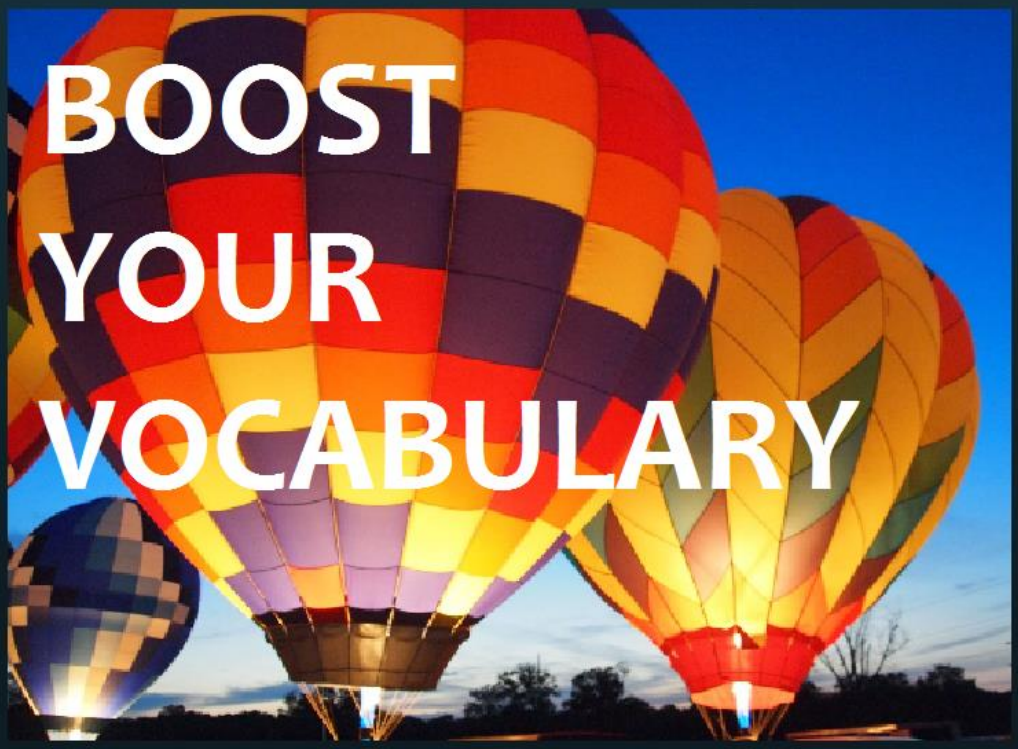
IELTS family

Dinh Thang - Duc Duy - Thu Hang



BOOST YOUR VOCABULARY

Help you learn the most common academic words from

CAMBRIDGE IELTS 8

Tài liệu gốc Cambridge IELTS của NXB Đại học Cambridge-Mua sách gốc tại link
Biên tập cuốn sách Boost your vocabulary này được thực hiện bởi IELTS Family-Các nhóm tự học IELTS

LỜI GIỚI THIỆU

Chào các bạn,

Các bạn đang cầm trên tay cuốn “Boost your vocabulary” được biên soạn bởi mình và các thành viên team IELTS family. Cuốn sách được viết nhằm mục đích giúp các bạn đang muốn cải thiện vốn từ vựng cho phần thi Reading trong IELTS. Sách được viết dựa trên nền tảng bộ Cambridge IELTS của Nhà xuất bản Đại học Cambridge – Anh Quốc.

Trong quá trình thực hiện, mình và các bạn trong nhóm đã dành tương đối nhiều thời gian để nghiên cứu cách thức đưa nội dung sao cho khoa học và dễ dùng nhất với các bạn đọc. Tuy vậy, cuốn sách không khỏi có những hạn chế nhất định. Mọi góp ý để cải thiện nội dung cuốn sách mọi người xin gửi về email **thangwrm@gmail.com**

Trân trọng cảm ơn,


dinhthangielts

TÁC GIẢ & NHÓM THỰC HIỆN

Đinh Thắng

Hiện tại là giáo viên dạy IELTS tại Hà Nội từ cuối năm 2012. Chứng chỉ ngành ngôn ngữ Anh, đại học Brighton, Anh Quốc, 2016.Từng làm việc tại tổ chức giáo dục quốc tế Language Link Việt Nam (2011-2012)

Facebook.com/dinhthangielts

… cùng các bạn Đức Duy, Thu Anh, Thu Hằng, Xuân Anh, Thu Anh & Thùy An.

Tài trợ

Team làm sách rất cám ơn **HP Academy** – trung tâm đã tài trợ một phần kinh phí làm nên bộ sách này.

HP Academy là NHÀ dành cho việc dạy và học IELTS tại 2 cơ sở Tân Bình và Gò Vấp, TP.HCM.
Ở HP, các bạn sẽ KHÔNG được cam kết đầu ra. Kết quả của các cựu học viên chính là câu trả lời chính xác nhất cho chất lượng dạy và học.
www.hpacademy.vn

03 LÝ DO TẠI SAO NÊN HỌC TỪ VỰNG THEO CUỐN SÁCH NÀY

1. Không còn mất nhiều thời gian cho việc tra từ

Các từ học thuật (academic words) trong sách đều có kèm giải thích hoặc từ đồng nghĩa. Bạn tiết kiệm được đáng kể thời gian gõ từng từ vào từ điển và tra. Chắc chắn những bạn thuộc dạng "không được chăm chỉ lắm trong việc tra từ vựng" sẽ thích điều này.

2. Tập trung bộ nhớ vào các từ quan trọng

Mặc dù cuốn sách không tra hết các từ giúp bạn nhưng sách đã chọn ra các từ quan trọng và phổ biến nhất giúp bạn. Như vậy, bạn có thể tập trung bộ nhớ vào các từ này, thay vì phải mất công nhớ các từ không quan trọng. Bạn nào đạt Reading từ 7.0 trở lên đều sẽ thấy rất nhiều trong số các từ này thuộc loại hết sức quen thuộc

3. Học một từ nhớ nhiều từ

Rất nhiều từ được trình bày theo synonym (từ đồng nghĩa), giúp các bạn có thể xem lại và học thêm các từ có nghĩa tương đương hoặc giống như từ gốc. Có thể nói, đây là phương pháp học hết sức hiệu quả vì khi học một từ như impact, bạn có thể nhớ lại hoặc học thêm một loạt các từ nghĩa tương đương như significant, vital, imperative, chief, key. Nói theo cách khác thì nếu khả năng ghi nhớ của bạn tốt thì cuốn sách này giúp bạn đẩy số lượng từ vựng lên một cách đáng kể.

HƯỚNG DẪN SỬ DỤNG SÁCH

ĐỐI TƯỢNG SỬ DỤNG SÁCH

Nhìn chung các bạn cần có mức độ từ vựng tương đương 5.5 trở lên (theo thang điểm 9 của IELTS), nếu không có thể sẽ gặp nhiều khó khăn trong việc sử dụng sách này.

CÁC BƯỚC SỬ DỤNG

CÁCH 1: LÀM TEST TRƯỚC, HOC TỪ VỰNG SAU

Bước 1: Bạn in cuốn sách này ra. Nên in bìa màu để có thêm động lực học. Cuốn sách được thiết kế cho việc đọc trực tiếp, không phải cho việc đọc online nên bạn nào đọc online sẽ có thể thấy khá bất tiện khi tra cứu, đối chiếu từ vựng

Bước 2: Tìm mua cuốn Cambridge IELTS (6 cuốn mới nhất từ 6-12) của Nhà xuất bản Cambridge để làm. Hãy cẩn thận đừng mua nhầm sách lậu. Sách của nhà xuất bản Cambridge được tái bản tại Việt Nam thường có bìa và giấy dày, chữ rất rõ nét.

Bước 3: Làm một bài test hoặc passage bất kỳ trong bộ sách trên. Ví dụ passage 1, test 1 của Cambridge IELTS 13.

Bước 4: Đối chiếu với cuốn sách này, bạn sẽ lọc ra các từ vựng quan trọng cần học. Ví dụ passage 1, test 1 của Cambridge IELTS 13, bài về Tourism New Zealand Website: Bạn sẽ thấy

4.1 Cột bên trái là bản text gốc, trong đó bôi đậm các từ học thuật - **academic word**

4.2 **Cột bên phải chứa các từ vựng này theo kèm định nghĩa (definition) hoặc từ đồng nghĩa (synonym)**

CÁCH 2: HOC TỪ VỰNG TRƯỚC, ĐOC TEST SAU

Bước 1: Bạn in cuốn sách này ra. Nên in bìa màu để có thêm động lực học. Cuốn sách được thiết kế cho việc đọc trực tiếp, không phải cho việc đọc online nên bạn nào đọc online sẽ có thể thấy khá bất tiện khi tra cứu, đối chiếu từ vựng

Bước 2: Đọc cột bên trái như đọc báo. Duy trì hàng ngày. Khi nào không hiểu từ nào thì xem nghĩa hoặc synonym của từ đó ở cột bên phải. Giai đoạn này giúp bạn phát triển việc đọc tự nhiên, thay vì đọc theo kiểu làm test. Bạn càng hiểu nhiều càng tốt. Cố gắng nhớ từ theo ngữ cảnh.

Bước 3: Làm một bài test hoặc passage bất kỳ trong bộ sách Cambridge IELTS. Ví dụ bạn đọc xong cuốn Boost your vocabulary 13 này thì có thể quay lại làm các test trong cuốn 10 chẳng hạn. **Làm test xong thì cố gắng phát hiện các từ đã học** trong cuốn 13. Bạn nào có khả năng ghi nhớ tốt chắc chắn sẽ gặp lại rất nhiều từ đã học. Bạn nào có khả năng ghi nhớ vừa phải cũng sẽ gặp lại không ít từ. Việc

Bước 4: Đọc cuốn Boost your vocabulary tương ứng với test bạn vừa làm. Ví dụ trong cuốn Boost your vocabulary 10.

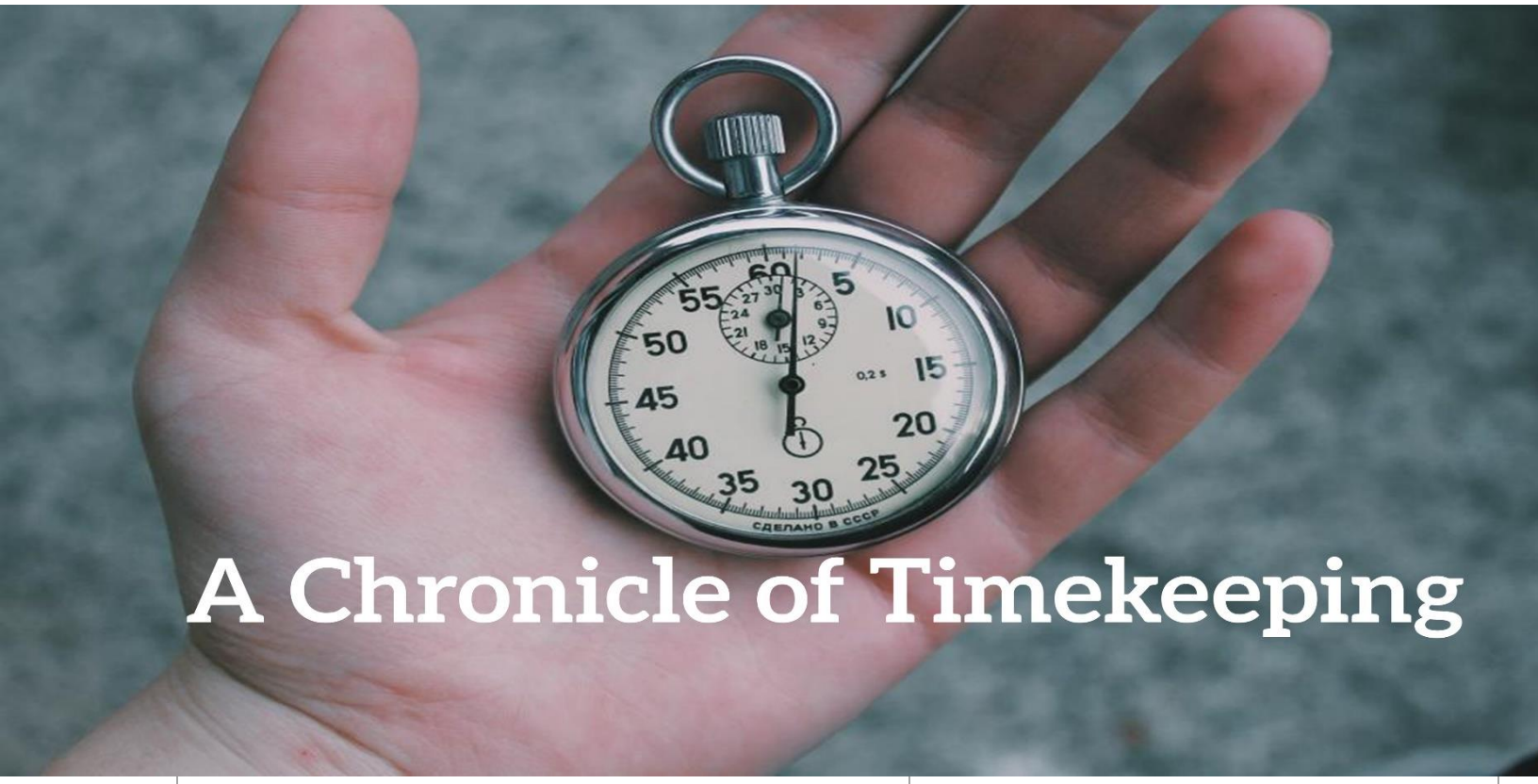
Tóm lại, mình ví dụ 1 chu trình đầy đủ theo cách này

B1. Đọc **hiểu** và học từ cuốn Boost your vocabulary 13

B2. Làm test 1 trong cuốn Boost your vocabulary 10

B3. Đọc **hiểu** và học từ cuốn Boost your vocabulary 10 & tìm các từ lặp lại mà bạn đã đọc trong cuốn Boost your vocabulary 13

CAMBRIDGE IELTS 8
TEST 1
READING PASSAGE 1



Our conception of time depends on the way we measure it.

A

According to archaeological evidence, at least 5,000 years ago, and long before the **advent** of the Roman Empire, the Babylonians began to measure time, introducing calendars to **co-ordinate** **communal** activities, to plan the shipment of goods and, in particular, to **regulate** planting and harvesting. They based their calendars on three natural cycles: the **solar** day, marked by the successive periods of light and darkness as the earth rotates on its **axis**; the **lunar** month, following the phases of the moon as it **orbits** the earth; and

chronicle = a written record, history, story of historical events.
timekeeping = the activity of recording the time something takes
advent = coming, start, arrival, the time when something first begins to be widely used.
co-ordinate = organize, manage, direct, to make various, separate things work together.
communal = shared, common, public, relating or belonging to all the people living in a particular.
regulate= control, adjust, standardize.
solar = relating to the Sun
axis = alignment, centre line, (*the imaginary line around which a large round object, such as the Earth*).
lunar = relating to the Moon.
orbit = circle, revolve around, travel around, go around,

the solar year, defined by the changing seasons that **accompany** our planet's revolution around the sun. **B** Before the invention of **artificial** light, the moon had greater social impact. And, for those living near the **equator** in particular, its **waxing and waning** was more **conspicuous** than the passing of the seasons. Hence, the calendars that were developed at the lower **latitudes** were influenced more by the lunar cycle than by the solar year. In more northern **climes,** however, where seasonal agriculture was practised, the solar year became more **crucial**. As the Roman Empire expanded northward, it organised its activity chart for the most part around the solar year. **C** Centuries before the Roman Empire, the Egyptians had **formulated** a **municipal** calendar having 12 months of 30 days, with five days added to approximate the solar year. Each period of ten days was marked by the appearance of special groups of stars called **decans**. At the rise of the star Sirius just before sunrise, which occurred around the all-important annual flooding of the Nile, 12 decans could be seen spanning the heavens. The **cosmic** significance the Egyptians placed in the 12 decans led them to develop a system in which each **interval** of darkness (and later, each interval of daylight) was divided into a dozen equal parts. These periods became known as **temporal hours** because their **duration** varied according to the changing length of days and nights with the passing of the seasons. Summer hours were long, winter ones short; only at the spring and autumn **equinoxes** were the hours of daylight and darkness equal. Temporal hours, which were first **adopted** by the Greeks and then the Romans, who **disseminated** them through Europe, remained in use for more than 2,500 years. **D** In order to **track** temporal hours during the day, inventors created **sundial**s, which indicate time by the length or direction of the sun's shadow. The	**accompany**= go together with, come with, be associated with, happen with, appear with. **artificial**= man-made, synthetic, non-natural. **equator =** an imaginary line drawn around the middle of the Earth. **wax and wane =** to increase and decrease over time. **conspicuous** = obvious, clear, noticeable. **latitude** = the distance north or south of the equator, measured in degrees. **clime** = zone, region, a place that has a particular type of climate. **crucial** = vital, fundamental, essential, important, necessary, key. **formulate** = invent, create, make, develop. **municipal** = civic, public, community, #private. **decans** = The decans (Egyptian) are 36 groups of stars (small constellations) used in the Ancient Egyptian astronomy. **cosmic** = relating to space or the universe. **interval**= intermission, interlude, break. **temporal hours** = a unit of time used in the past that divided the daylight into an equal number of hours, **duration =** the length of time that something lasts. **equinox** = solstice**,** one of the two times in a year when night and day are of equal length. **adopt** = accept, approve, implement, apply, #reject **disseminate** = spread, publish, distribute. **track** = follow, trace, pursue. **sundial =** an object used in the past for telling the time.

