

TRẺ TRÂU ENGLISH CLASS
MOCK TEST 16

Date: Date: Date:
Score: Score: Score:

1. C	2. B	3. A	4. A	5. D	6. C	7. C	8. D	9. D	10. C
11. B	12. A	13. D	14. A	15. B	16. C	17. D	18. A	19. B	20. D
21. C	22. B	23. A	24. A	25. A	26. B	27. D	28. A	29. B	30. B
31. C	32. B	33. C	34. B	35. A	36. B	37. A	38. A	39. B	40. C
41. C	42. D	43. A	44. B	45. D	46. C	47. D	48. C	49. C	50. A
51. B	52. D	53. C	54. A	1	2	3	4	5	6
7	8								

Mark the letter A, B, C, or D on your answer sheet to indicate the word that differs from the rest in the position of the main stress in each of the following questions.

- 1 A damage B faster C regret D study
- 2 A factory B reporter C actress D coverage
- 3 A amazing B following C covering D finishing

Mark the letter A, B, C, or D on your answer sheet to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.

- 4 A leather B release C leave D lead
- 5 A change B jealous C generous D gear

Mark the letter A, B, C, or D on your answer sheet to show the underlined part that needs correction in each of the following questions.

- 6 He enjoyed not only riding his bike but also view the scenery.
A not only B his C view D scenery
- 7 This is the largest breed of the horse found in this country.
A largest B breed C the D found
- breed (n.) : giống, nòi, loại
- 8 The secretary's perfunctory comment, "Have a nice day," lacked of sincerity.
A The B comment C Have a D lacked of
- perfunctory (a.) : chiếu lệ, qua loa - sincerity (n.) : sự chân thành
- lack ___ sth (a.) (n.) : (of) (sự) thiếu sth
- lacking ___ sth (adj.) : (in) be lack of sth - lack ___ sth (v.) : lack sth (v.)

- 9 We did not go out for dinner tonight even though I would have preferred to not cook.
A did B for dinner C would have D to not cook
- prefer to do/prefer NOT to do (phr.): thích làm/không thích làm...

- 10 I don't think that cosmetic surgery should be complete forbidden.
A don't think B cosmetic C complete D forbidden
- cosmetic surgery (n.) : ~ plastic surgery (n.) - forbid sth (v.) : ban sth (v.)

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

- 11 The city centre was like a ghost _____. There was no one around at all.
A place B town C village D house
- a ghost ___ (phr.) : (town) a town where few or no people now live
- 12 Discussions on the issue have been _____ for over two weeks.
A in progress B under progress C on the way D in action
- ____ progress (idm.) : (in) đang xảy ra, đang được thực hiện
- ____ the way (idm.) : (on) đang trên đường, đang đi, đang đến
- ____ action (idm.) : (in) đang làm việc, đang hoạt động

- 13 The organisers of the festival really went to _____. They spent loads of time and money making everything perfect.
A hometown B city C country D town

- go to ___ on sth (idm.) : (town) to do something with a lot of energy, enthusiasm, etc., especially by spending a lot of money

14 ___ twelve million immigrants entered the United States via Ellis Island.

- A More than B There were more than C Of more than D The report of

- immigrant (n.) : dân nhập cư

B: There were more than twelve million immigrants entering the United States via Ellis Island.

C: Of more than twelve million immigrants, nine million immigrants entered the United States via Ellis Island

15 The job requires certain ____. You have to be good at operating computers and dealing with people.

- A qualifications B skills C techniques D knowledge

- qualification (n.) : 1. Bằng cấp (qualifications)/ 2. Phẩm chất

- technique (n.) : kỹ năng, kỹ thuật (làm 1 việc cụ thể)

(Teachers learn various techniques for dealing with problem students.)

16 Something's ___ up, so I'm afraid I won't be able to make it this afternoon.

- A shown B pulled C cropped D cut

- crop up (v.) : xuất hiện, xảy ra, nảy sinh (không mong muốn) (=arise)

- show up (v.) : xuất hiện, đến (điểm hẹn) (~turn up)

- pull up (v.) : (xe) dừng (He pulled up at the traffic lights.)

- cut sb up (v.) : 1. Injure sb (He was very badly cut up in the fight.)/ 2. Hurt sb emotionally (She was pretty cut up about them leaving.)

17 Please make ___ your mind what you want to do.

- A do B clear C sure D up

- ___ one's mind (v.) : make up

18 People who reverse the letters of words ___ to read suffer from dyslexia.

- A when trying B if they tried C when tried D as they trying

- reverse (v.) : đảo ngược

19 Who ___ to on the telephone as I came in?

- A are you talking B were you talking C did you talk D had you talked

20 ___ Sarah drives to the cabin several times a year, she is often nervous about finding her way.

