**SO\_MAIN READING 5\_KEYS AND EXPLANATION**

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| **Questions**  (the answers are highlighted  & the key words are underlined) | **Reading passage** | **Explanation**  (if needed) |
| **Questions 1=>7: PROCESS COMPLETION** – ONLY **ONE** WORD  Start from the title & the answers follow the order of the passage | | |
| The police received a clue from Mrs. Snow’s 1daughter . | (Paragraph 3)  Mrs. Snow’s daughter recalled that her mother had a headache the morning she died and that she had taken two Extra-Strength Excedrin capsules. When a police laboratory subsequently tested the capsules remaining in the Excedrin bottle, the capsules were found to contain cyanide. | Nhờ daughter recalled => “the police” mới kiểm tra capsules => a clue |
| The police examined the remaining 2 capsules which Mrs. Snow swallowed. | (Paragraph 3)  … when a police laboratory subsequently tested the capsules remaining in the Excedrin bottle. | She had taken = Mrs. Show swallowed. |
| Initial suspicions were directed at the 3 manufacturers of the **Excedrin capsules**. | (Paragraph 4)  The police consulted the manufacturers of Excedrin. | Consult (v) = question (v) (tra khảo) => suspicion. |
| The police found that the bottles containing cyanide were being sold from 4 stores nearby. | (Paragraph 4)  … found two that also contained cyanide. These bottles came from stores in two nearby towns. |  |
| There were **five bottles** laced with 5 cyanide, **two** of which were given to the police by **Stella Nickell**. | (Paragraph 8)  The detectives knew that money can be a strong motive for murder, so they concluded that Stella  had put **cyanide** **in five Excedrin bottles**. | **Lace with (v) = poison with (v): tẩm độc với...**  Đoạn số 5: “two bottles of poisoned …” không có đáp án vì không nói rõ tẩm với gì.   * Làm câu số 6 trước rồi quay lại đoạn trên sẽ thấy câu 5. |
| The investigators finally turned to Stella Nickell as the prime suspect, although her 6 scheme was clever. | (Paragraph 9)  Stella probably thought she had created a clever scheme |  |
| Her 7 fingerprints found in some books gave Stella away. | (Paragraph 9)  Stella had borrowed several books about poison…A crime laboratory examined these books and found instances of Stella’s fingerprints. | Give sb away = reveal about somebody. |
| **Questions 8=>13: TRUE FALSE NOT GIVEN**  Continue reading from the previous section  If you reach the final paragraph => read from the beginning again | | |
| 8. Doctors in the hospital established that Sue Snow died of a headache. FALSE | (Paragraph 2)  Doctors were unable to explain Sue’s death. |  |
| 9. The police consulted with the drug company to find out which stores were selling Excedrin. NG | (Paragraph 4)  The police consulted the manufacturers of Excedrin. The drug company… | Chỉ đọc câu đầu tiên trong đoạn. Từ câu thứ 2 không nói về “the police” như câu hỏi.  **No purpose is mentioned => NG** |
| 10. The drug company used its authority to confiscate bottles of Excedrin. TRUE | (Paragraph 4)  The drug company used its authority to have  stores immediately remove all bottles of Extra-Strength Excedrin from their shelves. |  |
| 11. It was regarded as suspicious that Nickell would happen to have acquired two of bottles Excedrin purely  by chance. TRUE | (Paragraph 6)  the detective thought that it would be nearly impossible for one person to coincidentally buy two of the five poisoned bottles. |  |
| 12. The police surmised that Stella poisoned her husband for profit. TRUE | (Paragraph 8)  The **detectives** knew that money can be a strong motive for murder, so they **concluded** that Stella had put cyanide in five Excedrin bottles. |  |
| 13. One specific book, named **Human Poisoning from Native Plants**, had Stella’s fingerprintson 84 pages. NG | (Paragraph 9)  One was named Human Poisoning from Native Plants. A crime laboratory examined  these books and found instances of Stella’s fingerprints, most of them on pages about cyanide | No number is detailed => NG |

**WRITING**

**IELTS WRITING BAND 4-6 DESCRIPTORS\_SIMPLIFIED**

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| **Band** | **Task Achievement** | **Coherence and Cohesion** | **Lexical Resource** | **Grammatical Range and Accuracy** |
| 6 | * Address the requirements of the task * Overview: information appropriately selected * Adequately highlight key features; some details might be irrelevant/inappropriate | * Info & ideas arranged clearly & coherently. * Use cohesive devices effectively, minor mistakes in using cohesive devices. * Use referencing. | * Attempts to use less common vocabulary for the task (3-4)– some inaccuracy (allocate to, soar, expenditure, budget, distribution channels) | * Use a mix of simple and complex sentences. * Grammar mistakes – rarely. |
| 5 | * No clear overview * Present but inadequately cover the key features (e.g: trend – tập trung vào nh năm k significant nhiều) * (body) maybe no data | * Info & ideas some organization. * Inaccurate – over or underuses of cohesive devices. * Lack of referencing and substitution. | * Vocab – adequate for the task. * Spelling mistakes – limited. | * Use complex structures (inaccuracies – limited) * Some punctuation errors * Grammatical errors <20% |
| 4 | * Inappropriate format * (overview) Confuse main features with details * (body) unclear, irrelevant, repetitive or inaccurate | * Info & ideas are not well-arranged, no progression. * Use basic cohesive devices – maybe inaccurate/repetitive | * Basic vocab – repetitive and inappropriate for the task. * Spelling mistakes – noticeable (> …%). | * Rare use of complex sentences (while, whereas, which, before, after) * Punctuation – faulty   (e.g: meanwhile – while)   * Grammar mistakes – noticeable * (>….%). |