sundial's **counterpart**, the water clock, was designed to measure temporal hours at night. One of the first water clocks was a basin with a small hole near the bottom through which the water **dripped out**. The falling water level **denoted** the passing hour as it **dipped** below hour lines **inscribed** on the inner surface. Although these devices performed **satisfactorily** around the Mediterranean, they could not always be depended on in the cloudy and often freezing weather of northern Europe.	**counterpart** = equal, colleague, equivalent. **drip** = drop, come out, leak, #stream. **denote** = indicate, represent, refer to, #connote **dip** = dunk, immerse, to put something into a liquid for a very short time and take it out again. **inscribed =** engrave, carve, to carefully cut, print or write on smt **satisfactory** = pleasing, reasonable, acceptable, adequate, #unsatisfactory
E The advent of the mechanical clock meant that although it could be adjusted to maintain temporal hours, it was naturally suited to keeping equal ones. With these, however, **arose** the question of when to begin counting, and so, in the early 14th century, a number of systems **evolved.** The **schemes** that **divided** the day into 24 equal parts varied according to the start of the count: Italian hours began at sunset, Babylonian hours at sunrise, **astronomical** hours at midday and 'great clock' hours, used for some large public clocks in Germany, at midnight. Eventually these were **superseded** by 'small clock', or French, hours, which split the day into two 12-hour periods **commencing** at midnight.	**arise =** rise, ascend, appear, # retire **evolve =** change, grow, advance, to develop and change gradually over a long period of time. **scheme**= plan, idea, method. **divide**= split, separate, distribute, allocate, #join. **astronomical** = relating to the scientific study of the stars. **supersede** = replace, supplant**,** displace. **commence** = start, begin, originate.
F The earliest recorded **weight-driven mechanical clock** was built in 1283 in Bedfordshire in England. The revolutionary aspect of this new timekeeper was neither the **descending** weight that provided its motive force nor the gear wheels (which had been around for at least 1,300 years) that transferred the power; It was the part called the **escapement**. In the early 1400s came the invention of the coiled spring or fusee which maintained constant force to the gear wheels of the timekeeper despite the changing tension of its **mainspring**. By the 16th century, a **pendulum** clock had been devised, but the pendulum swung in a large arc and thus was not very efficient.	**weight-driven mechanical clock =** a clock using a pendulum **descend**= downward, fall, drop, go down. **escapement =** a piece of machinery in a clock from the spring or weight to a wheel. **mainspring** = the most important spring in a watch or clock. **pendulum** = a long metal stick with weight at the bottom that swings regularly from side to side to control the working of a clock.

G To address this, a variation on the original escapement was invented in 1670, in England. It was called **the anchor escapement,** which was a lever-based device shaped like a ship's anchor. The motion of a pendulum rocks this device so that it catches and then releases each tooth of the **escape wheel**, in turn allowing it to turn a **precise** amount. Unlike the **original** form used in early pendulum clocks, the anchor escapement **permitted** the pendulum to travel in a very small arc. Moreover, this invention allowed the use of a long pendulum which could beat once a second and thus led to the development of a new floor standing case design, which became known as the grandfather clock. H Today, highly **accurate** timekeeping instruments set the beat for most electronic devices. Nearly all computers contain **a quartz-crystal clock** to regulate their operation. Moreover, not only do time signals **beamed** down from Global Positioning System satellites **calibrate** the functions of **precision navigation** equipment, they do so as well for mobile phones, instant stock-trading systems and nationwide power-distribution grids. So **integral** have these time-based technologies become to day-to-day existence that our **dependency** on them is recognised only when they fail to work.	**the anchor escapement** = a type of escapement used in pendulum clocks **escape wheel** = a toothed wheel in the escapement of a watch or clock. **precise** = exact, correct, accurate. **original** = initial, earliest (existing or happening first). **permit=** allow, enable, facilitate. **accurate**= correct, precise, exact. **a quartz-crystal clock** = is a clock that uses an electronic oscillator that is regulated by a quartz crystal to keep time. **beam down =** to transport somebody to or from a spaceship using special electronic equipment. **calibrate** = standardize**,** adjust, regulate. **precision**= accuracy, exactness, correctness. **navigation =** routing, direction-finding the science or job of planning which way you need to go when you are travelling from one place to another **integral =** connected, central, internal, forming a necessary part of something. **dependency** = reliance, enslavement, craving.

READING PASSAGE 2

An accident that occurred in the skies over the Grand Canyon in 1956 resulted in the **establishment** of the **Federal Aviation Administration (FAA)** to regulate and oversee the operation of aircraft in the skies over the United States, which were becoming quite **congested.** The resulting structure of air traffic control has greatly increased the safety of flight in the United States, and similar air traffic control **procedures** are also in place over much of the rest of the wor

B

Rudimentary air traffic control (ATC) existed well before the Grand Canyon disaster. As early as the 1920s, the earliest air traffic controllers **manually** guided aircraft in the **vicinity** of the airports, using lights and flags, while **beacons** and flashing lights were placed along cross-country routes to establish the earliest airways. However, this **purely** visual system was useless in bad weather, and, by the 1930s, radio communication was

establishment = founding, launch, creation.

federal Aviation Administration (FAA) of the United States = a national authority with powers to regulate all aspects of flying in aircraft.

congested = full of traffic, overfilled, blocked, crowded, #empty, #clear

procedure = process, way, method.

rudimentary = basic, elementary, simple, fundamental # advanced
manually = by hand, physically, # mental
vicinity (of something) = neighborhood, locality, surrounding area
beacon = signal, sign, warning light,
purely = entirely, wholly, totally, completely, # partly

coming into use for ATC. The first region to have something approximating today's ATC was New York City, with other major **metropolitan** areas following soon after.	**metropolitan**= urban, municipal, civic
C In the 1940s, ATC centres could and did take advantage of the newly developed radar and improved radio communication brought about by the Second World War, but the system remained rudimentary. It was only after the creation of the FAA that full-scale **regulation** of America's airspace took place, and this was **fortuitous,** for the **advent** of the **jet engine** suddenly resulted in a large number of very fast planes, reducing pilots' **margin of error** and practically demanding some set of rules to keep everyone well separated and operating safely in the air.	**regulation** = control, guideline, adjustment, rule. **fortuitous** = lucky, fortunate, miraculous. **advent** = arrival, beginning, initiation, # departure **jet engine =** an engine that pushes out a stream of hot air and gases behind it, used in aircraft **margin of error** = the degree to which a calculation might or can be wrong
D Many people think that ATC **consists of** a row of controllers sitting in front of their radar screens at the nation's airports, telling arriving and departing traffic what to do. This is a very incomplete part of the picture. The FAA **realised** that the airspace over the United States would at any time have many different kinds of planes, flying for many different purposes, in a variety of weather conditions, and the same kind of structure was needed to **accommodate** all of them.	**consist of** = comprise, be made up of, be compose of,-comprise, make up. **realise =** recognize, understand, comprehend, # misunderstand **accommodate** = adapt, acclimatize, adjust.
E To meet this challenge, the following elements were **put into effect**. First, ATC extends over **virtually** the entire United States. In general, from 365m above the ground and higher, the entire country is **blanketed** by controlled airspace. In certain areas, mainly near airports, controlled airspace extends down to 215m above the ground, and, in the immediate vicinity of an airport, all the way down to the surface. Controlled airspace is that airspace in which FAA **regulations** apply. Elsewhere, in uncontrolled airspace, pilots are **bound** by fewer regulations. In this way, the **recreational** pilot who simply wishes to go flying for a while without all the restrictions **imposed** by the FAA has only to stay in uncontrolled airspace, below 365m, while the pilot who does want the protection **afforded** by ATC can easily enter the controlled airspace.	**put into effect** = to make a plan or idea happen **virtually =** almost, nearly, near. **blanket =** to cover something with a thick layer. **regulation=** rule, guideline, directive. **bind** = require, force, oblige. **recreation** = fun, enjoyment, pleasure, good/great time, a blast, entertainment, relaxation, leisure. **impose**= force, require, obey, make rules. **afford=** give, offer, provide, allow.
F The FAA then recognised two types of operating environments. In good **meteorological** conditions, flying	**meteorological** = atmospheric, climatic, weather.

would be permitted under Visual Flight Rules (VFR), which suggests a strong **reliance** on visual **cues** to maintain an acceptable level of safety. Poor visibility **necessitated** a set of Instrumental Flight Rules (IFR), under which the pilot relied on **altitude** and **navigationa**l information provided by the plane's instrument panel to fly safely. On a clear day, a pilot in controlled airspace can choose a VFR or IFR flight plan, and the FAA regulations were **devised** in a way which **accommodates** both VFR and IFR operations in the same airspace. However, a pilot can only choose to fly IFR if they **possess** an instrument rating which is above and beyond the basic pilot's license that must also be held.

G

Controlled airspace is divided into several different types, **designated** by letters of the alphabet. Uncontrolled airspace is designated Class F, while controlled airspace below 5,490m above sea level and not in the vicinity of an airport is Class E. All airspace above 5,490m is designated Class A. The reason for the division of Class E and Class A airspace **stems from** the type of planes operating in them. Generally, Class E airspace is where one finds general aviation aircraft (few of which can climb above 5,490m anyway), and commercial **turboprop** aircraft. Above 5,490m is the **realm** of the heavy jets, since jet engines operate more efficiently at higher altitudes. The difference between Class E and A airspace is that in Class A, all operations are IFR, and pilots must be instrument-rated, that is, skilled and licensed in aircraft **instrumentation**. This is because ATC control of the entire space is essential. Three other types of airspace, Classes D, C and B, govern the vicinity of airports. These **correspond** roughly to small **municipal,** medium-sized metropolitan and major metropolitan airports respectively, and **encompass** an increasingly **rigorous** set of regulations. For example, all a VFR pilot has to do to enter Class C airspace is establish two-way radio contact with ATC. No **explicit** permission from ATC to enter is needed, although the pilot must continue to obey all regulations **governing** VFR flight. To enter Class B airspace, such as on approach to a major metropolitan airport, an explicit ATC clearance is required. The private pilot who **cruises** without permission into this airspace risks losing their **license**.

reliance = dependence, rely on, hinge on.

necessitate = essential, require, need, demand.

cue = signal, indication, clue.

altitude = height above sea level.

navigation= direction-finding, steering, routing.

devise = plan, develop, create, set up.

possess = own, have, hold, keep, #lack

designate= elect, label, entitle, define.

stem from= arise from, originate from, come from.

turboprop= an aircraft that gets power from this type of engine.

realm = area, space, range, field.

instrumentation= the set of instruments used to help in controlling a machine

correspond = realate, tally, link, match up.

municipal= civic, public, community, #private

encompass = include, cover, contain, #exclude

rigorous= precise, careful, accurate

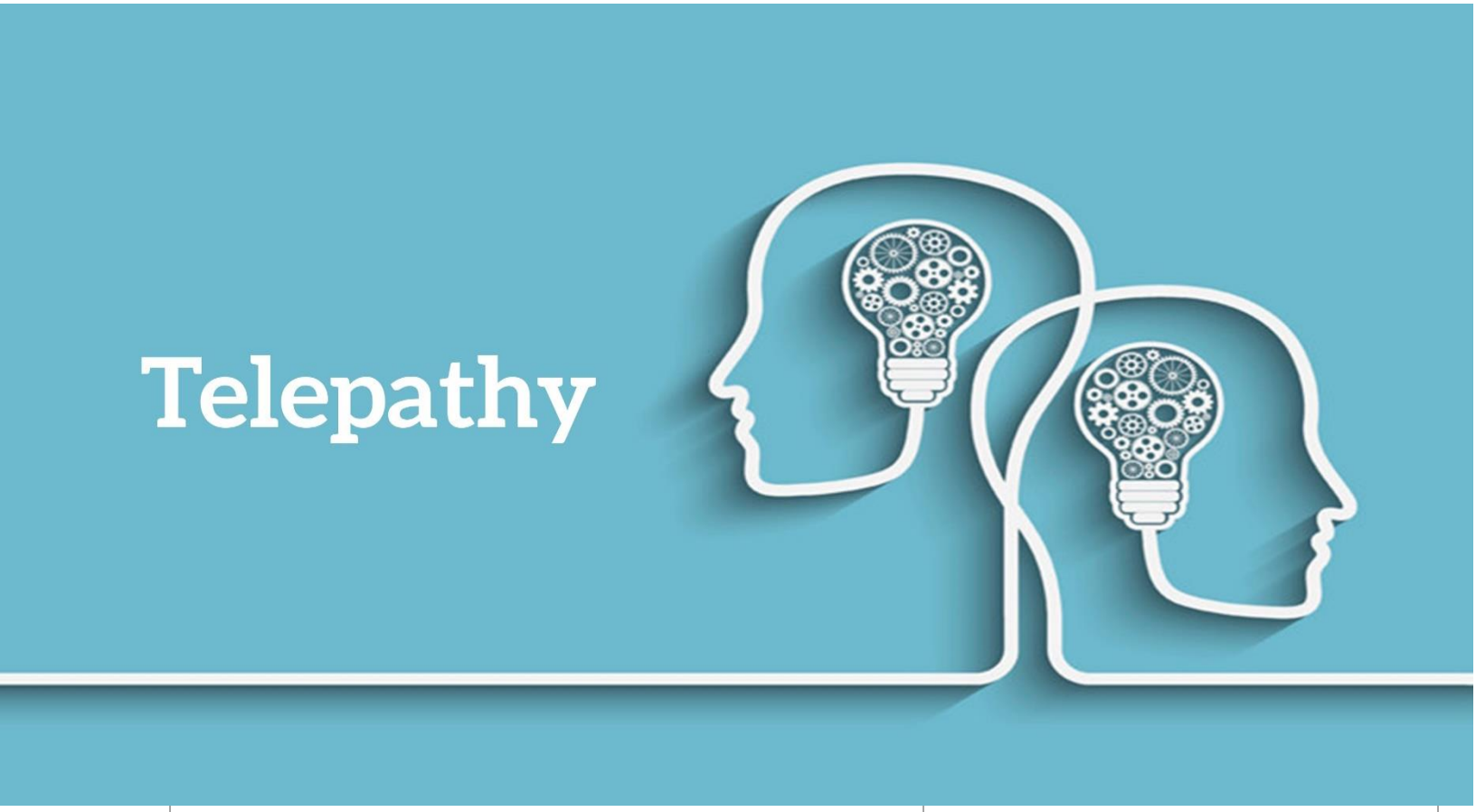
explicit = clear, precise, exact, #implicit.

govern= rule, oversee, manage, control, regulate.

cruise = fly, travel, take off, voyage.

license = certificate, pass, card, permit.

READING PASSAGE 3



Can human beings communicate by thought alone?

For more than a century the issue of telepathy has divided the scientific community, and even today it still **sparks** bitter **controversy** among top **academics**.

Since the 1970s, **parapsychologists** at leading universities and research institutes around the world have risked the **derision** of **sceptical** colleagues by putting the various claims for telepathy to the test in dozens of rigorous scientific studies. The results and their **implications** are dividing even the researchers who **uncovered** them.

telepathy= mind-reading, thought transference, extrasensory perception
spark = provoke, cause, trigger.
controversy= argument, disagreement, debate, public discussion.
academic = a teacher in a college or university.

parapsychology = the scientific study of mysterious abilities that some people claim to have, such as knowing what will happen in the future.

derision= laughter, ridicule, contempt.

sceptical = doubtful, untruthful, suspicious.

implication = suggestion, insinuation, association.

uncover = discover, reveal, expose

Some researchers say the results **constitute** **compelling** evidence that telepathy is genuine. Other parapsychologists believe the field is on **the brink of collapse**, having tried to produce **definitive** scientific proof and failed. **Sceptics** and **advocates** alike do **concur** on one issue, however: that the most impressive evidence so far has come from the so-called 'ganzfeld' experiments, a German term that means 'whole field'. Reports of telepathic experiences had by people during **meditation** led parapsychologists to **suspect** that telepathy might involve 'signals' passing between people that were so **faint** that they were usually **swamped** by normal brain activity. In this case, such signals might be more easily detected by those experiencing meditation-like **tranquility** in a relaxing 'whole field' of light, sound and warmth.	**constitute** = make up, establish, create. **compelling** = forceful, convincing, persuasive, very interesting and exciting. **the brink of something =** a situation when you are almost in a new situation, usually a bad one **collapse** = fail, end, break down. **definitive**= ultimate, perfect, best. **sceptic**= cynic, doubter, questioner #believer. **advocate** = supporter, promoter, believer. **concur** = agree, correspond, coincide #conflict **meditation**=the practice of emptying your mind of thoughts and feelings, in order to relax completely or for religious reasons. **suspect** = doubt, distrust, disbelieve. **faint**= pale, unclear, weak #strong **swamp** = overwhelm, inundate, drown **tranquility** = calm, quiet, silence, # bustle.
The ganzfeld experiment tries to recreate these conditions with participants sitting in soft **reclining** chairs in a **sealed** room, listening to relaxing sounds while their eyes are covered with special filters letting in only soft pink light. In early ganzfeld **experiments**, the telepathy test involved **identification** of a picture chosen from a random selection of four taken from a large image bank. The idea was that a person acting as a '**sender**' would **attempt** to **beam** the image over to the 'receiver' relaxing in the sealed room.	**reclining =** rest, lie down, lounge, #stand **sealed** = closed, to formally approve an agreement. **experiment =** test, trial, research **identification** = recognition, classification. distinguishing **attempt**= try, make an effort, have a shot. **beam =** send out, radiate, emit
Once the session was over, this person was asked to identify which of the four images had been used. Random guessing would give a hit-rate of 25 per cent; if telepathy is real, however, the hit-rate would be higher. In 1982, the results from the first ganzfeld studies were **analysed** by one of its **pioneers**, the American parapsychologist Charles Honorton. They pointed to **typical** hit-rates of better than 30 per cent - a small	**analyze**= examine, scrutinize, investigate. **pioneer** = creator, discoverer, inventor, forerunner **typical**= usual, normal, standard, average.

effect, but one which **statistical** tests suggested could not be put down to chance.