- A Besides B Unless C Nevertheless D Although

21 Some economists now suggest that home equity loans are merely a new trap to push consumers beyond ____.

- A they can afford B they can afford it C what is affordable D able to afford

- home equity loan (n.) : một loại vay mua nhà - merely (adv.) : chỉ là

- trap (n.) : bẫy - consumer (n.) : người tiêu dùng

* beyond + noun

* what (+S) + V = mệnh đề DANH TỪ (what/when/where/why/... (+ S) + V)

22 Unfortunately, crime is ___ the increase, despite more police being on the streets.

- A in B on C out of D about

- be ___ the increase (phr.) : (on)

23 I read the newspapers every day because I like to be ___ about what's going on in the world.

- A well-informed B well-educated C well-known D well-qualified

- well-informed of/about sth (a.): thạo tin, biết nhiều về

- well-educated (a.) : có học, có giáo dục

- well-known for sth (a.) : nổi tiếng vì điều gì

- well-qualified (a.) (C1) : có phẩm chất, năng lực tốt

24 I think I've ___ an answer to your problem.

- A come up with B come up against C come down with D come round

- come up with sth (v.) : đưa ra được giải pháp, ý tưởng

- come up against sth (v.) : đối mặt, đương đầu, bị phản đối

(We expect to **come up against a lot of opposition** to the plan.)

- come/go down with sth (v.) : bị mắc bệnh

(Our youngest boy **has gone down with** chickenpox.)

- come round (v.) : 1. Tỉnh lại (sau khi xỉu)/ 2. Tạt qua đầu đó (to sth)

25 Had the victim _____ able to find a telephone to contact authorities, she would have received assistance.

- A been B be C would have been D had been

- authority (n.) : chính quyền

26 The trains and buses arrive on time without _____. They are never, ever late.

- A failure B fail C fall D failing

- without fail (idm.) : 1. must do/ 2. always

27 I _____ the speech you gave last Thursday night, but I was in bed with the flu.

- A will have heard B would hear C might hear D would have heard

28 The company was forced to close when the _____ effects of their products were discovered.

- A harmful B alternative C therapeutic D beneficial

- harmful effect (n.) : tác động có hại, tiêu cực (collocation)

- alternative (a.) (n.) : (người/vật) có thể lựa chọn để thay thế

- therapeutic (a.) : 1. Mang tính trị liệu/ 2. Thư giãn, thoải mái

- beneficial (a.) : có lợi

29 It was in 1989 _____ the Berlin Wall collapsed.

- A which B that C who D what

- collapse (v.) : sụp đổ

*** Cấu trúc nhấn mạnh: It + be + ĐỐI TƯỢNG CẦN NHẤN MẠNH + that + S + V**

Mark the letter A, B, C, or D on your answer sheet to indicate the word or phrase that is CLOSEST in meaning to the underlined part in each of the following questions.

30 Ponce de Leon searched in vain for a means of rejuvenating the aged.

- A making weary again B making young again C making wealthy again D making merry again

- rejuvenate (v.) : làm trẻ lại, làm hiện đại hơn - juvenile (n.) : trẻ vị thành niên

- in vain (adv.) : trong vô vọng

31 Typing his boss's correspondence consumed most of the secretary's time.

- A ate or drank B destroyed C used up D wasted

- correspondence (n.) : thư tín - consume/use up (v.) : tiêu thụ, dùng hết

32 I often ask myself how they built the pyramids all those years ago.

- A exaggerate B wonder C verify D decide

- exaggerate (v.) : làm trầm trọng, cường điệu hóa - wonder (v.) : thắc mắc, tự hỏi

- verify (v.) : xác nhận - pyramid (n.) : kim tự tháp

33 Before he went on vacation, Mike left explicit instructions for the decoration of his office.

- A colourful B vague C clear D direct

- explicit (a.) : rõ ràng, lồ lộ - vague (a.) : mơ hồ

34 For those living along the coast, one unusual phenomenon capable of catastrophic destruction is the tsunami.

- A harmless B disastrous C terrific D wonderful

- phenomenon (n.) : hiện tượng - catastrophic/disastrous (a.): thảm họa

- tsunami (n.) : sóng thần - terrific (a.) (B1, C1) : tuyệt vời, rất lớn

- harmless (a.) : vô hại

Read the following passage, and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks.

One magazine, more than any other, symbolizes the global dominance of Western youth culture and fashion. Cosmopolitan, the lifestyle and fashion guide for women in the 18 - 34 age group, is now (35) _____ in 28 languages. From Latvia to India, women turn to Cosmo for advice and a taste of adult content in a light-hearted, upbeat style. Each local (36) _____ follows the same formula, which is strictly laid down in a secret 50-page instruction (37) _____. The cover, for example, of every (38) _____ must depict a woman who conveys the spirit of Cosmo, which is summed up in its (39) _____; fun, fearless, female. But each local editor (40) _____ that Cosmo reflects local tastes and is (41) _____ of local culture. Photographs are mostly of local celebrities who are easily recognized, and relationship advice is geared to the values of the local population. In China, for example, (42) _____ mention of sex would be unacceptable, although the magazine still offers beauty advice amongst articles (43) _____ patriotism and good citizenship. With an international readership of 8.2 million, Cosmopolitan can be said to have succeeded in (44) _____ for the needs and interests of women worldwide. But to others, Cosmopolitan is just another American product successfully marketed to the rest of the world.

