock.

A cooling of tempers seemed to come with lower temperatures. The delegates hammered out an agreement known as the Great Compromise – actually a bundle of **shrewd** compromises. They decided that Congress would consist of two houses. The larger states were granted representation based on population in the lower house, the House of Representatives. The smaller states were given equal representation in the upper house, the Senate, in which each state would have two senators regardless of population. It was also agreed that there would be a single executive, the president. This critical compromise **broke the logjam**, and from then on, success seemed within reach.

➔ Questions

Question 1: What is the main topic of this passage?

- A. James Madison's plan to create a stable structure for the government of the United States
- B. The differences in population and relative power between the original states
- C. A disagreement at the Constitutional Convention and a subsequent compromise
- D. The most important points of the Small State Plan

Question 2: According to the passage, how many states were represented at the Constitutional Convention?

- A. Fourteen
- B. Twelve
- C. Thirteen
- D. Fifty-five

Question 3: It can be inferred from the passage that _____.

- A. Every state in the country is larger than Delaware
- B. Delaware has no right at the Constitutional Convention
- C. Virginia is ten times larger than Delaware
- D. Delaware has a small population compared to other states

Question 4: It can be inferred from the passage that the Articles of Confederation _____.

- A. allowed small states to dominate large ones
- B. provided for only a weak central government
- C. were revised and presented as the Large State Plan
- D. were supported by a majority of the delegates at the Convention

Question 5: According to the passage, in 1787 which of the following states had the FEWEST people?

- A. New York
- B. Delaware
- C. New Jersey
- D. Virginia

Question 6: In line 10, the phrase “**this plan**” (paragraph 2) refers to _____.

- A. a plan suggested by the national legislature
- B. the Small State Plan
- C. a compromise plan
- D. the Large State Plan

Question 7: According to the passage, the weather had what effect on the Constitutional Convention?

- A. Cold temperatures made Independence Hall an uncomfortable place to work
- B. Hot weather intensified the debate while cooler weather brought compromise
- C. Bad weather prevented some of the delegates from reaching Philadelphia
- D. Delegates hurried to achieve an agreement before winter arrived

Question 8: The word “**shrewd**” (paragraph 3) is closest in meaning to _____.

- A. clever
- B. unfair
- C. important
- D. practical

Question 9: Which of the following is **NOT** given in the passage as one of the provisions of the Great Compromise?

- A. Each state would have two senators
- B. Congress would be divided into two bodies
- C. There would be only one national executive
- D. The president would be elected by popular vote

Question 10: The author uses the phrase “**broke the logjam**” (paragraph 3) to indicate that _____.

- A. the Convention came to a sudden end
- B. the situation had become desperate
- C. the government was nearly bankrupt
- D. some major problems had been solved

■ EXERCISE 24

In addition to providing energy, fats have several other **functions** in the body. The fat-soluble vitamins, A, D, E and K, are dissolved in fats, as their name implies. Good sources of these vitamins have high oil or fat content, and the vitamins **are stored in** the body's fatty tissues. In the diet, fats cause food to remain longer in the stomach, this increasing the feeling of fullness for some time after a meal is eaten. Fats add variety, taste, and texture to foods, which accounts for the popularity of fried foods. Fatty deposits in the body have an insulating and protective value. The curves of the human female body are due mostly to strategically located fat deposits.

Whether a certain amount of fat in the diet is **essential** to human health is not definitely known. When rats are fed a fat-free diet, their growth eventually ceases, their skin becomes inflamed and scaly, and their reproductive systems are damaged. Two fatty acids, linoleic and arachidonic acids, prevent **these abnormalities** and hence are called essential fatty acids. They also are required by a number of other animals but their roles in human beings are debatable. Most nutritionists consider linoleic fatty acid an essential nutrient for humans.

➔ Questions

Question 1: This passage probably appeared in which of the following?

- | | |
|----------------|-------------------------------|
| A. A diet book | B. A book on basic nutrition |
| C. A cookbook | D. A popular women's magazine |

Question 2: The word “**functions**” in line 1 is closest in meaning to

- | | | | |
|----------|----------|---------|------------|
| A. forms | B. needs | C. jobs | D. sources |
|----------|----------|---------|------------|

Question 3: According to the passage, all of the following vitamins are stored in the body's fatty tissue **EXCEPT** _____.

- | | | | |
|------|------|------|------|
| A. A | B. D | C. B | D. E |
|------|------|------|------|

Question 4: The phrase “**stored in**” in lines 3 is closest in meaning to _____.

- | | | | |
|--------------------|----------------|----------------|----------------|
| A. manufactured in | B. attached to | C. measured by | D. accumulated |
|--------------------|----------------|----------------|----------------|

Question 5: The author states that fats serve all the following body function **EXCEPT** to _____.

- | | |
|----------------------------------|----------------------------------|
| A. promote a feeling of fullness | B. insulate and protect the body |
| C. provide energy | D. control weight gain |

Question 6: The word “**essential**” in line 8 is closest in meaning to _____.

- | | | | |
|-----------------|----------------|-------------------|------------------|
| A. required for | B. desired for | C. detrimental to | D. beneficial to |
|-----------------|----------------|-------------------|------------------|

Question 7: According to the author of the passage, which of the following is true for rats when they are fed a fat free diet?

- | | |
|------------------------|---------------------------|
| A. They stop growing | B. They have more babies |
| C. They lose body hair | D. They require less care |

Question 8: Linoleic fatty acid is mentioned in the passage as _____.