The implication was that the ganzfeld method had revealed real evidence for telepathy. But there was a crucial **flaw** in this argument - one routinely **overlooked** in more **conventional** areas of science. Just because chance had been ruled out as an explanation did not **prove** telepathy must exist; there were many other ways of getting positive results. These ranged from **'sensory leakage'** - where clues about the pictures accidentally reach the receiver - to **outright fraud.** In response, the researchers issued a review of all the ganzfeld studies done up to 1985 to show that 80 per cent had found statistically significant evidence. However, they also agreed that there were still too many problems in the experiments which could lead to positive results, and they drew up a list demanding new standards for future research.

After this, many researchers switched to autoganzfeld tests - an automated variant of the technique which used computers to perform many of the key tasks such as the random selection of images. By minimising human **involvement,** the idea was to minimise the risk of flawed results. In 1987, results from hundreds of autoganzfeld tests were studied by Honorton in a 'meta-analysis', a statistical technique for finding the overall results from a set of studies. Though less compelling than before, the outcome was still **impressive**.
Yet some parapsychologists remain **disturbed** by the lack of **consistency** between individual ganzfeld studies. **Defenders** of telepathy point out that demanding impressive evidence from every study ignores one basic statistical fact: it takes large samples to **detect** small effects. If, as current results suggest, telepathy produces hit-rates only **marginally** above the 25 per cent expected by chance, it's unlikely to be detected by a typical ganzfeld study involving around 40 people: the group is just not big enough. Only when many studies are combined in a meta-analysis will the faint signal of telepathy really become **apparent**. And that is what researchers do seem to be finding.

statistical= numerical, arithmetic, arithmetical.

flaw= fault, error, mistake.

overlook= fail to notice, fail to see, miss.

conventional =traditional, usual, conservative.

prove = show, confirm, demonstrate.

sensory = relating to the feelings of your body rather than your mind.

leakage = escape, outflow, drip.

outright = clear and direct, absolute, complete.

fraud= dishonesty, scam, deception. .

involvement = participation, connection, contribution.

impressive = imposing, inspiring, striking.

disturb = perturb, concern, worry, bother.

consistency= constancy, steadiness, stability.

defender =protector, supporter, guard.

marginally = slightly, just over, a bit

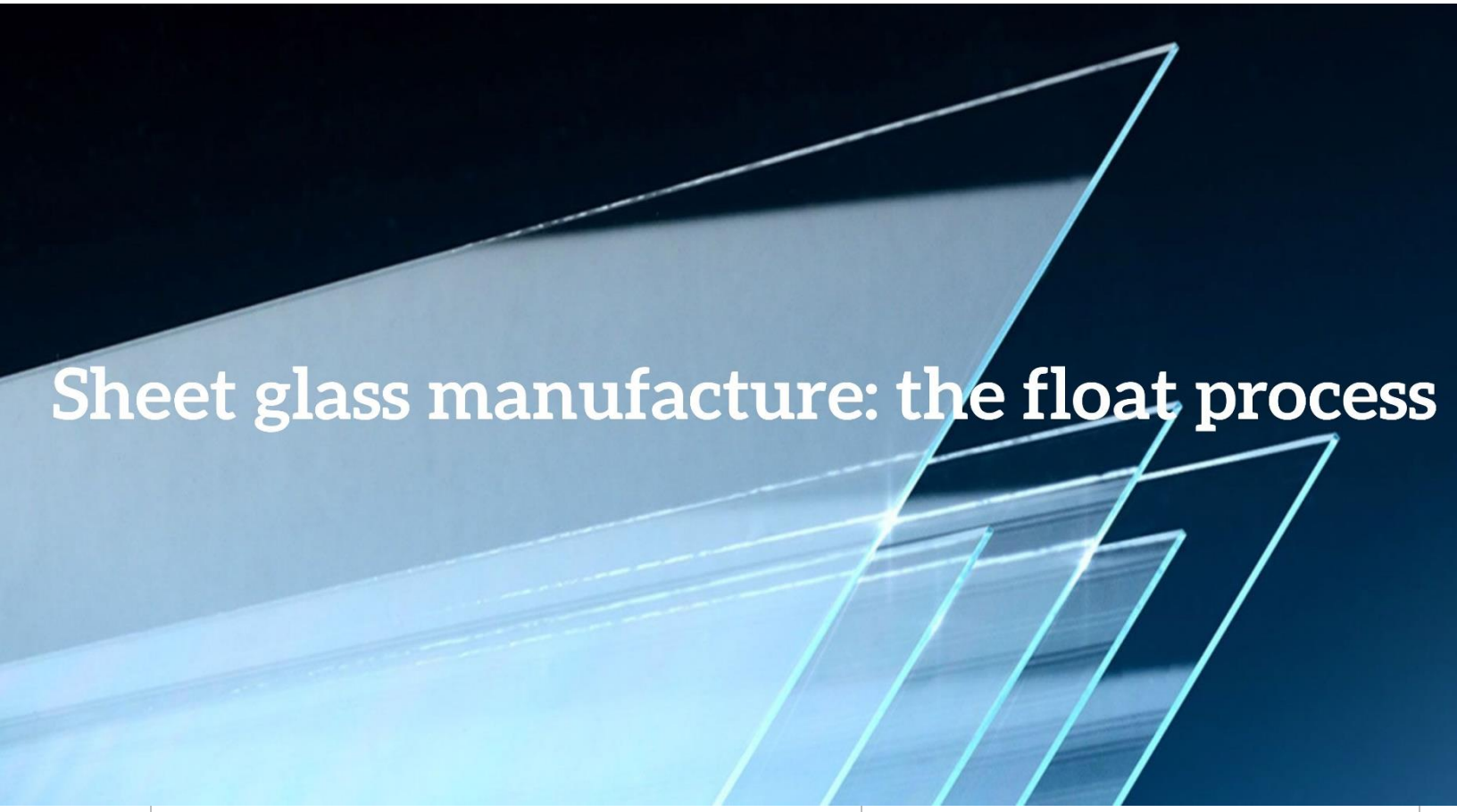
detect= discover, find out, reveal, notice.

apparent = obvious, clear, seeming.

What they are certainly not finding, however, is any change in attitude of **mainstream** scientists: most still totally reject the very idea of telepathy. The problem stems at least in part from the lack of any **plausible** mechanism for telepathy. Various theories have been **put forward**, many focusing on **esoteric** ideas from theoretical physics. They include **'quantum entanglement'**, in which events affecting one group of **atoms** instantly affect another group, no matter how far apart they may be. While physicists have demonstrated **entanglement** with specially prepared **atoms**, no-one knows if it also exists between atoms making up human minds. Answering such questions would transform parapsychology. This has **prompted** some researchers to argue that the future lies not in collecting more evidence for telepathy, but in **probing** possible mechanisms. Some work has begun already, with researchers trying to identify people who are particularly successful in autoganzfeld **trials**. Early results show that creative and artistic people do much better than average: in one study at the University of Edinburgh, musicians achieved a hit-rate of 56 per cent. Perhaps more tests like these will eventually give the researchers the evidence they are seeking and strengthen the case for the existence of telepathy.	**mainstream =** normal, typical, conventional, # unconventional **plausible** = reasonable, possible, believable. **put forward =** state, suggest, propose **esoteric** = obscure, mysterious, cryptic, (known and understood by only a few people who have special knowledge about something). **quantum** = a unit of energy in nuclear physics. **entanglement** = a difficult situation or relationship that is hard to escape from. **atom** = the smallest part of an element that can exist alone or can combine with other substances to form a molecule. **prompt =** stimulate, provoke, motivate **probing**= inquisitive, analytical, penetrating. **trial =** test, experiment, examination.

TEST 2

READING PASSAGE 1



Glass, which has been made since the time of the Mesopotamians and Egyptians, is little more than a **mixture** of sand, soda ash and lime. When heated to about 1500 degrees Celsius (°C) this becomes a **molten** mass that **hardens** when slowly cooled. The first successful method for making clear, flat glass **involved** spinning. This method was very effective as the glass had not touched any surfaces between being soft and becoming hard, so it stayed perfectly **unblemished**, with a 'fire finish'. However, the process took a long time and was **labour intensive**.

mixture = combination, blend, hybrid, amalgam.
molten = metal or rock has been made into a liquid by being heated to a very high temperature.
harden = solidify, freeze, consolidate, #soften
involve = associate, engage, connect, link.
unblemished = flawless, perfect, untarnished, # flawed, #imperfect
labour = work, employment, hard work, manual labor
intensive = concentrated, rigorous, thorough, exhaustive, #easy (*tens=strain, stretch .i.e* ***tens****ion, ex****tens****ion*)

Nevertheless, demand for flat glass was very high and glassmakers across the world were looking for a method of making it **continuously**. The first continuous **ribbon** process involved squeezing molten glass through two hot **roller**s, similar to an old **mangle**. This allowed glass of **virtually** any thickness to be made **non-stop**, but the rollers would leave both sides of the glass marked, and these would then need to be ground and **polished**. This part of the process **rubbed away** around 20 per cent of the glass, and the machines were very expensive.	**continuous** =uninterruptedly, endlessly, non-stop, #intermittently **ribbon =** length, stretch, strip **roller=** a piece of wood, metal or plastic, shaped like a tube, that rolls over and over. **mangle** = a machine used in former times to remove water from washed clothes by pressing them between two rollers **virtually**= almost, nearly, practically. **non-stop**= continuously, constantly, endlessly. **polished**= shined, cleaned, rubbed, sparkled, # tarnished. **rub away=** erode, wipe out, wear away
The float process for making flat glass was invented by Alistair Pilkington. This process allows the **manufacture** of clear, **tinted** and **coated** glass for buildings, and clear and tinted glass for vehicles. Pilkington had been experimenting with improving the melting process, and in 1952 he had the idea of using a bed of molten metal to form the flat glass, **eliminating** altogether the need for rollers within the **float** bath. The metal had to melt at a temperature less than the hardening point of glass (about 600°C), but could not boil at a temperature below the temperature of the molten glass (about 1500°C). The best metal for the job was **tin**.	**manufacture** = production, creation, making. **tinted =** coloured, painted, decorated. **coated =** covered, layered, encrusted. **eliminate=** get rid of, remove, eradicate, reject, #retain **float =** the surface of a liquid **tin =** a soft silver-white metal that is often used to cover and protect iron and steel
The rest of the **concept relied on gravity**, which **guaranteed** that the surface of the molten metal was perfectly flat and horizontal. Consequently, when **pouring** molten glass onto the molten tin, the underside of the glass would also be perfectly flat. If the glass were kept hot enough, it would flow over the molten tin until the top surface was also flat, **horizontal** and perfectly **parallel** to the bottom surface. Once the glass cooled to 604°C or less it was too hard to mark and could be transported out of the cooling zone by rollers. The glass settled to a thickness of six millimetres because of surface **tension** interactions between the glass and the tin. By **fortunate coincidence,** 60 per cent of the flat glass market at that time was for six-millimetre glass. Pilkington built a pilot plant in 1953 and by 1955 he had **convinced** his company to build a **full-scale**	**concept** = idea, perception, belief **rely on** = depend on, count on, trust **gravity** = the force that causes something to fall to the ground or to be attracted to another **planet** **guarantee =** ensure, assure. **pour =** drizzle, tip, spill, splash. **horizontal=** flat, smooth, straight **parallel** = two lines, paths etc that are parallel to each other are the same distance apart along their whole length **tension =** stress pressure, strain. **fortunate =** lucky, happy, chance**.** **coincidence =** when two things happen at the same time **convince=** persuade, encourage, influence. **full-scale** = full-sized, complete, #partial

plant. However, it took 14 months of non-stop production, costing the company £100,000 a month, before the plant produced any usable glass. Furthermore, once they succeeded in making **marketable** flat glass, the machine was turned off for a service to prepare it for years of continuous production. When it started up again it took another four months to get the process right again. They finally succeeded in 1959 and there are now float plants all over the world, with each able to produce around 1000 tons of glass every day, non-stop for around 15 years.	**plant** = factory, workshop, manufacturing works. **marketable=** marketable goods, skills etc can be sold easily because people want them
Float plants today make glass of near **optical** quality. Several processes - melting, **refining**, **homogenising** - take place **simultaneously** in the 2000 tonnes of molten glass in the **furnace**. They **occur** in separate zones in a complex glass flow driven by high temperatures. It adds up to a continuous melting process, lasting as long as 50 hours, that **delivers** glass smoothly and continuously to the float bath, and from there to a coating zone and finally a heat treatment zone, where stresses formed during cooling are **relieved**.	**optical** = visual, ocular, photosensitive. **refine** = purify, filter, distill, # contaminate **homogenise** = to change something so that its parts become similar or the same. (***hom***=same .i.e ***hom***ogeneous, ***hom***osexual) **simultaneously=** at the same time, concurrently, instantaneously **furnace=** heater, boiler, oven**.** **occur** = happen, take place, befall **deliver** = transport, bring, carry, send. **relieved** = released, eased, alleviated, reduced, mitigated
The principle of float glass is unchanged since the 1950s. However, the product has changed **dramatically**, from a single thickness of 6.8 mm to **a range** from sub-millimetre to 25 mm, from a ribbon frequently **marred** by inclusions and bubbles to almost optical perfection. To ensure the highest quality, **inspection** takes place at every stage. Occasionally, a bubble is not removed during refining, a sand **grain** refuses to melt, a **tremor** in the tin puts **ripples** into the glass ribbon. Automated on-line inspection does two things. Firstly, it reveals process faults upstream that can be corrected. Inspection technology allows more than 100 million **measurements** a second to be made across the ribbon, locating **flaws** the **unaided** eye would be unable to see. Secondly, it enables computers downstream to **steer** **cutters** around flaws. Float glass is sold by the square metre, and at the final stage computers translate customer requirements into patterns of cuts designed to minimise waste.	**dramatically=** radically, noticeably, considerably, significantly. **range =** variety, series, array. **mar =** spoil, ruin, detract from something, undermine **inspection =** review, examination, assessment. **grain =** small piece, little bit, granule **tremor** = shake, tremble, vibration **ripple =** wave, undulation, wrinkle, #stillness **measurement=** dimension, size, extent. **unaided =** bear, unprotected, unassisted **flaw**= defect, mistake, fault. **unaided**= unassisted, without help. **steer** = drive, guide, direct. **cutter=** a tool that is used for cutting something.

READING PASSAGE 2

This book will provide a detailed examination of the Little Ice Age and other **climatic shifts**, but, before I **embark on** that, let me provide a historical context. We tend to think of climate - **as opposed to** weather - as something unchanging, yet humanity has been **at the mercy of** climate change for its entire **existence**, with at least eight **glacial** episodes in the past 730,000 years. Our ancestors adapted to the universal but **irregular** global warming since the end of the last great Ice Age, around 10,000 years ago, with **dazzling opportunism.** They developed strategies for surviving harsh drought cycles, decades of heavy rainfall or **unaccustomed** cold; adopted agriculture and **stock-raising**, which **revolutionised** human life; and founded the world's first pre-industrial **civilisation**s in Egypt, Mesopotamia and the Americas. But the price of sudden climate change, in **famine**, disease and suffering, was often high.

climatic = relating to the weather in a particular area.
shift = change, alteration, modification
embark on= start, begin, get on
oppose = versus, against, contrasted with. (*op=against .i.e, opposition*)
at the mercy of =unable to do anything to protect yourself from someone or something
existence = being, survival, #extinction
glacial = icy, freezing, cold, # tropical
irregular = unusual, abnormal, #proper . (*regul= rule .i.em**regul**ar, **regul**ation*)
dazzling = bright, strong, brilliant, harsh.
opportunism= using every opportunity to gain power, money, or unfair advantages – used to show disapproval.
unaccustomed = unfamiliar, unusual, different, strange.
stock-raising = to look after animals
civilisation = a society that is well organized and developed, used especially about a particular place or particular time (*civ=citizen .i.e **civ**ic, **civ**ilian*)
famine = scarcity, food crisis, food shortage.