GLOSSARY

- symbolize sth (v.) : represent sth (biểu tượng cho)
- dominance (n.) : sự trội, chiếm ưu thế - adult content (n.) : nội dung người lớn
- cosmopolitan (n.) : người theo chủ nghĩa thế giới (trải nghiệm ở nhiều nơi trên thế giới)
- light-hearted (a.) : vô tư, nhẹ nhàng, không quá nghiêm túc
- upbeat (a.) : phấn khởi, lạc quan - formula (n.) : công thức, cách thức
- lay sth down (v.) : đặt ra quy tắc, quy định - instruction manual (n.): sổ tay hướng dẫn
- depict sth (v.) : ~ portray sth
- turn to A for B (v.) : tìm đến A để có được B (for help/advice...)
- convey sth (v.) (C1) : 1. Communicate/ 2. Transport
- spirit (n.) : tinh thần - readership (n.) : mạng lưới người đọc
- sum up sth (v.): tóm tắt, tóm lược (summarize; encapsulate)
- taste (n.) : khẩu vị/preference - reflect sth (v.) : phản ánh sth
- gear to sth (v.) : điều chỉnh, thay đổi, thích nghi
- patriotism (n.) : lòng yêu nước - citizenship (n.) : quyền công dân

- 35 **A published** B circulated C subscribed D quoted
 - publish (v.) : xuất bản - circulate (v.) : 1. Lưu thông/ 2. Lưu hành, lưu truyền
 - subscribe to sth (v.) : 1. Thuê bao, theo dõi dài hạn/ 2. Tin vào, đồng ý với

- 36 **A manuscript** B edition C resume D volume
 - manuscript (n.) : bản viết tay, bản thảo - edition (n.) : 1. ấn bản/ 2. Lần xuất bản
 - résumé (n.) : bản tóm tắt, lý lịch - volume (n.) (book) : quyển, tập (của 1 bộ)

- 37 **A manual** B outline C leaflet D draft
 - (instruction) manual (n.): sách, sổ tay hướng dẫn - outline (n.) : bản phác thảo, dàn ý
 - leaflet (n.) : tờ rơi quảng cáo - draft (of writing) (n.) : bản nháp

- 38 **A issue** B agenda C complement D editor
 - issue (n.) : (một) số phát hành thường xuyên (trong một bộ)
 - agenda (n.) : chương trình nghị sự, vấn đề được thảo luận
 - complement (n.) (v.) : (sự, phần) bổ sung cho đầy đủ
 - editor (n.) : biên tập viên

- 39 **A slang** B slogan C poster D supplement
 - slang (n.) : tiếng lóng - slogan (n.) : khẩu hiệu (~motto)
 - supplement (n.) (of a magazine/book): phụ bản

- 40 **A enacts** B endorsed C ensures D strengthens
 - enact (v.) : 1. Đóng, diễn (vai kịch)/2. To pass a law (luật)
 - endorse (v.) : 1. Tán đồng, ủng hộ/ 2. Mặc, dùng quảng cáo (celebrity endorsement)
 - ensure (v.) : make sure (that)

41 A explicit B dutiful C respectful D colloquial
 - explicit (a.) : rõ ràng, lồ lộ - dutiful (a.) : biết vâng lời, tròn bổn phận
 - respectful of sth (a.) : thể hiện sự tôn trọng
 - colloquial (a.) (words) : thông tục, không trang trọng

42 A a B the C one D any
 43 A advocating B enabling C flourishing D approving
 - advocate sth (v.) : support sth - flourish (v.) (C2) : sinh sôi, nảy nở, phát đạt
 - approve (of) sth (v.) : chấp thuận

44 A singling B catering C observing D sensing
 - cater to/for sth/sb (v.) (C1) : thỏa mãn/ cung cấp sth (để đáp ứng nhu cầu của sb/sth)

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 45 to 54.

There used to be a general feeling that computer games were bad for you, and books were good. Now people are not so sure. Researchers have found that computer games, television and the Internet have become key factors in boosting children's IQs up to levels never reached by past generations.

The idea that intelligence can be measured was first suggested about a century ago, but at that time it was hard to find tests that gave useful results. Over the past two decades, however, tests have become more subtle and complex and researchers have found that IQ scores can give a good indication of what children's future exam results will be. Some experts have even claimed that IQ scores can accurately predict what level of income and status young people will achieve in adult life.

Why are today's youngsters doing so much better than their grandparents? Of course, better nutrition, higher standards of living and improved education all play their part in raising general levels of intelligence. But there seems to be more to it than that. Scientists are attributing the change in intelligence levels to the complexity of modern life.

In today's fast-moving world, young people are required to interact constantly with electronic gadgets and equipment. Research has shown that they are constantly exposed to an increasingly complex and visual world – a world far more stimulating than previous generations lived in. This is developing youngsters' brains in ways that older generations never experienced. Computers are one of the major sources of stimulation, and activities such as playing games and using the internet seem to be particularly important.