- | | |
|-------------------------------------|--------------------------------------|
| A. an essential nutrient for humans | B. more useful than arachidonic acid |
| C. preventing weight gain in rats | D. a nutrient found in most food |

Question 9: The phrase “**these abnormalities**” in line 9-10 refers to _____.

- | |
|--|
| A. a condition caused by fried food |
| B. strategically located fat deposits |
| C. curves on the human female body |
| D. cessation of growth, bad skin, and damaged reproductive systems |

Question 10: That humans should all have some fat in our diet is, according to the author

- | | |
|-------------------------|---|
| A. a commonly held view | B. not yet a proven fact |
| C. only true for women | D. proven to be true by experiments on rats |

■ EXERCISE 25

According to the **controversial** sunspot theory. Great storms on the surface of the sun hurl streams of solar **particles** into the atmosphere, causing a shift in the weather on earth.

A typical sunspot consists of a dark central umbra surrounded by a lighter penumbra of light and dark threads extending out from the center like the spokes of a wheel. Actually, the sunspots are cooler than the rest of the photosphere, which may account for their color. Typically, the temperature in a sunspot umbra is about 4000 K, whereas the temperature in a penumbra registers 5500 K, and the granules outside the spot are 6000 K.

Sunspots range in size from tiny granules to complex structures with areas stretching for billions of square miles. About 5% of the spots are large enough so that **they** can be seen

without instruments; **consequently**, observations of sunspots have been recorded for several thousand years.

Sunspots have been observed in arrangements of one to more than one hundred spots, but they tend to occur in pairs. There is also a marked tendency for the two spots of a pair to have opposite magnetic polarities. Furthermore, the strength of the magnetic field associated with any given sunspot is closely related to the spot's size.

Although there is no theory that completely explains the nature and function of sunspots, several models attempt to relate the phenomenon to magnetic fields along the lines of longitude from the north and south poles of the sun.

↪ Questions

Question 1: What is the author's main purpose in the passage?

- A. To propose a theory to explain sunspots
- B. To describe the nature of sunspots
- C. To compare the umbra and the penumbra in sunspots
- D. To argue for the existence of magnetic fields in sunspots

Question 2: The word "**controversial**" in line 1 is closest in meaning to ____.

- A. widely accepted
- B. open to debate
- C. just introduced
- D. very complicated

Question 3: Solar particles are hurled into space by ____.

- A. undetermined causes
- B. disturbances of winds
- C. small rivers on the surface of the sun
- D. changes in the earth's atmosphere

Question 4: The word "**particles**" in line 2 refers to ____.

- A. gas explosions in the atmosphere
- B. light rays from the sun
- C. liquid stream on the sun
- D. small pieces of matter from the sun

Question 5: How can we describe matter from the sun that enters the earth's atmosphere?

- A. Very small
- B. Very hot
- C. Very bright
- D. Very hard

Question 6: The sunspot theory is ____.

- A. not considered very important
- B. widely accepted
- C. subject to disagreement
- D. relatively new

Question 7: The word "**they**" in line 9 refers to ____.

- A. structures
- B. spots
- C. miles
- D. granules

Question 8: The word "**consequently**" in line 9 could best be replaced by ____.

- A. as a result
- B. nevertheless
- C. without doubt
- D. in this way

Question 9: In which configuration do spots usually occur?

- A. In one spot of varying size
- B. In a configuration of two spots
- C. In arrangements of one hundred or more spots
- D. In groups of several thousand spots

Question 10: How are sunspots explained?

- A. Sunspots appear to be related to magnetic fields on the earth
- B. Sunspots may be related to magnetic fields that follow longitudinal lines on the sun
- C. Sunspots are explained by storms that occur on the earth
- D. Sunspots have no theory or model to explain them

ĐÁP ÁN PHẦN BÀI TẬP ĐỌC HIỂU

	1	2	3	4	5	6	7	8	9	10
EX 1	C	B	C	B	B	B	B	D	C	B
EX 2	D	C	B	C	B	B	B	A	B	D
EX 3	C	A	D	A	A	B	D	D	A	C
EX 4	B	B	A	B	B	C	A	A	B	B
EX 5	B	C	C	D	B	B	A	D	D	D
EX 6	B	A	A	D	C	C	A	C	B	D
EX 7	A	A	B	A	D	A	D	C	B	B
EX 8	C	C	A	A	C	A	B	B	D	B
EX 9	C	D	A	D	C	C	D	D	A	C
EX 10	B	D	B	A	D	A	C	D	D	C
EX 11	B	D	D	A	A	B	C	D	B	A
EX 12	B	A	C	D	A	B	A	C	C	D
EX 13	A	D	B	A	C	B	C	D	B	C
EX 14	C	C	A	D	B	B	B	D	A	C
EX 15	A	C	A	C	B	A	D	B	D	A
EX 16	C	B	A	D	B	A	D	C	B	C
EX 17	D	C	C	C	D	A	D	C	A	A
EX 18	A	C	D	A	C	C	D	C	B	A
EX 19	B	B	B	D	B	D	D	C	C	C
EX 20	A	B	D	C	B	C	A	A	C	D
EX 21	D	A	B	A	A	C	B	B	C	B
EX 22	C	C	D	C	C	D	D	A	D	D
EX 23	C	B	D	B	B	D	B	A	D	D
EX 24	B	C	C	D	D	A	A	A	D	B
EX 25	B	B	B	D	A	C	B	A	B	B