B

The Little Ice Age lasted from roughly 1300 until the middle of the nineteenth century. Only two centuries ago, Europe experienced a cycle of bitterly cold winters; mountain **glaciers** in the Swiss Alps were the lowest in recorded memory, and pack ice surrounded Iceland for much of the year. The climatic events of the Little Ice Age did more than help shape the modern world. They are the deeply important context for the current **unprecedented** global warming. The Little Ice Age was far from a deep freeze, however; rather an **irregular** **seesaw** of rapid climatic shifts, few lasting more than a quarter-century, driven by complex and still little understood **interactions** between the atmosphere and the ocean. The seesaw brought cycles of intensely cold winters and easterly winds, then **switched abruptly** to years of heavy spring and early summer rains, **mild** winters, and frequent Atlantic storms, or to periods of droughts, light northeasterly winds, and summer **heat wave**.

glacier = a large mass of ice which moves slowly down a mountain valley

unprecedented = extraordinary, first-time exceptional, unusual, #ordinary

seesaw = alternation, oscillation, swing.

irregular = random, erratic, variable #regular

interaction = communication, contact, interface.

switch = change, shift, adjustment.

abruptly= suddenly and unexpectedly (*rupt=break .i.e dis**rupt**, inter**rupt***)

mild = slight, minor, weak, warm

heat wave = a period of unusually hot weather, especially one that continues for a long time, #cold spell

C

Reconstructing the climate changes of the past is extremely difficult, because systematic weather **observations** began only a few centuries ago, in Europe and North America. Records from India and tropical Africa are even more recent. For the time before records began, we have only '**proxy** records' reconstructed largely from tree rings and ice cores, **supplemented** by a few incomplete written accounts. We now have hundreds of **tree-ring** records from throughout the northern **hemisphere**, and many from south of the equator, too, **amplified** with a growing body of temperature data from ice cores **drilled** in Antarctica, Greenland, the Peruvian Andes, and other locations. We are close to a knowledge of annual summer and winter temperature **variations** over much of the northern hemisphere going back 600 years.

reconstruct = rebuilding, recreate, modernize (*struct= build .i.e con**struct**ion, **struct**ure*)

observation = surveillance, scrutiny, watching, #neglect

proxy = substitution, deputation, delegation

supplement = addition, extra, complement. (*ple=fill,full .i.e re**ple**te, **ple**thora*)

tree-ring = one of the rings that you can see in a tree trunk (= centre part) if you cut through it.

hemisphere = a half of the Earth, especially one of the halves above and below the equator.(*hemi=half.i.e **hemi**cycle, **hemi**cube*)

amplify = increase, strengthen, #reduce

drill = pierce, penetrate, make a hole

variation = difference, distinction, #similarity

D

This book is a **narrative** history of climatic shifts during the past ten centuries, and some of the ways in which people in Europe **adapted** to them. Part One describes the Medieval Warm Period, roughly 900 to 1200. During these three centuries, **Norse voyagers** from Northern Europe explored northern seas, **settled** Greenland, and visited North America. It was not a time of **uniform** warmth, for then, as always since the Great Ice Age, there were constant shifts in rainfall and temperature. Mean European temperatures were about the same as today, perhaps slightly cooler.

narrative = story, tale, description

adapt = familiarize, get used to, adjust.

norse = relating to the people of ancient Scandinavia or their language.

voyager= traveler, explorer, adventurer

settle = stay, set up house, inhabit

uniform = unchanging, constant, unvarying, # uneven

E

It is known that the Little Ice Age cooling began in Greenland and the Arctic in about 1200. As the Arctic ice pack spread southward, Norse voyages to the west were **rerouted** into the open Atlantic, then ended altogether. Storminess increased in the North Atlantic and North Sea. Colder, much wetter weather **descended** on Europe between 1315 and 1319, when thousands **perished** in a **continent**-wide famine. By 1400, the weather had become decidedly more unpredictable and stormier, with sudden shifts and lower temperatures that **culminated** in the cold decades of the late sixteenth century. Fish were a vital commodity in growing towns and cities, where food supplies were a constant concern. Dried **cod** and **herring** were already the **staples** of the European fish trade, but changes in water temperatures forced fishing fleets to work further **offshore**. The Basques, Dutch, and English developed the first offshore fishing boats adapted to a colder and stormier Atlantic. A gradual agricultural revolution in Northern Europe **stemmed from** concerns over food supplies at a time of rising populations. The revolution involved intensive commercial farming and the growing of animal **fodder** on land not previously used for crops. The increased productivity from farmland made some countries **self-sufficient** in grain and livestock and offered effective protection against famine**.**

reroute = redirect, deflect, switch

descend = fall down, fall, decline, #ascend(*de=decline .i.e **de**crease, **de**clince, **de**stroy*)

perish = die, pass away, decease, #live, #survive

continent = mainland, landmass, landform, land

culminate = end, finish, #start.

cod = a large sea fish that lives in the North Atlantic

herring= a long thin silver sea fish that can be eaten.

staple = a food that is needed and used all the time

offshore = in or under the sea and not far from the coast.

stem from = arise from, come from, be a result of.

fodder = food, silage, rations, feed

self-sufficient = independent, autonomous, self-supporting

F

Global temperatures began to rise slowly after 1850, with the beginning of the Modern Warm Period. There was a **vast migration** from Europe by land-hungry farmers and others, to which the famine caused by the Irish potato **blight** contributed to North America, Australia, New Zealand, and southern Africa. Millions of hectares of forest and woodland fell before the newcomers' axes between 1850 and 1890, as intensive European farming methods expanded across the world. The **unprecedented** land **clearance** released vast quantities of carbon dioxide into the atmosphere, **triggering** for the first time humanly caused global warming. Temperatures climbed more rapidly in the twentieth century as the use of fossil fuels **proliferated** and greenhouse gas levels continued to **soar**. The rise has been even **steeper** since the early 1980s. The Little Ice Age has given way to a new climatic **regime**, marked by **prolonged** and steady warming. At the same time, extreme weather events like Category 5 **hurricanes** are becoming more frequent.

vast = huge, massive, enormous.

migration = relocation, movement, immigration, resettlement

blight = disease**,** an unhealthy condition of plants in which parts of them dry up and die.

unprecedented= unusual, exceptional, rare.

clearance= permission, authorization, allowance.

trigger = activate, cause, elicit, #halt .

proliferate = increase, multiply, grow.

soar =increase, rise, escalate, #plummet

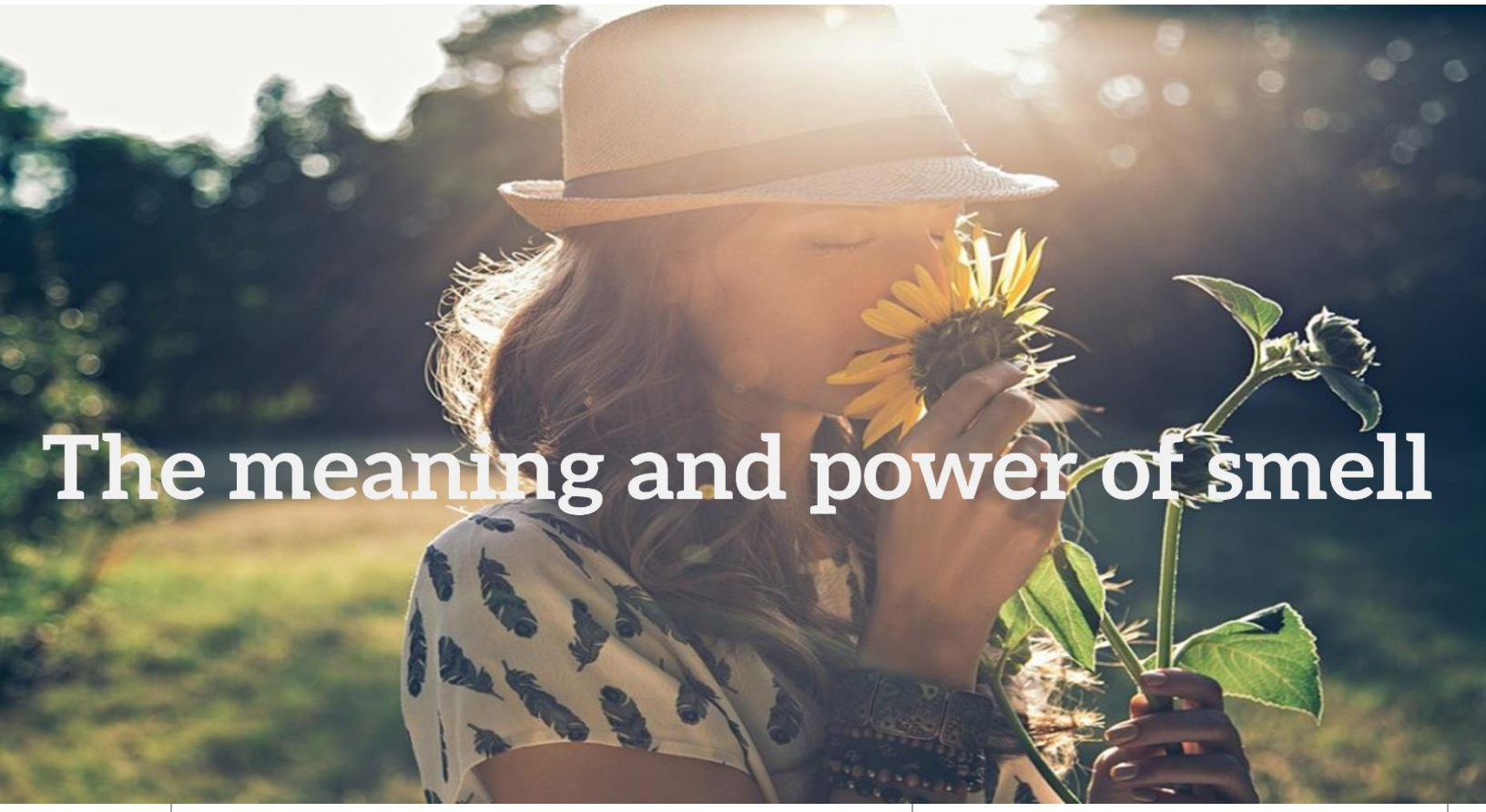
steep = sheer, sharp, vertical.

regime = system, establishment.

prolonged = continued, extended, long, sustained, # brief, short-lived

hurricane = storm, cyclone, typhoon, tornado

READING PASSAGE 3



The sense of smell, or **olfaction**, is powerful.

Odours affect us on a physical, psychological and social level. For the most part, however, we breathe in the **aromas** which surround us without being **consciously** aware of their importance to us. It is only when the **faculty** of smell is **impaired** for some reason that we begin to realise the essential role the sense of smell plays in our sense of well-being

A

A survey **conducted** by Anthony Synott at Montreal's Concordia University asked participants to comment on how important smell was to them in their lives. It became apparent that smell can **evoke** strong emotional responses. A scent associated with a good experience can bring a **rush** of joy, while a **foul** odour or one associated with a bad memory may make us **grimace** with **disgust**. **Respondents** to the survey noted that many of their olfactory likes and dislikes were based on emotional associations. Such

olfaction= the action of smelling
odour = smell, whiff, scent, fragrance, perfume, aroma.
aroma = a pleasant smell, especially from food or coffee.
consciously = aware, intentionally, on purpose, unintentionally
faculty = a natural ability, capacity, sense, # inability
impair = harm, damage, weaken, worsen, #enhance

conduct = do, make, carry out.(*duc=make .i.e pro**duc**e, intro**duc**e*)
evoke = induce, arouse, stir up, #suppress
rush = flow, pour, gush, stream
foul = unpleasant, disgusting, horrible.
grimace = twist, pull a face, make a face, #smile.
disgust = revulsion, repugnance, loathing, hatred, #attraction
respondent = responder, participant, interviewee, answerer.

associations can be powerful enough so that odours that we would generally label unpleasant become agreeable, and those that we would generally consider fragrant become disagreeable for particular individuals. The perception of smell, therefore, **consist**s not only of the **sensation** of the odours themselves, but of the experiences and emotions associated with them.	**association =** connection, involvement, correlation **consist**= contain, involve, comprise **sensation=**feeling, sense, awareness
B Odours are also essential **cues** in social **bonding**. One respondent to the survey believed that there is no true emotional bonding without touching and smelling a loved one. In fact, **infant**s recognise the odours of their mothers soon after birth and adults can often identify their children or **spouses** by scent. In one well-known test, women and men were able to **distinguish** by smell alone clothing worn by their marriage partners from similar clothing worn by other people. Most of the subjects would probably never have given much thought to odour as a cue for identifying family members before being involved in the test, but as the experiment revealed, even when not consciously considered, smells **register**.	**cue =** hint, clue, signal, sign **bonding=** connection, relationship, association**.** **Infant=** baby, child, newborn. **spouse** = husband/wife, partner, other half. **distinguish** = recognize, identify, discern. **register** = realize, notice= if something registers, or if you register it, you realize or notice it, and then remember it
C In spite of its importance to our emotional and **sensory** lives, smell is probably the most **undervalued** sense in many cultures. The reason often given for the low regard in which smell is held is that, in comparison with its importance among animals, the human sense of smell is **feeble** and undeveloped. While it is true that the olfactory powers of humans are nothing like as fine as those **possessed** by certain animals, they are still **remarkably acute**. Our noses are able to recognise thousands of smells, and to **perceive** odours which are present only in extremely small quantities.	**sensory=** sensual, bodily, #intellectual (*sens=feel.i.e **sens**itive, **sens**ible*) **undervalued** = underestimate, underrated. **feeble** = weak, ineffective, poor, #strong, # effective **possess =** have, hold, own, retain, #lack **remarkably** = extraordinarily, amazingly, outstandingly, extremely. **acute** = sharp, sensitive, heightened **perceive**= notice, sense, recognize.
D Smell, however, is a highly **elusive phenomenon**. Odours, unlike colours, for instance, cannot be named in many languages because the specific vocabulary simply doesn't exist. 'It smells like...,' we have to say when describing an odour, **struggling** to express our olfactory experience. Nor can odours be recorded: there is no effective way to either **capture** or store them over time. In the **realm** of olfaction, we must make do with descriptions and recollections. This has **implications** for olfactory research.	**elusive** = indefinable, indescribable, hard to pin down. **phenomenon =** occurrence, fact, event, happening **struggle =**strive, strain, make an effort **capture =** catch, seize, take, pick up, #release. (*capt=hold, take .i.e **capt**ivate*) **realm =** area, field, department, scope. **Implication =** suggestion, association, insinuation.

E Most of the research on smell **undertaken** to date has been of a physical scientific nature. Significant advances have been made in the understanding of the biological and chemical nature of olfaction, but many fundamental questions have yet to be answered. Researchers have still to decide whether smell is one sense or two - one responding to odours **proper** and the other registering odourless chemicals in the air. Other unanswered questions are whether the nose is the only part of the body affected by odours, and how smells can be measured **objectively** given the nonphysical components. Questions like these mean that interest in the **psychology** of smell is **inevitably** set to play an increasingly important role for researchers. F However, smell is not simply a biological and psychological phenomenon. Smell is cultural, hence it is a social and historical phenomenon. Odours are **invested** with cultural values: smells that are considered to be **offensive** in some cultures may be perfectly acceptable in others. Therefore, our sense of smell is a means of, and **model** for, interacting with the world. Different smells can provide us with **intimate** and emotionally charged experiences and the value that we **attach** to these experiences is **interiorised** by the members of society in a deeply personal way. Importantly, our commonly held feelings about smells can help distinguish us from other cultures. The study of the cultural history of smell is, therefore, in a very real sense, an investigation into the **essence** of human culture.	**undertake** = carry out, do # neglect **proper** = correct, appropriate, accurate **objectively** = accurately, empirically, demonstrably, tangibly, #subjectively **psychology** = the mental processes involved in believing in something or doing a certain activity **inevitably** = predictably, unsurprisingly, without doubt. **invest** = supply, enable, put in. **offensive =** unpleasant, distasteful, disgusting **model** = example, type, sort, genre **intimate** = private, personal, secret, #public **attach** = connect, stick, glue, #detach **interior** = inner, inside >< exterior. **essence** = the most basic and important quality of something.

TEST 3

READING PASSAGE 1

Seldom is the weather more dramatic than when thunderstorms **strike**. Their electrical **fury inflicts** death or serious injury on around 500 people each year in the United States alone. As the clouds roll in, a **leisurely** round of golf can become a terrifying **dice with death** - **out in the open**, a lone golfer may be **a lightning bolt's** most inviting target. And there is damage to property too. Lightning damage costs American power companies more than $100 million a year.