There are still some things that remain unexplained, however. For example, the increase in children's IQ scores varies according to the type of intelligence being tested, it appears that nowadays people are better at abstract thinking than their ancestors were - but their verbal and mathematical abilities have remained the same as those of previous generations. No one knows why this is the case. Nevertheless, during the last few years there has certainly been a general upward trend, and it has been found that the present generation have IQs about 15 points above their parents.

Although this is clearly good news, the **surging** popularity of computer gaming and other activities has caused concern in some quarters, for two reasons. Firstly, there have been claims that the high levels of violence in the games could encourage children to become addicted to the games, and so be unable to stop playing them. But a recent study found no reliable evidence to prove that computer games contribute to long-term violence or anti-social behaviour.

Indeed, it has been claimed that, in moderation, computer gaming is positively good for youngsters. It requires positive qualities such as perseverance, fast thinking and rapid learning. However, it seems that improvements in IQ may not last very long without continuing stimulation. The brain seems to be like a muscle and requires repeated and vigorous exercise to stay fit and healthy. When it comes to IQ, it's a case of '**Use it or lose it**'.

Others argue that computers have only limited value. They fear that young people who spend too much time playing computer games alone will never learn to think independently. They claim that the danger with a computer is that doing repetitive tasks can actually reduce intelligence. In the end, computer games are no substitute for real-life experience and for imagination.

- 45 It can be inferred from the first paragraph that
- A computer games used to be thought of as good.
 - B books are considered to be good for you.
 - C people are sure that computer games are better for you than books.
 - D people used to think that computer games were bad.
- 46 In the first paragraph, the writer says that computer games
- A have got much better recently.
 - B are not as good for children as reading.
 - C can improve the intelligence of young people.
 - D are now used in many different ways by children.
- 47 According to the writer, in the last twenty years IQ tests have become
- A a substitute for examinations.
 - B more difficult than they were in the past.
 - C a way of increasing young people's income.
 - D more reliable than they used to be
- 48 The word '**it**' in paragraph 3 refers to
- A the use of tests.
 - B the effect of education.
 - C the increase in intelligence.
 - D the improvement in food standards.
- 49 What does the writer say about young people and electronic equipment nowadays?
- A They sometimes find the equipment confusing.
 - B The equipment makes things too easy for them.
 - C The equipment is an important part of their daily lives.
 - D They depend on the equipment for their entertainment.
- 50 According to the writer, what remains unexplained about children's intelligence?

- A** why levels of some types of intelligence have remained unchanged
B why there has been such a rapid rise in general intelligence
C how children can develop their verbal and mathematical skills.
D how the improvement in intelligence levels can be continued.
- 51** The word **surging** in paragraph 6 is closest in meaning to
A surprising **B** increasing **C** exaggerating **D** considerable
- 52** Research indicates that violence in computer games
A can sometimes be addictive for children. **B** may lead to aggressive behaviour in children.
C can make some children nervous or afraid. **D** may have little effect on children.
- 53** What does '**Use it or lose it**' mean in paragraph 7?
A If you don't use your IQ, you'll become less healthy.
B if you don't use your computer, it may be taken away.
C if you don't use your brain, your intelligence will decrease.
D if you don't use your muscles, you'll get unfit.
- 54** Some people say that playing computer games may affect young people's ability to
A make decisions on their own. **B** tell original stories,
C find work which satisfies them. **D** develop physical skills.

There used to be a general feeling that computer games were bad for you, and books were good [=Q45]. Now people are not so sure. Researchers have found that computer games, television and the Internet have become **key factors** in **boosting** children's IQs up to levels never reached by past **generations** [=Q46].

The idea that intelligence can be **measured** was first suggested about a century ago, but at that time it was hard to find tests that gave useful results. **Over the past two decades, however, tests have become more subtle and complex and researchers have found that IQ scores can give a good indication of what children's future exam results will be** [=Q47]. Some experts have even claimed that IQ scores can **accurately** predict what level of **income** and status young people will achieve in adult life.

Why are today's **youngsters** doing so much better than **their** grandparents? Of course, better **nutrition**, higher **standards of living** and improved education all play their part in raising general levels of intelligence. But there seems to be more to **it** [=Q48] than that. Scientists are **attributing the change in intelligence levels to the complexity** of modern life.

In today's fast-moving world, **young people are required to interact constantly with electronic gadgets and equipment. Research has shown that they are constantly exposed to an increasingly complex and visual world** [Q49] – a world far more **stimulating** than previous generations lived in. This is developing youngsters' brains in ways that older generations never experienced. Computers are one of the major sources of **stimulation**, and activities such as playing games and using the internet seem to be particularly important.

There are still some things that remain unexplained, however. For example, the increase in children's IQ scores varies according to the type of intelligence being tested, it appears that nowadays people are better at **abstract** thinking than their **ancestors** were - **but their verbal and mathematical abilities have remained the same as those of previous generations. No one knows why this is the case** [Q50]. Nevertheless, during the last few years there has certainly been a general upward **trend**, and it has been found that the present generation have IQs about 15 points above their parents.

Although this is clearly good news, the **surging** [=Q51] popularity of computer gaming and other activities has caused concern **in some quarters**, for two reasons. Firstly, there have been claims that the high levels of violence in the games could **encourage children to become addicted to** the games, and so be unable to stop playing them. **But a recent study found no reliable evidence to prove that computer games contribute to long-term violence or anti-social behaviour** [Q52].

Indeed, it has been claimed that, in **moderation**, computer gaming is positively good for youngsters. It requires positive qualities such as **perseverance**, fast thinking and rapid learning. However, it seems that improvements in IQ may not last very long without continuing stimulation. **The brain seems to be like a muscle and requires repeated and vigorous exercise to stay fit and healthy. When it comes to IQ, it's a case of 'Use it or lose it'** [Q53].

Others argue that computers have only limited value. **They fear that young people who spend too much time playing computer games alone will never learn to think independently** [Q54]. They claim that the danger with a computer is that doing **repetitive** tasks can actually reduce intelligence. In the end, computer games are no **substitute for** real-life experience and for imagination.

GLOSSARY

- **key factor (in sth) (n.): nhân tố chính**
- ___ generation (n.) : the younger/the older ~
- **subtle (a.) (C2) : tinh tế, phẳng phất**
- accurate (a.) : precise
- **youngster (n.) (C1) : người trẻ, thanh niên**
- **standards/conditions of living (n.): chuẩn, điều kiện sống**
- **attribute A to B (v.) (C2): quy A là do B (B gây ra A)**
- complexity (n.) : complex (adj.)
- electronic gadget (n.) : đồ điện tử
- visual (a.) : thuộc về thị giác
- **abstract (a.) : trừu tượng**
- verbal (a.) : thuộc về miệng/từ ngữ
- upward (adv.) : hướng lên, tăng lên
- **in some quarters (phr.): from different groups of people (ở 1 vài nhóm người)**
- **addicted ___ sth (a.) : to**
- anti-social behaviour (n.): hành vi chống lại xã hội
- Indeed (adv.) : thực vậy, thực sự
- **perseverance (n.) (C2) : sự bền chí, kiên trì**
- fit (a.) : 1. khỏe mạnh/ 2. phù hợp
- **When it comes to sth/doing sth: khi nhắc đến vấn đề**
- positively (adv.) : thực sự, đúng là (dùng để nhấn mạnh)
- **___ qualities (n.) : (positive/desirable) phẩm chất**
- **repetitive (a.) (C1) : lặp đi lặp lại, đơn điệu nhàm chán (=monotonous)**
- boost sth (v.) : increase/improve sth
- measure sth (v.) : đo lường
- **indication of sth (n.): sự biểu thị, dấu hiệu**
- ___ (low/high) income (n.) : on
- nutrition (n.) : sự, chế độ dinh dưỡng
- constant (a.) : liên tục, không ngừng, không đổi
- **be exposed to sth (a.): tiếp xúc/phơi bày với**
- stimulate sth (v.) : stimulation (n.) vs stimulant (n.)
- ancestor (n.) : tổ tiên
- **be the case (a.) (B1) : be true**
- to surge (v.) : to increase suddenly
- **vigorous (a.) : mạnh mẽ**
- **moderation (n.) : moderate (a.)**
- **vary (v.) : thay đổi, biến đổi**
- **substitute ___ sth (n.) : for**

Question 45: It can be inferred from the first paragraph that

- A. computer games used to be thought of as good.
- B. books are considered to be good for you.
- C. people are sure that computer games are better for you than books.
- D. people used to think that computer games were bad.**

Question 46: In the first paragraph, the writer says that computer games

- A. have got much better recently.
- B. are not as good for children as reading.
- C. can improve the intelligence of young people.**
- D. are now used in many different ways by children.

Question 47: According to the writer, in the last twenty years IQ tests have become

- A. a substitute for examinations.
- B. more difficult than they were in the past.
- C. a way of increasing young people's income.
- D. more reliable than they used to be**

Question 48: The word 'it' in paragraph 3 refers to

- A. the use of tests.
- B. the effect of education.
- C. the increase in intelligence.**
- D. the improvement in food standards.

Question 49: What does the writer say about young people and electronic equipment nowadays?

- A. They sometimes find the equipment confusing.
- B. The equipment makes things too easy for them.
- C. The equipment is an important part of their daily lives.**
- D. They depend on the equipment for their entertainment.

Question 50: According to the writer, what remains unexplained about children's intelligence?

- A. why levels of some types of intelligence have remained unchanged**
- B. why there has been such a rapid rise in general intelligence
- C. how children can develop their verbal and mathematical skills.
- D. how the improvement in intelligence levels can be continued.

Question 51: The word **surging** in paragraph 6 is closest in meaning to
A. surprising **B. increasing** C. exaggerating D. considerable

Question 52: Research indicates that violence in computer games
A. can sometimes be addictive for children.
B. may lead to aggressive behaviour in children.
C. can make some children nervous or afraid.
D. may have little effect on children.