But researchers in the United States and Japan are planning to hit back. Already in **laboratory** trials they have tested strategies for **neutralising** the power of thunderstorms, and this winter they will **brave** real

seldom = rarely, infrequently, occasionally.
strike = hit, attack, crash into.
fury = extreme anger (often uncontrolled anger), rage, violence.
inflict = impose, cause, perpetrate.
leisurely= slow, unhurried, relaxed, #rushed
dice with death= to do something extremely dangerous and silly
out in the open = apparent, clear, not hidden or secret
a lightning bolt's = a flash of lightning in the sky

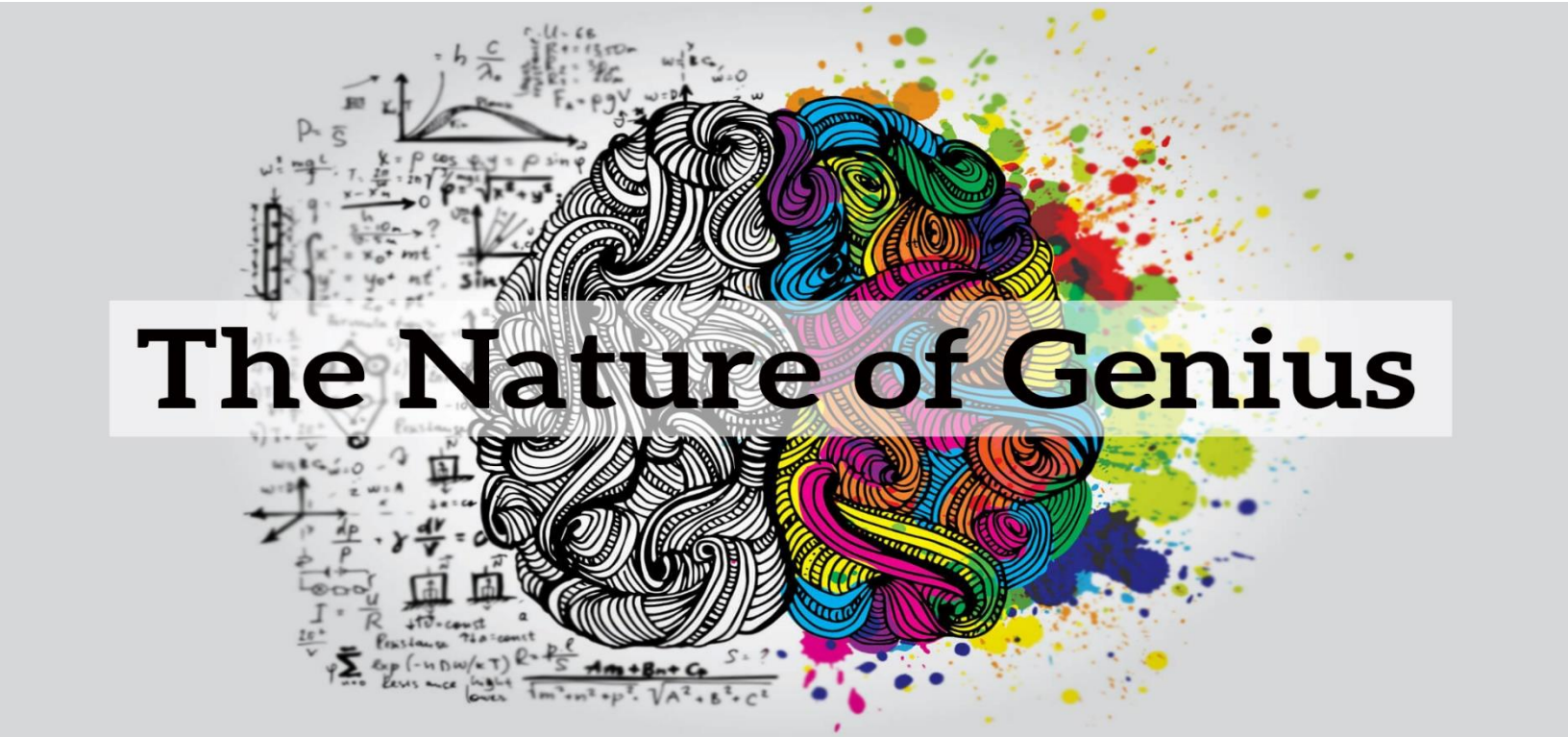
laboratory = workroom, test center, workshop (research laboratory).
neutralize = balance out, counteract, make safe, reduce the effect.
brave the elements/weather etc =go out in bad weather

storms, **equipped** with an **armoury** of lasers that they will be pointing towards the heavens to **discharge** **thunderclouds** before lightning can strike.	**equip** = prepare, provide, give. **armoury=** a place where weapons are stored. **discharge** = release, send out, free. **thundercloud=** a large dark cloud that you see before or during a storm
The idea of forcing storm clouds to discharge their lightning on **command** is not new. In the early 1960s, researchers tried **firing** rockets **trailing wires** into thunderclouds to set up an easy discharge path for the huge electric charges that these clouds **generate**. The technique survives to this day at a test site in Florida run by the University of Florida, with support from the Electrical Power Research Institute (EPRI), based in California. EPRI, which is **funded** by power companies, is looking at ways to protect the United States' power grid from lightning strikes. 'We can cause the lightning to strike where we want it to using rockets,' says Ralph Bernstein, manager of lightning projects at EPRI. The rocket site is providing precise measurements of lightning **voltages** and allowing engineers to check how electrical equipment **bears up**.	**command =** order, directive, charge. **fire**= shoot, trigger, launch, set off. **wire** = cable, line, chain **trailing wire** = a flexible insulated cable used for transmitting power from the main power source to a mobile machine **generate** = make, produce, create. **fund** = sponsor, finance, support, **voltage** = power, energy, electrical energy. **bear up** =cope, survive, manage
Bad behavior But while rockets are fine for research, they cannot provide the protection from lightning strikes that everyone is looking for. The rockets cost around $1,200 each, can only be fired at a limited **frequency** and their failure rate is about 40 per cent. And even when they do **trigger** lightning, things still do not always go **according to** plan. 'Lightning is not perfectly **well behaved**,' says Bernstein. 'Occasionally, it will take a **branch** and go someplace it **wasn't supposed to** go.'	**frequency** = regularity, incidence, occurrence, rate of recurrence **trigger=** activate, start, set off. **according to**= as said by, as stated by, in accordance with **well behaved** = polite, respectful, well-mannered **branch** = part, section, division. **be supposed to =** should, ought to, be expected to
And anyway, who would want to fire streams of rockets in a populated area? 'What goes up must come down,' points out Jean-Claude Diels of the University of New Mexico. Diels is leading a project, which is **backed** by EPRI, to try to use lasers to discharge lightning safely- and safety is a basic **requirement** since no one wants to put themselves or their expensive equipment **at risk**. With around	**back** = sponsor, support, finance, fund. **requirement =** obligation, condition, necessity #option **at risk =** in danger, at stake, endangered, vulnerable, #safe

$500,000 invested so far, a **promising** system is just **emerging** from the laboratory.	**promising** = hopeful, likely, capable, favorable, #disappointing **emerge=** appear, come out, begin.
The idea began some 20 years ago, when high-powered lasers were **revealing** their ability to **extract** electrons out of atoms and create ions. If a laser could generate a line of **ionisation** in the air all the way up to a storm cloud, this **conducting path** could be used to guide lightning to Earth, before the electric field becomes strong enough to break down the air in an **uncontrollable surge**. To stop the laser itself being struck, it would not be pointed straight at the clouds. Instead it would be directed at a mirror, and from there into the sky. The mirror would be protected by placing lightning conductors close by. Ideally, the cloud-zapper (gun) would be cheap enough to be **installed** around all key power installations, and **portable** enough to be taken to international sporting events to **beam up** at **brewing** storm clouds.	**reveal** = disclose, expose, uncover, bring to light, #cover up **extract =** remove, pull out, take out. **ionise =** to form ions or make them form **conducting path =** a path that electricity can flow through **uncontrollable** = unmanageable, wild, out of control, uncontainable **surge** = rise, growth, spread, # decline **install** = put in, connect, set up. **portable** = moveable, handy, transportable. **beam =** to send out a line of light, heat, energy etc **brewing** = if a storm is brewing, it will happen soon.
A stumbling block However, there is still a big **stumbling block**. The laser is no **nifty** portable: it's a monster that takes up a whole room. Diels is trying to cut down the size and says that a laser around the size of a small table is in the **offing**. He plans to test this more manageable system on live thunderclouds next summer. Bernstein says that Diels's system is attracting lots of interest from the power companies. But they have not yet come up with the $5 million that EPRI says will be needed to develop a **commercial** system, by making the lasers yet smaller and cheaper. I cannot say I have money yet, but I'm working on it,' says Bernstein. He **reckon**s that the **forthcoming** field tests will be the **turning point** - and he's hoping for good news. Bernstein predicts 'an **avalanche** of interest and support' if all goes well. He expects to see cloud-zappers eventually costing $50,000 to $100,000 each.	**stumbling block** = obstacle, problem, difficulty, barrier **nifty** = useful, convenient, effective, #useless **offing** (be in the offing) = be imminent, be likely, loom, be on the horizon **commercial=** profitable, marketable, profit-making. **reckon** = think, calculate, suppose. **forthcoming**= approaching, upcoming, future. **turning point** = decisive moment, crossroads. (the time when an important change starts, especially one that improves the situation). **avalanche** = a very large number of things.
Other scientists could also benefit. With a lightning 'switch' **at their fingertips**, materials scientists could find out what happens when **mighty** currents meet matter. Diels also hopes to see the birth of 'interactive **meteorology**' - not just **forecasting** the weather but	**at one's fingertips** = convenient, handy, easy, accessible **mighty**= strong, powerful, great. **current**= flow, stream, tide. **meteorology** = climatology, weather **forecast** = predict, estimate.

controlling it. 'If we could discharge clouds, we might affect the weather,' he says. And perhaps, says Diels, we'll be able to **confront** some other meteorological **menaces**. 'We think we could prevent **hail** by inducing lightning,' he says. Thunder, the shock wave that comes from a lightning flash, is thought to be the trigger for the torrential rain that is typical of storms. A laser thunder factory could **shake** the moisture **out of** clouds, perhaps preventing the **formation** of the giant hailstones that threaten crops. With luck, as the storm clouds gather this winter, laser-toting researchers could, for the first time, **strike back.**	**confront** = tackle, face, deal with. **menace** = threat, danger, risk. **hail=** frozen raindrops, sleet, frozen rain, hailstones **shake sth out of sth**= get rid of, remove. **formation=** creation, development, establishment**.** **strike back=** revenge, retaliate, fight back = to attack or criticize someone who attacked or criticized you first

READING PASSAGE 2



There has always been an interest in geniuses and **prodigies**. The word 'genius', from the Latin gens (= family) and the term 'genius', meaning 'begetter', comes from the early Roman **cult** of a **divinity** as the head of the family. In its earliest form, genius was concerned with the ability of the head of the family, the **paterfamilias**, to **perpetuate** himself. **Gradually**, genius came to represent a person's characteristics and thence an individual's highest **attributes derived from** his 'genius' or guiding spirit. Today, people still look to stars or genes, **astrology** or genetics, in the hope of finding the source of **exceptional** abilities or personal characteristics.

The concept of genius and of gifts has become part of our **folk** culture, and attitudes are **ambivalent** towards them. We **envy** the gifted and **mistrust** them. In the

genius = talent, gift, flair, expertise.
prodigy = genius, a young person who has a great natural ability in a subject or skill.
cult = a system of religious beliefs and practices
divinity = religion, theology, spirituality.
paterfamilias = father, headman, paternalist
perpetuate = continue, maintain, extend, preserve.
gradually = slowly, regularly, steadily.
attribute = trait, feature, characteristic, quality.
derive from= originate, stem, arise
astrology = horoscope, the signs of the zodiac, star sign/sign.
exceptional = excellent, brilliant, extraordinary, outstanding

folk = traditional, widespread, popular.
ambivalent = unsure, hesitant, uncertain.
envy = covet, be jealous of, resent, #goodwill
mistrust = distrust, doubt, disbelieve.

mythology of giftedness, it is popularly believed that if people are talented in one area, they must be **defective**

In another, that **intellectuals** are **impractical,** that prodigies burn too brightly too soon and **burn out**, that **gifted** people are **eccentric**, that they are physical **weakling**s, that there's a thin line between genius and madness, that genius runs in families, that the gifted are so clever they don't need special help, that giftedness is the same as having a high IQ, that some races are more intelligent or musical or mathematical than others, that genius goes **unrecognised** and **unrewarded**, that **adversity** makes men **wise** or that people with gifts have a responsibility to use them. Language has been **enriched** with such terms as 'highbrow', 'egghead', 'blue-stocking', 'wiseacre', 'know-all', 'boffin' and, for many, 'intellectual' is a term of **denigration**.

The nineteenth century saw considerable interest in the nature of genius, and produced not a few studies of famous prodigies. Perhaps for us today, two of the most significant aspects of most of these studies of genius are the frequency with which early **encouragement** and teaching by parents and tutors had beneficial effects on the intellectual, artistic or musical development of the children but caused great difficulties of **adjustment** later in their lives, and the frequency with which abilities went unrecognised by teachers and schools. However, the difficulty with the evidence produced by these studies, **fascinating** as they are in collecting together **anecdotes** and **apparent** similarities and exceptions, is that they are not what we would today call **norm-referenced**. In other words, when, for instance, information is **collated** about early illnesses, methods of upbringing, schooling, etc., we must also **take into account** information from other historical sources about how common or exceptional these were at the time. For instance, infant **mortality** was high and **life expectancy** much shorter than today, home tutoring was common in the families of the **nobility** and wealthy, **bullying** and **corporal** punishment were common at the best independent schools and, for the most part, the cases

defective = faulty, imperfect, unreliable, #perfect.

intellectual = philosopher, thinker, scholar.
impractical = unrealistic, unreasonable, # practical.
burn out = exhaust, break down, wear out
gifted = talented, exceptional, remarkable
eccentric = odd, strange, weird, unusual, peculiar.
weakling = someone who is not physically strong.
unrecognised = anonymous, unidentified, unknown
unrewarded = unpaid, uncompensated, #paid
adversity = hardship, difficulty, hard times.
wise = intelligent, clever, bright, brilliant.
enrich = improve, enhance, develop, augment.
denigrate = disparage, degrade, #praise to say things to make someone or something seem less important or good.

encouragement = reassurance, inspiration, reinforcement, #discouragement
adjustment = change, alteration, modification.
fascinating= interesting, stimulating, intriguing, #repellant, #repellent.
anecdote (a short story based on our personal experience) = story, tale, narration
apparent = obvious, clear, evident.
norm-referenced = reference to an accepted standard or a way of behaving or doing things that most people agree with
collate = collect, compare, gather.
take into account= consider, include, bear in mind, think about, take into consideration.
mortality = the number of deaths
life expectancy = lifespan, lifetime, natural life
nobility = upper class, superiority, cream of society.
bully = persecute, oppress, harass = to threaten to hurt someone or frighten them
corporal = physical, bodily, #spiritual, #mental

studied were members of the **privileged** classes. It was only with the growth of **paediatrics** and psychology in the twentieth century that studies could be **carried out** on a more objective, if still not always very scientific, basis.

privileged = rich, wealthy, affluent, prosperous, well-off.
paediatrics = the area of medicine that deals with children and their illnesses.
carried out = conduct, do, perform, accomplish.

Geniuses, however they are defined, are but the **peak**s which **stand out** through **the mist of history** and are visible to the particular **observer** from his or her particular **vantage point**. Change the observers and the vantage points, clear away some of the mist, and a different lot of peaks appear. Genius is a term we apply to those whom we recognise for their outstanding achievements and who stand near the end of the **continuum** of human abilities which reaches back through the **mundane** and **mediocre** to the incapable. There is still much truth in Dr Samuel Johnson's **observation**. The true genius Is a mind of large general powers, accidentally **determined** to some particular direction'. We may disagree with the 'general', for we doubt if all musicians of genius could have become scientists of genius or **vice versa**, but there is no doubting the accidental determination which **nurtured** or **triggered** their gifts into those channels into which they have **poured** their powers so successfully. Along the continuum of abilities are hundreds of thousands of gifted men and women, boys and girls.

peak = top, pinnacle, apex, #bottom.
stand out = be obvious, be noticeable, be conspicuous.
mist = haze, fog, smog
the mist of history= a period of time so long ago that people cannot remember it
vantage point = point of view, perspective, viewpoint.
continuum = range, field, scale.
mundane = boring, dull, tedious, monotonous.
mediocre = average, ordinary, middling, not very good #excellent
incapable = unable, incompetent, #capable
determined = strong-minded, firm, fixed
vice versa = the opposite of a situation you have just described is also true.
nurture = raise, foster, bring up,
trigger = cause, activate, generate, #halt
pour sth into sth = to give a lot of money or effort to something with the idea of making it successful

What we appreciate, enjoy or **marvel** at in the works of genius or the achievements of prodigies are the **manifestations** of skills or abilities which are similar to, but so much **superior** to, our own. But that their minds are not different from our own is demonstrated by the fact that the **hard-won** discoveries of scientists like Kepler or Einstein become the **commonplace** knowledge of schoolchildren and the once **outrageous** shapes and colours of an artist like Paul Klee so soon appear on the **fabric**s we wear. This does not minimise

marvel = admire, be amazed, gaze in awe
manifestation = appearance, display, show.
superior = greater, higher, more**.**
hard-won = achieves only after a lot of effort and difficulty.
commonplace = common, widespread, ordinary.
outrageous = disgraceful, shocking, extreme, #commendable
(extremely unusual and slightly amusing or shocking)
fabric = material, cloth, textiles.

the **supremacy** of their achievements, which **outstrip** our own as the sub-four-minute milers outstrip our jogging.	**supremacy** = superiority #inferiority (the position in which you are more powerful or advanced than anyone else). **outstrip=** outdo, surpass, better, do better.
To think of geniuses and the gifted as having uniquely different brains is only reasonable If we accept that each human brain is uniquely different. The purpose of instruction is to make US even more different from one another, and in the process of being educated we can learn from the achievements of those more gifted than ourselves. But before we try to **emulate** geniuses or encourage our children to do so we should note that some of the things we learn from them may **prove unpalatable**. We may envy their achievements and **fame**, but we should also recognise the price they may have paid in terms of **perseverance**, **single-mindedness, dedication, restrictions** on their personal lives, the demands upon their energies and time, and how often they had to display great courage to preserve their integrity or to make their way to the top.	**emulate** = imitate, follow, copy, mimic. **prove=** show, evidence, verify. **unpalatable** = unpleasant, disagreeable, unacceptable. **fame =** recognition, reputation, prominence **perseverance** = determination to keep trying to achieve something in spite of difficulties. **single-minded** = determined, headstrong, persistent. **dedication** = devotion, commitment, keenness. **restriction** = limit, restraint, constraint.
Genius and giftedness are relative **descriptive** terms of no real **substance**. We may, at best, give them some **precision** by defining them and placing them in a context but, whatever we do, we should never **delude** ourselves into believing that gifted children or geniuses are different from the rest of humanity, save in the degree to which they have developed the performance of their abilities.	**descriptive** = explanatory, illustrative, expressive. **substance**= stuff, material, matter. **precision**= exactness, accuracy, correctness. **delude** = deceive, cheat, mislead, pull the wool over somebody's eyes

READING PASSAGE 3

Our **life span** is **restricted.** Everyone accepts this as 'biologically' obvious. 'Nothing lives for ever!' However, in this statement we think of **artificially** produced, technical objects, products which are subjected to natural wear and tear during use. This leads to the result that at some time or other the object stops working and is unusable ('death' in the biological sense). But are the wear and tear and loss of function of technical objects and the death of living **organism**s really similar or comparable?