Question 53: What does 'Use it or lose it' mean in paragraph 7?
A. If you don't use your IQ, you'll become less healthy.
B. if you don't use your computer, it may be taken away.
C. if you don't use your brain, your intelligence will decrease.
D. if you don't use your muscles, you'll get unfit.

Question 54: Some people say that playing computer games may affect young people's ability to
A. make decisions on their own. B. tell original stories,
C. find work which satisfies them. D. develop physical skills.

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 55 to 64.

How technology is keeping us safe

Science has always had the aim of improving people's lives and protecting us from harm. Here, we look at two ways in which new technology can help keep us - and our planet - safe.

- 1 An enormous asteroid called 1998 OR2 recently travelled past Earth at a speed of nearly 32,000 km/h. It came within 6.3 million kilometres of our planet, but luckily, it didn't hit us. When it returns in 2078, it will come even closer to us: it will only be 1.7 million kilometres away. But astronomers aren't worried - they're confident that it won't come any nearer than that, at least for a few hundred years [Q2].

When it comes to keeping our planet safe from asteroids, warning time is essential. Fortunately, some of the best scientific minds have already begun preparations. Take NASA's Double Asteroid Redirection Test (DART), for example. This is a plan to send a fridge-sized spacecraft towards an asteroid that came within 7.2 million kilometres of Earth in 2003 and is expected to come even closer in 2123.

The 800-metre-wide asteroid, Didymos, is orbited by a 170-metre-wide moon called the 'Didymoon'. It is actually this smaller object that will be the target of the spacecraft. Once the spacecraft has crashed into the Didymoon, scientists hope to be able to study the impact it makes and record whether there are any changes in the moon's orbit around the larger asteroid. Because the asteroid and its moon are close together, it will be possible to make quite precise measurements about how much the moon has moved [Q3, 4].

Lindley Johnson, NASA's planetary defence officer, expects that the collision could decrease the Didymoon's 12-hour orbit by as much as seven minutes, although the team will consider the mission a success if that change is at least 70 seconds. He also explains that changing the movement of the smaller moon is less of a risk than trying to change the orbit of the larger asteroid. After all, changing the direction of the main Didymos asteroid could be a bad mistake if it means making it head closer to Earth [Q4].

- 2 Drones were originally created as a form of military technology and, more recently, big commercial companies have been experimenting with using drones instead of road vehicles as a way of delivering items more quickly to customers. However, among the most eager to make use of the power of remote-control aircraft are aid organisations trying to save lives or protect nature in the world's hard-to-reach areas - from monitoring rare birds in Mongolia to delivering medical supplies in Rwanda [Q5].

In 2017, the government of Malawi began plans for Africa's first use of humanitarian drones, examining how drones could be used on a range of assignments from looking for disaster-zone survivors and investigating flood damage to transporting blood tests between rural medical centres and laboratories.

Drones can help protect wildlife, too. Already, they are becoming vital in the fight against poachers. Drones can easily look for anyone hoping to kill or capture wild animals and send back information about where the poachers are hiding [Q6].

Drones can also be used to monitor wildlife using cameras that can sense heat. One day, biology professor Serge Wich was travelling on the same train as an astrophysicist and mentioned that he wanted to find a way of doing this. The astrophysicist pointed out that this kind of technology already existed, but was being used to identify stars which were extremely far away in space. Together, they had the idea of using high-flying drones equipped with heat-sensing cameras to look for animals - even if they were deep inside a forest [Q7]. Using drones, of course, would mean that the animals do not need to be disturbed [Q8]. Cheaper and less dangerous than helicopters, drones are expected to become an important tool in protecting wildlife.

Look at part 1 of the article.

- 1 What is the main purpose of this part?
- a to warn us about a serious danger b to highlight the importance of scientific research
c to make us think that scientists can keep us safe d to explain how an experiment will work
- 2 What might the asteroid 1998 OR2 do in 2078?
- a Hit another asteroid. b Crash into the Earth. c Fly safely past the Earth. d It's impossible to predict.
- 3 What is the purpose of the DART mission?
- a to land a spacecraft safely on an asteroid b to see if it's possible to move an asteroid
c to protect us from a dangerous asteroid d to put a spacecraft into orbit around an asteroid
- 4 Why did NASA choose to experiment on the Didymoon?
- a because it'll be easy to measure any changes b because it's much larger than its neighbour
c because it's only the size of a fridge d because it's more likely to crash into Earth

Look at part 2 of the article.

- 5 Which use of drones is the main focus of this part of the article?
- a using them as military technology b delivering items to customers
c helping aid organisations d monitoring rare birds
- 6 What does poacher (line 58) mean?
- a a type of crime involving killing animals b a way of protecting animals
c a type of dangerous animal d a person who takes animals illegally
- 7 What is unusual about the cameras on Serge Wich's drones?
- a They can measure the temperature of things. b He invented the technology without help.
c They can be flown through forests. d They can identify how far away something is.
- 8 What is a benefit of using drones in this way?
- a They cost nothing. b Animals can be trained to do new things.
c They can fly into forests. d Animals would not be affected by them.

5

Exam TASK

Multiple choice: two short texts

- Some exam reading tasks include two or three separate sections or texts. The questions appear in the same order that the information is given in the article.
- Students complete the Exam Task, then compare their answers in pairs. Get feedback.

ANSWERS

1 b 2 c 3 b 4 a 5 c 6 d 7 a 8 d

Finish each of the following sentences in such a way that it means the same as the sentence printed before it.

- 65 How much did that jacket cost? How much did you _____?
- 66 Sally hasn't contacted US for over six weeks. We haven't heard _____
- 67 The match couldn't take place because of a heavy snowstorm. A heavy snowstorm made _____
- 68 His computer game addiction is getting worse. He is getting _____
- 69 "I didn't steal your mobile phone, Pat," Joe said. Joe denied _____

Question 65: How much did that jacket cost?

How much did **you pay for that jacket?**

Question 66: Sally hasn't contacted us for over six weeks.

We haven't **heard from Sally for over six weeks.**

Question 67: The match couldn't take place because of a heavy snowstorm.

A heavy snowstorm made **it impossible for the match to take place.****- take place (v.)** : xảy ra, diễn ra*** make + it + adj + for sb/sth + to do sth**

Question 68: His computer game addiction is getting worse.

He is getting **more and more addicted to computer game.****- addicted to sth (a.)** : bị nghiện sth

Question 69: "I didn't steal your mobile phone, Pat," Joe said.

Joe denied **stealing/having stolen Pat's mobile phone.****- deny doing sth (v.)** : phủ nhận đã làm gì

Self-study Materials

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 55 to 64.

I left school and university with my head packed full of knowledge; enough of it, anyway, to pass all the examinations that were put in my path. As a well-educated man I rather expected my work to be **a piece of cake**, something at which my intellect would allow me to excel without undue effort. It came as something of a shock, therefore, to encounter the world outside for the first time, and to realize that I was woefully ill-equipped, not only for the necessary business of earning a living, but, more importantly, for coping with all the new decisions which came my way, in both life and work. My first employers put it rather well: 'You have a well-trained but empty mind,' they told me, **'which'** we will now try to fill with something useful, but don't imagine that you will be of any real value to US for the first ten years. I was fortunate to have lighted upon an employer prepared to invest so much time in what was, in effect, my real education and I shall always feel guilty that I left them when the ten years were up.

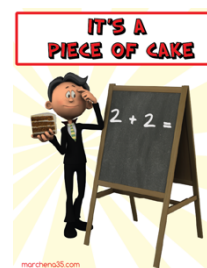
A well-trained mind is not to be sneezed at, but I was soon to discover that my mind had been trained to deal with closed problems, whereas most of what I now had to deal with were open-ended problems. 'What is the cost of sales?' is a closed problem, one with a right or a wrong answer. 'What should we do about it?' is an open problem, one with any number of possible answers, and I had no experience of taking this type of decision. Knowing the right answer to a question, I came to realize, was not the same as making a difference to a situation, which was what I was supposed to be paid for. Worst of all, the real open-ended question — 'What is all this in aid of?' was beginning to nudge at my mind.

I had been educated in an individualist culture. My scores were mine. No one else into it, except as competitors in some imagined race. I was on my own in the learning game at school and university. Not so in my work, I soon realized. Being an individual star would not help me there if it was in my failing group. Our destinies were linked, which meant that my co-workers were now colleagues, not competitors. Teams were something I had encountered on the sports field, not in the classroom. They were in the box marked 'fun' in my mind, not the ones marked 'work' or even 'life'. My new challenge, I discovered, was to merge these three boxes. I had discovered, rather later than most, the necessity of others. It was the start of my real education.

'So you're a university graduate, are you?' said my new Sales Manager. 'In classics, is it? I don't think that is going to impress our Chinese salesmen! How do you propose to win their respect since you will be in charge of some of them very shortly?' Another open-ended problem! I had never before been thrust among people very different from me, with different values and assumptions about the way the world worked, or should work. I had not even met anyone more than two years older, except for relatives and teachers. Cultural exploration was a process unknown to me, and I was not accustomed to being regarded as stupid and ignorant, which I undoubtedly was, in all the things that mattered in their world.

My education, I decided then, had been positively disabling. So much of the content of what I had learned was irrelevant, while the process of learning it had cultivated a set of attitudes and behaviors which were directly opposed to what seemed to be needed in real life. Although I had studied philosophy I hadn't applied it to myself. I had assumed that the point of life was obvious: to get on, get rich, get a wife and get a family. It was beginning to be clear that life wasn't as simple as that. What I believed in, what I thought was worth working for, and with whom, these things were becoming important. So was my worry about what I personally could contribute that might not only earn me money but also make a useful contribution somewhere.

It would be nice to think that this sort of experience could not happen now that our schools, today, prepare people better for life and for the work which is so crucial to a satisfactory life. But I doubt it. The subjects may appear to be a little more relevant, but we are still left to learn about work at work, and about life by living it. That will always be true, but we could, I believe, do more to make sure that the process of education had more in common with the processes of living and working as they are today, so that the shock of reality is less cruel.