B

Our 'dead' products are '**static**', closed systems. It is always the basic material which **constitutes** the object and which, in the natural course of things, is **worn down** and becomes 'older'. **Ageing** in this case must occur according to the laws of physical chemistry and of **thermodynamics**. Although the same law holds for a living organism, the result of this law is not **inexorable** in the same way. At least as long as a biological system has the ability to renew itself it could actually become older without ageing; an organism is an open, **dynamic** system through which new material continuously flows.

biological clock= body clock, internal clock, biological rhythm
tick = makes a short repeated sound
life span = lifetime, life expectancy, natural life
restrict = limit, constrain, constrict.
artificially = synthetic, man-made, unnaturally, #naturally.
organism = an animal, plant, human or any other living thing.

static = still, standing, inactive >< moving.
constitute = to be considered to be something
wear down = to gradually become flatter or smoother, or to make something become like this, because of rubbing or use
ageing = grow older, become old, get older
thermodynamics = the science that deals with the relationship betweet heat and other forms of energy.
inexorable = unstoppable, inevitable, unavoidable.
dynamic = lively, active, energetic

Destruction of old material and formation of new material are thus in **permanent** dynamic **equilibrium**. The **material** of which the organism is formed changes continuously. Thus our bodies continuously exchange old substance for new, just like a spring which more or less maintains its form and movement, but in which the water **molecule**s are always different. C Thus ageing and death should not be seen as **inevitable**, particularly as the organism **possesses** many mechanisms for repair. It is not, in principle, necessary for a biological system to age and die. Nevertheless, a restricted life span, ageing, and then death are basic characteristics of life. The reason for this is easy to recognise: in nature, the **existent** organisms either adapt or are regularly replaced by new types. Because of changes in the genetic material (**mutations**) these have new characteristics and in the course of their individual lives they are tested for **optimal** or better **adaptation** to the environmental conditions. **Immortality** would **disturb** this system - it needs room for new and better life. This is the basic problem of **evolution**. D Every organism has a life span which is highly characteristic. There are **striking** differences in life span between different species, but within one species the **parameter** is relatively constant. For example, the average duration of human life has hardly changed in thousands of years. Although more and more people **attain** an advanced age as a result of developments in medical care and better nutrition, the characteristic **upper** limit for most remains 80 years. A further argument against the simple **wear and tear theory** is the **observation** that the time within which organisms age lies between a few days (even a few hours for **unicellular** organisms) and several thousand years, as with **mammoth** trees. E If a life span is a genetically **determined** biological characteristic, it is logically necessary to **propose** the existence of an **internal clock**, which in some way measures and controls the ageing process and which finally determines death as the last step in a	**destruction** = damage, obliteration, demolition, #construction **permanent** = lasting, never-ending, everlasting, eternal, #temporary **equilibrium** = steadiness, balance, stability, #imbalance **material** = substance, matter, objects **molecule** = the smallest unit into which any substance can be divided without losing its own chemical nature. **inevitable** = unavoidable, predictable, foreseeable, #avoidable. **possess =** have, own, hold. **existent** = in existence, extant, current **mutation** = a change in the genetic structure of any animal or plant that makes it different from others of the same kind. **optimal** = optimum, goal, ideal, best-case scenario **adaptation** = alteration, adjustment, modification, change **immortality** = the state of living forever or being remembered forever. **disturb** = interrupt, bother, distract. **evolution**= development, progress, progression. **striking** = outstanding, prominent, noticeable **parameter** = limitation, boundary, restriction. **attain=** reach, achieve, get. **upper** = higher, better, greater. **wear and tear theory** = aging theory. **observation** = surveillance, scrutiny, #neglect **unicellular** = consisting of only one cell **mammoth** = enormous, massive, immense, huge, # tiny **determine**=decide, conclude, settle on **propose** = suggest, recommend, offer **internal clock** = biological clock **metabolism =** the chemical processes by which food is changed into energy in your body.

fixed programme. Like the life span, the **metabolic rate** has for different organisms a fixed mathematical relationship to the **body mass**. In comparison to the life span this relationship is '**inverted'**: the larger the organism the lower its metabolic rate. Again this relationship is **valid** not only for birds, but also, similarly on average within the **systematic** unit, for all other organisms (plants, animals, unicellular organisms).	**body mass index =** BMI = is a value derived from the mass (weight) and height of a person. **invert** = turn upside down, turn over, double back. **valid =** is legally or officially acceptable >< invalid **systematic** = methodical, organized, #disorganized.
F Animals which behave '**frugally'** with energy become particularly old, for example, crocodiles and tortoises. Parrots and birds of prey are often held **chained up**. Thus they are not able to 'experience life' and so they attain a high life span in **captivity.** Animals which save energy by **hibernation** or **lethargy** (e.g. bats or hedgehogs) live much longer than those which are always active. The metabolic rate of mice can be reduced by a very low consumption of food (hunger diet). They then may live twice as long as their well fed **comrades**. Women become **distinctly** (about 10 per cent) older than men. If you examine the metabolic rates of the two sexes you establish that the higher male metabolic rate **roughly** accounts for the lower male life span. That means that they live life '**energetically**' - more **intensively**, but not for as long.	**frugal** = careful, cautious, sparing, #extravagant **chain up** = capture, bind, manacle = to fasten someone or something to something else using a chain, especially in order to prevent them from escaping or being stolen **captivity** = imprisonment, confinement, #freedom **hibernate** = if an animal hibernates, it sleeps for the whole winter. **lethargy** = weariness, tiredness, #energy. **comrade** = companion, friend, buddymate. **distinctly** = clearly, noticeably, definitely. **roughly** = approximately, about, around, #exactly **energetically** = actively, dynamically, powerfully. **intensive =** concentrated, exhaustive, thorough.
G It follows from the above that **sparing** use of energy **reserves** should tend to extend life. Extreme high performance sports may lead to optimal **cardiovascular** performance, but they quite certainly do not **prolong** life. Relaxation lowers metabolic rate, as does **adequate** sleep and in general an **equable** and balanced personality. Each of us can develop his or her own 'energy saving programme' with a little self-observation, **critical** self-control and, above all, logical consistency. Experience will show that to live in this way not only increases the life span but is also very healthy. This final aspect should not be forgotten.	**sparing** = using very little of something **reserve** = keep, save, preserve. **cardiovascular** = relating to the heart and blood vessels. **prolong** = lengthen, extend, make longer, drag something out.#curtail **adequate =** sufficient, enough, #inadequate. **equable** = someone who is equable remains calm and happy and does not often get annoyed. **critical** = significant, vital, important.

TEST 4

READING PASSAGE 1

A

Japan has a **significantly** better record in terms of **average** mathematical **attainment** than England and Wales. Large sample international comparisons of pupils' attainments since the 1960s have established that not only did Japanese pupils at age 13 have better scores of average attainment, but there was also a larger proportion of 'low' attainers in England, where, **incidentally,** the variation in attainment scores was much greater. The percentage of Gross National Product spent on education is reasonably similar in the two countries, so how is this higher and more **consistent** attainment in maths achieved?

B

Lower secondary schools in Japan cover three school years, from the seventh grade (age 13) to the ninth grade (age 15). **Virtually** all pupils at this stage **attend** state schools: only 3 per cent are in the private **sector**. Schools are usually modem in design,

significantly = considerably, significantly, #insignificantly.
average = calculated by adding several amounts together, finding a total, and dividing the total by the number of amounts
attainment = achievement, accomplishment, fulfillment, #failure
incidentally = in a way that was not planned but that is connected with something else
consistent: constant, stable, steady, # inconsistent

virtually = almost, nearly, not quite, practically
attend = appear, take part in, enroll, go to
sector = division, area, zone

set well back from the road and **spacious** inside. Classrooms are large and pupils sit at single desks in rows. Lessons last for a standardised 50 minutes and are always followed by a 10-minute break, which gives the pupils a chance to **let off steam**. Teachers begin with a formal address and **mutual bowing**, and then concentrate on whole-class teaching.
Classes are large - usually about 40 - and are **unstreamed**. Pupils stay in the same class for all lessons throughout the school and develop **considerable** class **identity** and loyalty. Pupils attend the school in their own neighbourhood, which in theory removes ranking by school. In practice in Tokyo, because of the relative **concentration** of schools, there is some **competition** to get into the 'better' school in a **particular** area.

C

Traditional ways of teaching form the basis of the lesson and the **remarkably** quiet classes take their own notes of the points made and the examples **demonstrated**. Everyone has their own copy of the textbook supplied by the central education authority, Monbusho, as part of the concept of free **compulsory** education up to the age of 15. These textbooks are, **on the whole**, small, **presumably** inexpensive to produce, but well set out and logically developed. (One teacher was particularly keen to introduce colour and pictures into maths textbooks: he felt this would make them more **accessible** to pupils brought up in a cartoon culture.) Besides approving textbooks, Monbusho also decides the highly **centralised** national **curriculum** and how it is to be delivered.

D

Lessons all follow the same **pattern**. At the beginning, the pupils put solutions to the homework on the board, then the teachers comment, correct or **elaborate** as necessary. Pupils mark their own homework: this is an important **principle** in Japanese schooling as it **enables** pupils to see where and why they made a mistake, so that these can be avoided in future. No one minds mistakes or **ignorance** as long as you are prepared to learn from them.
After the homework has been discussed, the teacher explains the topic of the lesson, slowly and with a lot of **repetition** and **elaboration**. Examples are demonstrated on the board; questions from the

spacious = airy, commodious, capacious, #cramped, narrow.
let off steam = relax, unwind, let hair down
mutual= related= feeling the same emotion, or doing the same thing to or for each other
bowing = the act of bending the top part of your body forward to show respect for someone when you meet them
unstreamed = to not be put into groups according to students' ability
considerable = significant, great, huge
identity = uniqueness, distinctiveness, characteristics
concentration = attention, focus, #distraction
competition = contest**,** championship**,** tournament, quiz
particular = certain, precise, specific

remarkably = surprisingly, extraordinarily, outstandingly, #unremarkably
demonstrate: display, show, explain (*monstra***=** *show .i.e de****monstra****tor*)
compulsory = obligatory**,** mandatory, required, #optional
on the whole = generally, in general, all in all
presumably = probably**,** seemingly**,** likely
accessible = approachable, available, handy, reachable, #inaccessible (*ac***=** *toward or movement .i.e* ***ac****celerate,* ***ac****tion*)
centralise = to organize the control of a country, organization, or system so that everything is done or decided in one place.(*cen***=** *middle .i.e* ***cen****ter,* ***cen****tre*)
curriculum = subjects, program, course.

pattern = form, model, plan
elaborate= say more, explain, give details, go into detail
principle = standard, idea, moral rule, belief
enable = aid, assist, support, facilitate, # prevent
Ignorance = unawareness, inexperience, **unintelligenc,** lack of knowledge or information about something.
repetition = reiteration, repeating, replication
elaboration = illustration, amplification, explanation

textbook are **worked through** first with the class, and then the class is set questions from the textbook to do individually. Only rarely are **supplementary** worksheets **distributed** in a maths class. The impression is that the logical nature of the textbooks and their **comprehensive coverage** of different types of examples, combined with the relative **homogeneity** of the class, **renders** work sheets unnecessary. At this point, the teacher would **circulate** and make sure that all the pupils were coping well.

E

It is remarkable that large, mixed-ability classes could be kept together for maths throughout all their **compulsory** schooling from 6 to 15. Teachers say that they give individual help at the end of a lesson or after school, setting extra work if necessary. In **observed** lessons, any **strugglers** would be **assisted** by the teacher or quietly seek help from their neighbour. Carefully **fostered** class identity makes pupils keen to help each other - anyway, it is in their interests since the class **progresses** together. This **scarcely** seems **adequate** help to **enable** slow learners to **keep up**. However, the Japanese attitude towards education runs along the lines of 'if you work hard enough, you can do almost anything'. Parents are kept closely informed of their children's progress and will **play a part in** helping their children to keep up with class, sending them to 'Juku' (private evening **tuition**) if extra help is needed and encouraging them to work harder. It seems to work, at least for 95 per cent of **the school population**.

F

So what are the major contributing factors in the success of maths teaching? Clearly, attitudes are important. Education is valued greatly in Japanese culture; maths is recognised as an important *compulsory subject* throughout schooling; and the **emphasis** is on hard work **coupled with** a focus on **accuracy**.

work through = to manage a problem that has many different parts step by step
supplementary = additional , extra, added (*Ple=fill, full .i.e* ***ple****nty, re****ple****te*)
distribute = allocate, dispense, spread
comprehensive= complete, far-reaching, wide-ranging, #incomplete, #sketchy (*com= together .i.e* ***com****bine,* ***com****plete*)
coverage = attention, reportage, reporting
homogeneity = consistency, regularity, #unevenness (*hom=same .i.e* ***hom****ogeneous*)
render = make, leave, cause to be/become
circulate = mingle, move around, communicate. (*Circ= circle .i.e* ***cir****cus,* ***circ****ular*)

individual = personal, private, specific, for one person
observe = study, see, notice, witness
struggle = fight**,** effort, strive
strugglers = those who struggle
assist = help, aid**,** support, help out**,** give somebody a hand**,** lend a hand
seek = search for, look for, find
foster = encourage**,** promote, cultivate, #discourage
progress = development, improvement, growth
scarcely = barely, hardly, just
adequate = enough, sufficient, #inadequate, #insufficient
enable =allow**,** permit, assist, facilitate, #prevent
keep up = follow, catch up, continue
play a part in = play a role in, involve in, take part in, participate in
tuition = education, teaching, schooling, instruction
the school population = learners, students, pupils

emphasis= focus, stress, prominence, highlighting
couple with = combine, link with/to
accuracy = correctness, precision, exactness, # inaccuracy

Other **relevant** points relate to the supportive attitude of a class towards slower pupils, the lack of competition within a class, and the positive emphasis on learning for oneself and improving one's own standard. And the view of repetitively boring lessons and learning the facts by heart, which is sometimes **quoted** in **relation** to Japanese classes, may be **unfair** and **unjustified**. No poor maths lessons were observed. They were mainly good and one or two were **inspirational.**	**relevant** = related, appropriate, #unrelated **quote** = recite, repeat, refer to **relation** = connection, association, link **unfair =** unjust**,** unequal**,** inequitable**,** biased **unjustified =** unfair, unwarranted, #justified **inspirational =** providing encouragement or new ideas for what you should do = motivational

READING PASSAGE 2

The continuous and **reckless** use of **synthetic** chemicals for the control of pests which pose a threat to agricultural crops and human health is proving to be **counter-productive**. Apart from **engendering** widespread ecological **disorders**, pesticides have contributed to the emergence of a new breed of chemical-resistant, highly **lethal superbugs**.

According to a recent study by the Food and Agriculture Organisation (FAO), more than 300 species of agricultural pests have developed **resistance** to a wide range of **potent** chemicals. Not to be left behind are the disease-spreading pests, about 100 species of which have become **immune** to a variety of **insecticides** now in use.