- 55 When the writer left university, he expected to succeed by
- A using the qualities his education had developed. B gaining further qualification.
C developing his decision-making skills. D acquiring relevant skills in his place of work.
- 56 The phrase '**a piece of cake**' in paragraph 1 mostly means
- A something very easy B something challenging
C something requiring a lot of effort D something very delicious
- 57 The word '**which**' in paragraph 1 refers to
- A something useful B the writer's life and work
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- 58 He feels he treated his first employers badly because he did not
- A give them a true idea of his strengths and weaknesses.

- B contribute to the company financially.
 C repay them fully for the help they gave him.
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- 59 He found that he needed to re-evaluate his approach at work because he
 A was asking the wrong types of question. B had been trained to deal with problems in the wrong way.
 C met new kinds of problems in his working life. D was dealing primarily with moral problems.
- 60 What was one of the first things he learned at work?
 A that he could not always be first
 B that other people were willing to help him
 C the importance of having leisure interests outside his work
 D the link between team sport and work
- 61 What of the following is the main topic of paragraph 4?
 A Relevance to today's educational systems B Attitudes to colleagues
 C Broadening awareness of other cultures D Initial expectations of work
- 62 He realized that he lacked understanding of other cultures when he
 A had to work with people who had different values. B had to work outside his own country.
 C realized that his subordinates did not respect him. D found that his qualifications were not relevant.
- 63 What was the writer's main conclusion about his education?
 A It had taught him to value money too much. B It had been much too theoretical to be of any use.
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- 64 The writer feels that nowadays
 A life is changing so fast that schools can never prepare for it.
 B the way in which students are taught to think should be re-examined.
 C the content of syllabuses should be brought fully up-to-date.
 D educational reforms have bridged the gap between school and work.

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A well-trained mind is not to be sneezed at, but I was soon to discover that my mind had been trained to deal with closed problems, whereas most of what I now had to deal with were open-ended problems [Q59]. 'What is the cost of sales?' is a closed problem, one with a right or a wrong answer. 'What should we do about it?' is an open problem, one with any number of possible answers, and I had no experience of taking this type of decision. Knowing the right answer to a question, I came to realize, was not the same as making a difference to a situation, which was what I was supposed to be paid for. Worst of all, the real open-ended question — 'What is all this in aid of?' was beginning to nudge at my mind.

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GLOSSARY

- well-educated (a.) : được học hành đàng hoàng, có giáo dục
- **a piece of cake (n.) : as easy as pie/as easy as ABC**
- intellect (n.) : 1. Trí tuệ/ 2. Người tài giỏi thông minh
- **excel (in/at sth) (v.) (C2): xuất sắc** - **undue (a.) (C2): quá đáng, trên mức cần thiết**
- encounter sth (v.) : tình cờ bắt gặp sth, chạm trán
- **ill-equipped (a.) : không có kỹ năng/không được trang bị đầy đủ**
- **to ___ living (phr.) : earn one's/make a** - **cope ___ sth (v.) : with**
- **light on/upon sb/sth (v.): vô tình tìm được** - **in effect (C2) : in fact, in practice**
- **not to be sneezed at (a.): đủ tốt, đáng được trân trọng**
- open-ended (a.) : không giới hạn, không định trước
- **worst of all (idm.) : điều tệ nhất là**
- **in aid of sth (idm.) : để giúp đỡ, để hỗ trợ** - destiny (n.) : vận mệnh, số phận
- **what's all this in aid of?: Vậy thì tất cả các thứ đó để làm gì**
- **assumption (n.) : 1. Sự giả định/ 2. (+of sth) Sự gán vác, đảm đương**
- **___ sb's respect (v.) : win** - **co-worker (n.) : colleague (n.)**
- merge sth (v.) : kết hợp sth - graduate (n.) : sinh viên tốt nghiệp
- **in charge of sth (a.) : có nhiệm vụ, chịu trách nhiệm gì**
- **thrust (v.) : đẩy, xô đẩy** - **be accustomed ___ sth (a.): to**
- ignorant (a.) : ngu ngốc - content (n.) : nội dung
- irrelevant (a.) : không liên quan - **cultivate sth (v.) : 1. Trồng trọt (C1)/ 2. Trau dồi (C2)**
- **be opposed to sth (adj.): chống lại, ngược lại** - **get on (v.) : thành công trong sự nghiệp**
- crucial (a.) : essential/vital/important - satisfactory (a.) : thỏa đáng (good enough)
- cruel (a.) : độc ác - subordinate (n.) : thuộc cấp (cấp dưới, nhân viên)
- **bridge the gap (between A and B) (v.): xóa bỏ, giảm thiểu sự khác biệt**
- **It came as a/no ... : Xảy đến như nào (say, Her letter came as a complete surprise.)**
- **come your way (idm.): happen to you by chance**
- positively (adv.) : thực sự, chắc chắn (dùng để nhấn mạnh 1 ý)

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