One glaring disadvantage of pesticides' application is that, while destroying harmful pests, they also **wipe**

pest = bug, insect, vermin = a small animal or insect that destroys crop or food supplies.
reckless = irresponsible**,** thoughtless, careless, #cautious
synthetic = artificial**,** manmade, manufactured
counter-productive= achieving the opposite result to the one that you want.
engender = produce, cause, create, stimulate, provoke
disorder = illness, disease**,** infection
lethal = deadly, dangerous, harmful, #life-giving
superbug = a type of bacteria that cannot be kiiled by traditional drugs.
resistance = fight, battle, confrontation, #surrender
potent = powerful, strong, effective, influential (*pot= power .i.e **pot**ential, des**pot***)
immune = resistant, insusceptible, invulnerable, #susceptible
insecticide = pesticide, insect repellent, bug juice, fly spray (*cid=kill*)

wipe out = destroy, eradicate, obliterate, remove, devastate, #protect

out many useful non-targeted **organism**s, which keep the growth of the pest population in check. This results in what **agroecologists** call the 'treadmill syndrome'. Because of their **tremendous** breeding potential and genetic diversity, many pests are known to **withstand** synthetic chemicals and **bear offspring** with a **built-in** resistance to pesticides.	**organism =** an animal, plant, human or any other living thing. **agroecologist** = a person who is specialized in the study of ecological processes applied to agricultural production systems **tremendous =** huge**,** massive**,** enormous **withstand =** resist**,** endure, survive, tolerate **bear** = produce, give birth to, bring into being **offspring =** descendants, children, progeny **built-in =** natural, innate, intrinsic
The **havoc** that the **'treadmill syndrome'** can bring about is well illustrated by what happened to cotton farmers in Central America. In the early 1940s, **basking** in the **glory** of chemical-based intensive agriculture, the farmers **avidly** took to pesticides as a sure measure to boost crop **yield**. The insecticide was applied eight times a year in the mid-1940s, rising to 28 in a season in the mid-1950s, following the sudden **proliferation** of three new varieties of chemical-resistant pests.	**havoc =** chaos, mayhem, #order **treadmill** = routine, drudgery, grindstone **syndrome** = condition, disease, set of symptoms **bask** = enjoy, savor, relish, luxuriate **glory** = admiration, prestige, honour **avidly =** keenly**,** enthusiastically**,** eagerly**,** #indifferently **yield =** produce**,** generate, harvest **proliferation =** explosion, abundance, overprovision
By the mid-1960s, the situation took an **alarming** turn with the **outbreak** of four more new pests, **necessitating** pesticide spraying to such an extent that 50% of the financial **outlay** on cotton production was accounted for by pesticides. In the early 1970s, the spraying frequently reached 70 times a season as the farmers were pushed to the wall by the **invasion** of **genetically** stronger insect species.	**alarming** = frightening, shocking, #calming **outbreak** = eruption, epidemic, outburst **necessitate =** require, demand, need **outlay =** spending**,** expenditure**,** costs**,** expenses, outgoings**,** outlay**,** overheads. **invasion =** attack**,** raid, arrival, #withdrawal **genetically** = innately, natively, naturally
Most of the pesticides in the market today remain **inadequately** tested for **properties** that cause cancer and **mutation**s as well as for other **adverse** effects on health, says a study by United States environmental agencies. The United States National Resource Defense Council has found that DDT was the most popular of a long list of dangerous chemicals in use. In the face of the **escalating peril**s from **indiscriminate** applications of pesticides, a more effective and ecologically sound strategy of biological control, involving the selective use of natural enemies of the pest population, is fast gaining popularity - though, as yet, it is a new field with limited potential. The advantage of biological control in contrast to other	**inadequately** = poorly, insufficiently, improperly **property** = material goods, belongings, stuff **mutation** = a change in the genetic structure of an animal or plant that makes it different from others of the same kind **adverse =** not good or favourable= negative and unpleasant **escalate =** rise, soar, rocket, #plummet **peril** = danger, threat, risk, hazard, #safety **indiscriminate =** unselective, random, #selective

methods is that it provides a relatively low-cost, **perpetual** control system with a minimum of **detrimental side-effects**. When handled by experts, bio-control is safe, non-polluting and **self-dispersing**.

The Commonwealth Institute of Biological Control (CIBC) in Bangalore, with its global network of research **laboratorie**s and field stations, is one of the most active, non-commercial research agencies engaged in pest control by setting natural **predator**s against **parasite**s. CIBC also serves as a clearing-house for the export and import of biological agents for pest control world-wide.

CIBC successfully used a seed-feeding **weevil**, native to Mexico, to control the **obnoxious** parthenium weed, known to **exert devious** influence on agriculture and human health in both India and Australia. Similarly the Hyderabad-based Regional Research Laboratory (RRL), supported by CIBC, is now trying out an Argentinian weevil for the **eradication** of water **hyacinth**, another dangerous weed, which has become a **nuisance** in many parts of the world. According to Mrs Kaiser Jamil of RRL, 'The Argentinian weevil does not attack any other plant and a pair of adult bugs could destroy the weed in 4-5 days.' CIBC is also perfecting the technique for breeding parasites that prey on 'disapene scale' insects - **notorious defoliants** of fruit trees in the US and India.

How effectively biological control can be pressed into service is proved by the following examples. In the late 1960s, when Sri Lanka's **flourishing** coconut groves were **plagued** by leaf-mining **hispide**s, a **larval parasite** imported from Singapore brought the pest under control. A natural predator **indigenous** to India, Neodumetia sangawani, was found useful in controlling the Rhodes grass-scale insect that was **devouring forage** grass in many parts of the US. By using Neochetina bruci, a **beetle** native to Brazil, scientists at Kerala Agricultural University **freed** a 12-kilometre-long **canal** from the **clutches** of the weed Salvinia molesta, popularly called 'African Payal' in Kerala. About 30,000 hectares of rice fields in Kerala are **infested** by this weed.

perpetual = lasting**,** continual, frequently repeated, in a way that is annoying
detrimental = harmful**,** damaging**,** negative**,** hazardous**,** pernicious
side-effect = unexpected result, consequence, knock-on effect
disperse = scatter, disband, diffuse, break up

laboratory = workroom, test center, workshop
predator = marauder, killer, hunter
parasite = a plant or animal that lives on or in another plant or animal and gets food from its.

weevil = a small insect that feeds on grain, flour etc and spoils it.
obnoxious = horrible, unpleasant, loathsome, #delightful
exert = apply or bring to bear (a force/influence, or quality)
devious = deceitful, underhanded, sly
eradicate = remove, get rid of**,** eliminate, eras
hyacinth = a garden plant with blue, pink or white bell - shaped flowers and a sweet smell.
nuisance = annoyance, bother, irritation
notorious = infamous, disreputable, tarnished, #famous
defoliant = a chemical substance, used especially in war, that makes all the leaves of plants drop off.

flourish = thrive, succeed, prosper, #deteriorate, #decline
plague (v) = afflict, cause suffering to, trouble.
hispide = large shrub or small tree of the eastern United States
larval = adjective of "larva", which means young insect
parasite = a plant or animal that lives on or in another plant or animal and gets food from it
indigenous = native, original, aboriginal, local, #foreign
devour = demolish, consume, eat greedily, destroy.(*de=removing .i.e **de**cline, **de**crease*)
forage = food, fodder, feed
beetle = an insect with a round hard back that is usually black.
free – freed (past tense) = release = set free, discharge
canal = waterway, seaway, inland waterway
clutch = power, control. domination
infest = invaded, filled, infected

READING PASSAGE 3

Ancient **voyagers** who settled the **far-flung** collecting ants can be as simple as picking up stray ones and placing them in a **jar**, or as **complicated** as completing an **exhaustive** survey of all species present in an area and estimating their relative **abundance**s. The exact method used will depend on the final purpose of the collections. For **taxonomy**, or **classification,** long series, from a single **nest**, which contain all **caste**s (workers, including majors and minors, and, if present, queens and males) are **desirable**, to allow the determination of variation within species. For ecological studies, the most important factor is collecting **identifiable** samples of as many of the different species present as possible.

Unfortunately, these methods are not always **compatible**. The taxonomist sometimes overlooks whole species **in favour of** those groups currently under study, while the ecologist often

ancient = prehistoric, very old, earliest, #modern
voyager = traveler, explorer, adventurer
far-flung = far, distant, remote
jar = pot, container, vessel
complicated = complex, intricate, convoluted
exhaustive = thorough, comprehensive, in-depth
abundance= plenty, wealth, profusion
taxonomy, classification = taxonomic system, nomenclature, categorization
nest = a place made or chosen by a bird to lay its eggs in and to live in
caste = class, type, social order
desirable = attractive, wanted, pleasing
identifiable = recognizable, distinguishable, classifiable

compatible = well-matched, well-suited, similar, #different, #incompatible (*com=together .i.e **com**bine*)
overlook = ignore, miss, neglect, skip

collects only a limited number of specimens of each species, **thus** reducing their value for taxonomic investigations.

To collect as wide a range of species as possible, several methods must be used. These include hand collecting, using **baits** to attract the ants, ground **litter** sampling, and the use of **pitfall** traps. Hand collecting **consists of** searching for ants everywhere they are likely to **occur**. This includes on the ground, under rocks, logs or other objects on the ground, in **rotten** wood on the ground or on trees, in vegetation, on tree **trunk**s and under **bark**. When possible, collections should be made from nests or **foraging columns** and at least 20 to 25 individuals collected. This will ensure that all individuals are of the same species, and so increase their value for detailed studies. Since some species are largely **nocturnal**, collecting should not be **confined** to daytime. Specimens are collected using an **aspirator** (often called a **pooter**), **forceps**, a fine, **moistened** paint brush, or fingers, if the ants are known not to **sting**. Individual insects are placed in plastic or glass tubes (1.5-3-0 ml capacity for small ants, 5-8 ml for larger ants) containing 75% to 95% ethanol. Plastic tubes with **secure tops** are better than glass because they are lighter, and do not break as easily if **mishandled.**

Baits can be used to attract and concentrate **forager**s. This often increases the number of individuals collected and attracts species that are **otherwise elusive**. Sugars and meats or oils will attract different species and a range should be **utilise**d. These baits can be placed either on the ground or on the trunks of trees or large **shrub**s. When placed on the ground, baits should be **situate**d on small paper cards or other flat, light-coloured surfaces, or in **test-tubes** or **vials.** This makes it easier to **spot** ants and to **capture** them before they can escape into the surrounding leaf litter.

Many ants are small and forage primarily in the layer of leaves and other **debris** on the ground. Collecting

in favour of = if you are in favour of somebody/something, you support and agree with them/it
thus = therefore, hence, as a result, accordingly

bait = food used to attract fish, animals, or birds so that you can catch them.
litter = rubbish, trash, garbage
consist of = comprise, involve, be composed of
occur = happen, take place, strike
rotten = (of food, wood, etc.) that has decayed and cannot be eaten or used
trunk = the thick central woody stem of a tree
bark = the outer covering of a tree
foraging = hunting, searching, seeking
foraging column = a group of ants that finds food together
nocturnal = nighttime, nightly, #diurnal
confined = restricted, limited, narrowed
aspirator = An instrument or apparatus for aspirating fluid from a vessel or cavity
pooter = a bottle for collecting small insects and other invertebrates, having one tube through which they are sucked into the bottle and another, protected by muslin or gauze, which is sucked.
forceps = a medical instrument used for picking up and holding things.
moisten= wet, dampen, moisturize, humidify
sting = bite**,** tingle, bite mark, puncture
mishandle = mismanage, misuse, mess up

forager = the type of the ants that find food
otherwise = if not, or else, then
elusive = mysterious, intangible, vague, #obvious
utilise = use**,** make use of something**,** employ
shrub = plant, herb, weed, bulb
situated = placed, located, positioned
test–tube = a small glass container that is shaped like a tube and is used in chemistry
vial = a very small bottle used for medicine, perfume etc
spot = identify, notice, recognize
capture = catch, seize, trap

debris = remains, fragments, wreckage

these species by hand can be difficult. One of the most successful ways to collect them is to **gather** the leaf litter in which they are foraging and extract the ants from it. This is most commonly done by placing leaf litter on a screen over a large **funnel**, often under some heat. As the leaf litter dries from above, ants (and other animals) move downward and eventually fall out the bottom and are collected in alcohol placed below the funnel. This method works especially well in rain forests and **marshy** areas. A method of improving the catch when using a funnel is to **sift** the leaf litter through a **coarse** screen before placing it above the funnel. This will concentrate the litter and remove larger leaves and **twigs**. It will also allow more litter to be sampled when using a limited number of funnels.

gather = collect, group, get together, join together, #disperse

funnel = a thin tube with a wide top that you use for pouring liquid into a container with a narrow opening, such as a bottle.

marshy = muddy, wet, boggy, #dry (*mar=water,sea .i.e **mar**ine,sub**mar**ine*)

sift = sieve, filter, separate

coarse = rough, uneven, bumpy, rugged

twig = a small very thin stem of wood that grows from a branch on a tree.

The **pitfall** trap is another commonly used tool for collecting ants. A pitfall trap can be any small container placed in the ground with the top level with the surrounding surface and filled with a **preservative**. Ants are collected when they fall into the trap while foraging.

pitfall = a problem or difficulty that is likely to happen in a particular job, course of action, or activity.

preservative = protective, conserving, #destructive (*serv=protect .i.e pre**serv**e, con**serv**e*)

The **diameter** of the traps can **vary** from about 18 mm to 10 cm and the number used can vary from a few to several hundred. The size of the traps used is influenced largely by personal **preference** (although larger sizes are generally better), while the number will be determined by the study being **undertaken**. The preservative used is usually ethylene glycol or propylene glycol, as alcohol will **evaporate** quickly and the traps will dry out.

diameter = width, length, breadth
vary = differ, diverge, fluctuate
preference = favorite, first choice, #indifference
undertake = carry out, conduct, take on
evaporate = if a liquid evaporates, or if heat evaporates it, it changes into a gas.

One advantage of pitfall traps is that they can be used to collect over a period of time with minimal **maintenance** and **intervention**. One disadvantage is that some species are not collected as they either avoid the traps or do ot commonly **encounter** them while foraging.

maintenance = preservation, continuation, protection, #destruction
intervention = interference, intrusion, involvement
encounter = meet, come across, stumble upon

PHỤ LỤC

IELTS READING ANSWER SHEET | Phiên bản chỉnh sửa

Phù hợp việc tự luyện IELTS Reading tại nhà

Để làm tốt bài thi IELTS Reading, một điều quan trọng là có chiến lược làm bài nhanh và hiệu quả. Trong đó, kỹ năng sử dụng answer sheet đóng vai trò rất quan trọng. Một số bạn thậm chí không sử dụng answer sheet trong lúc luyện tập. Điều này là không nên vì rất nhiều trường hợp transfer câu trả lời từ sách sang answer sheet sẽ bị nhầm. Ngoài ra, khác với listening có 10 phút để transfer câu trả lời từ booklet sang answer sheet, trong bài thi reading, các bạn nên điền câu trả lời trực tiếp vào answer sheet lúc làm bài để tiết kiệm tối đa thời gian.

Dưới đây là link answer sheet dùng cho bài thi Reading sử dụng trong các kỳ thi IELTS chính thức

https://drive.google.com/open?id=0B2TIoHBJlsvnXzRhR29MN25FSFFiWDVGcDc4SVhrYmc3cU4w

Tuy nhiên, để phục vụ việc ghi chép các lỗi thường gặp trong quá trình làm bài và tạo điều kiện cho việc "rút kinh nghiệm" trong các lần làm bài kế tiếp, mình khuyên các bạn sử dụng answer sheet sau

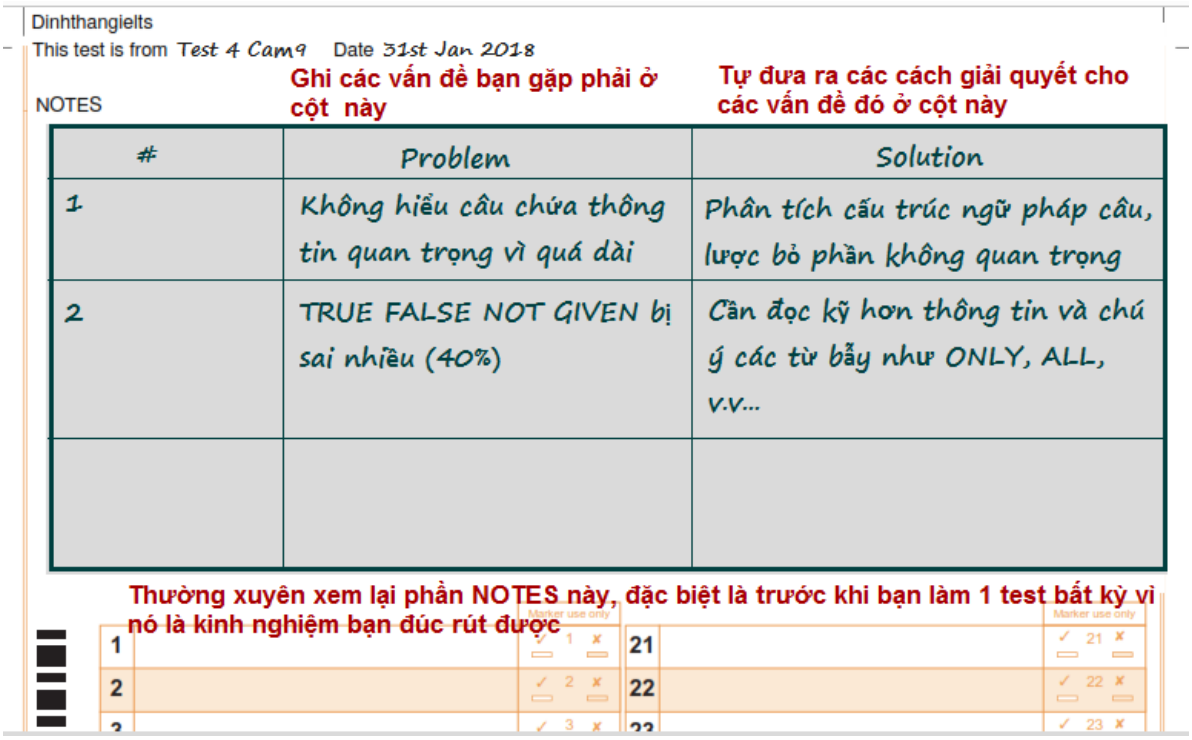
Link download

https://drive.google.com/open?id=1C_bY208s2_zK8FKzJzqCvPpSoCx4TLd8

Ưu điểm của answer sheet này

- Các phần thông tin chỉ dùng cho kỳ thi thật đã được cắt bỏ, thay vào đó là cột thông tin problem và solution để các bạn có thể ghi chú các thông tin cần thiết sau mỗi lần làm bài
- Bảng điểm tham khảo để các bạn tiện đối chiếu sau khi làm bài xong

Hướng dẫn cách ghi answer sheet mới



Dinhthangielts

This test is from Test 4 Cam9 Date 31st Jan 2018

Ghi các vấn đề bạn gặp phải ở cột này

Tự đưa ra các cách giải quyết cho các vấn đề đó ở cột này

NOTES

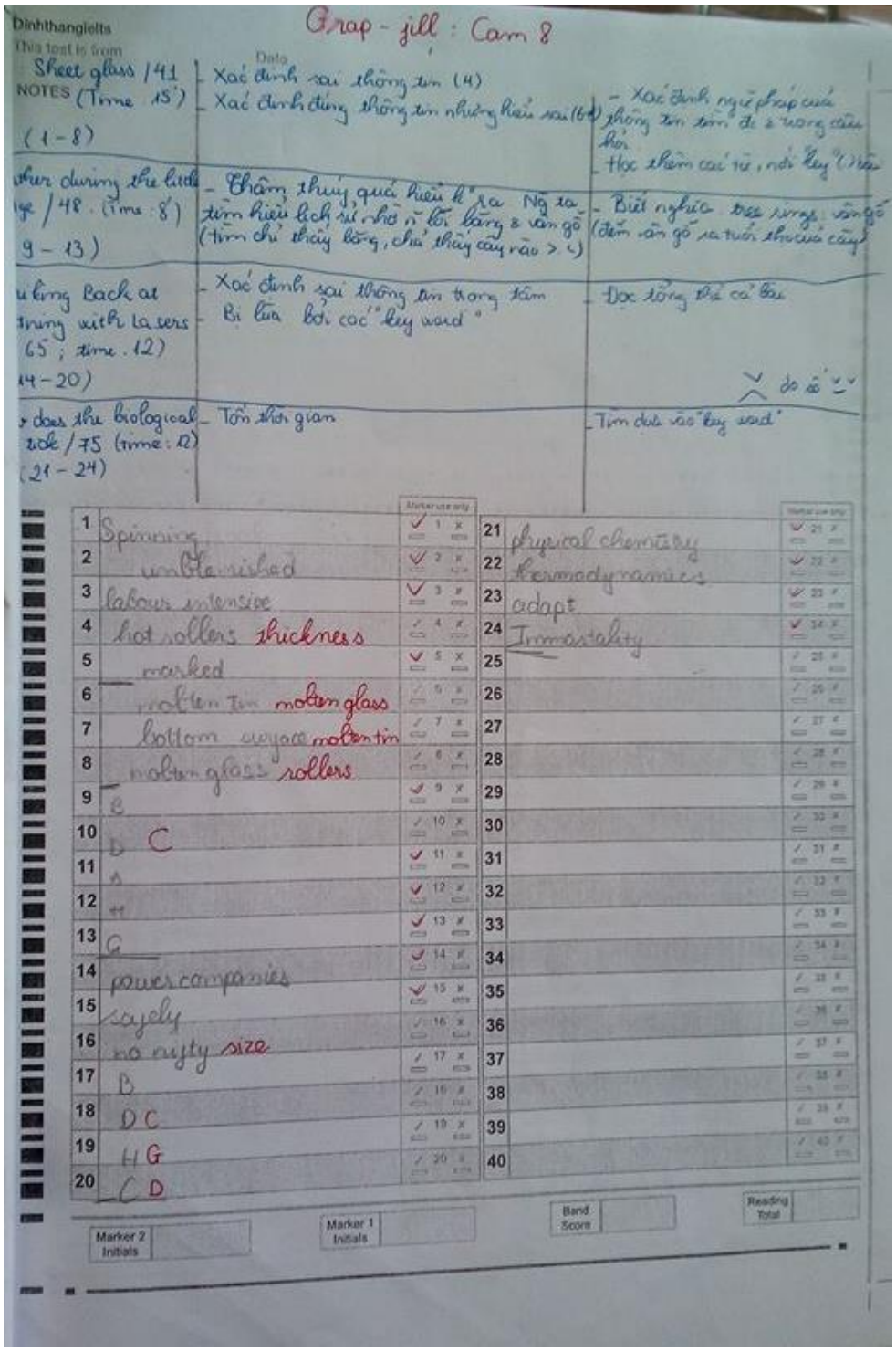
#	Problem	Solution
1	Không hiểu câu chứa thông tin quan trọng vì quá dài	Phân tích cấu trúc ngữ pháp câu, lược bỏ phần không quan trọng
2	TRUE FALSE NOT GIVEN bị sai nhiều (40%)	Cần đọc kỹ hơn thông tin và chú ý các từ bẫy như ONLY, ALL, v.v...

Thường xuyên xem lại phần NOTES này, đặc biệt là trước khi bạn làm 1 test bất kỳ vì nó là kinh nghiệm bạn đúc rút được

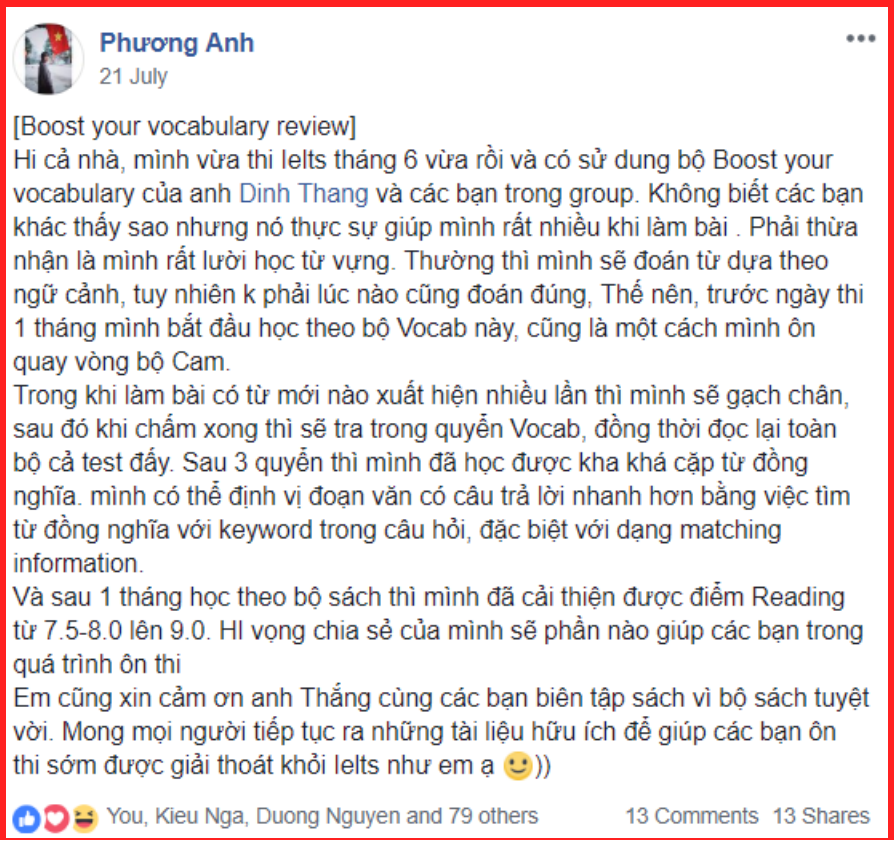
1		Marker use only ✓ 1 ✗	21		Marker use only ✓ 21 ✗
2		✓ 2 ✗	22		✓ 22 ✗
3		✓ 3 ✗	23		✓ 23 ✗

Sau đó ghim các tờ answer sheet của bạn lại thành 1 quyển và đọc đi đọc lại thường xuyên, và đặc biệt là đọc thật kỹ trước khi làm một test mới

Ảnh chụp answer sheet của học sinh mình áp dụng theo cách phía trên. Nhờ việc rút kinh nghiệm từ những lỗi sai và áp dụng các giải pháp do bạn ấy tự đưa ra thì từ lúc bắt đầu học làm được khoảng 18-20/40 câu đúng (tương đương 5.5), bạn ấy đã tiến bộ rất nhiều và trong 2 lần thi thật thì đạt lần lượt 6.5 và 7.0 Reading)



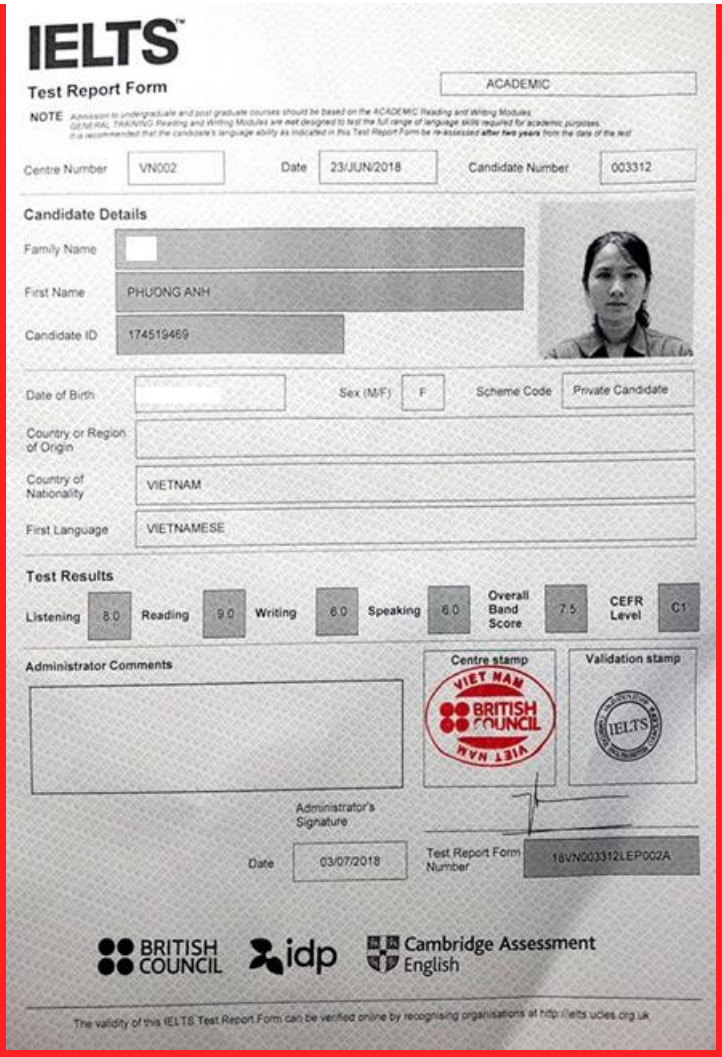
RẤT CÁM ƠN CÁC BẠN ĐÃ SỬ DỤNG CUỐN SÁCH. MÌNH RẤT MONG NHẬN ĐƯỢC THÊM NHỮNG Ý KIẾN ĐÓNG GÓP CŨNG NHƯ NHỮNG CHIA SẺ VỀ VIỆC BẠN ĐÃ DÙNG SÁCH HIỆU QUẢ TRONG VIỆC LÀM BÀI IELTS READING RA SAO. TEAM SOẠN SÁCH SẼ CẢM THẤY CÓ THÊM ĐỘNG LỰC LỚN NẾU BẠN SHARE NHỮNG ĐÁNH GIÁ VỀ CUỐN SÁCH TRÊN CÁC GROUP CŨNG NHƯ FACEBOOK CÁ NHÂN.



Phương Anh
21 July

[Boost your vocabulary review]
Hi cả nhà, mình vừa thi Ielts tháng 6 vừa rồi và có sử dung bộ Boost your vocabulary của anh Dinh Thang và các bạn trong group. Không biết các bạn khác thấy sao nhưng nó thực sự giúp mình rất nhiều khi làm bài . Phải thừa nhận là mình rất lười học từ vựng. Thường thì mình sẽ đoán từ dựa theo ngữ cảnh, tuy nhiên k phải lúc nào cũng đoán đúng, Thế nên, trước ngày thi 1 tháng mình bắt đầu học theo bộ Vocab này, cũng là một cách mình ôn quay vòng bộ Cam.
Trong khi làm bài có từ mới nào xuất hiện nhiều lần thì mình sẽ gạch chân, sau đó khi chấm xong thì sẽ tra trong quyển Vocab, đồng thời đọc lại toàn bộ cả test đấy. Sau 3 quyển thì mình đã học được kha khá cặp từ đồng nghĩa. mình có thể định vị đoạn văn có câu trả lời nhanh hơn bằng việc tìm từ đồng nghĩa với keyword trong câu hỏi, đặc biệt với dạng matching information.
Và sau 1 tháng học theo bộ sách thì mình đã cải thiện được điểm Reading từ 7.5-8.0 lên 9.0. Hi vọng chia sẻ của mình sẽ phần nào giúp các bạn trong quá trình ôn thi
Em cũng xin cảm ơn anh Thắng cùng các bạn biên tập sách vì bộ sách tuyệt vời. Mong mọi người tiếp tục ra những tài liệu hữu ích để giúp các bạn ôn thi sớm được giải thoát khỏi Ielts như em ạ))

You, Kieu Nga, Duong Nguyen and 79 others 13 Comments 13 Shares



IELTS

Test Report Form

ACADEMIC

NOTE Admission to undergraduate and post graduate courses should be based on the ACADEMIC Reading and Writing Modules. GENERAL TRAINING Reading and Writing Modules are not designed to test the full range of language skills required for academic purposes. It is recommended that the candidate's language ability as indicated in this Test Report Form be re-assessed after two years from the date of the test

Centre Number VN002 Date 23/JUN/2018 Candidate Number 003312

Candidate Details

Family Name

First Name PHUONG ANH

Candidate ID 174519469

Date of Birth Sex (M/F) F Scheme Code Private Candidate

Country or Region of Origin

Country of Nationality VIETNAM

First Language VIETNAMESE

Test Results

Listening 8.0 Reading 9.0 Writing 6.0 Speaking 6.0 Overall Band Score 7.5 CEFR Level C1

Administrator Comments

Centre stamp

Validation stamp

Administrator's Signature

Date 03/07/2018 Test Report Form Number 18VN003312LEP002A

BRITISH COUNCIL idp Cambridge Assessment English

The validity of this IELTS Test Report Form can be verified online by recognising organisations at http://ielts.ucles.org.uk

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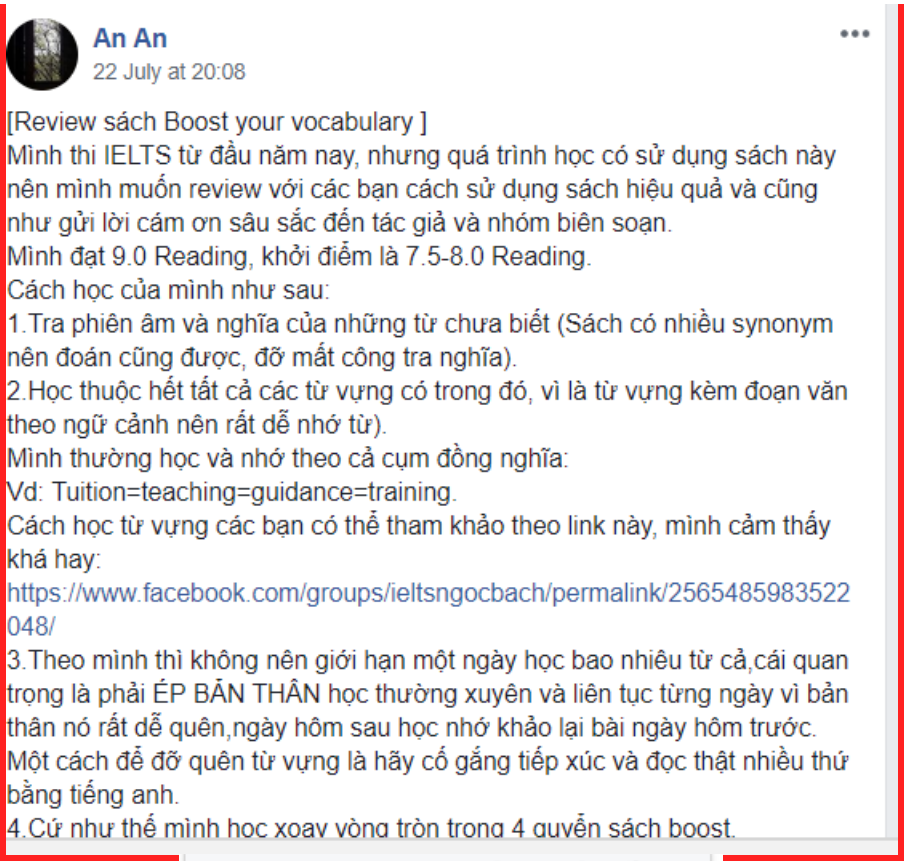
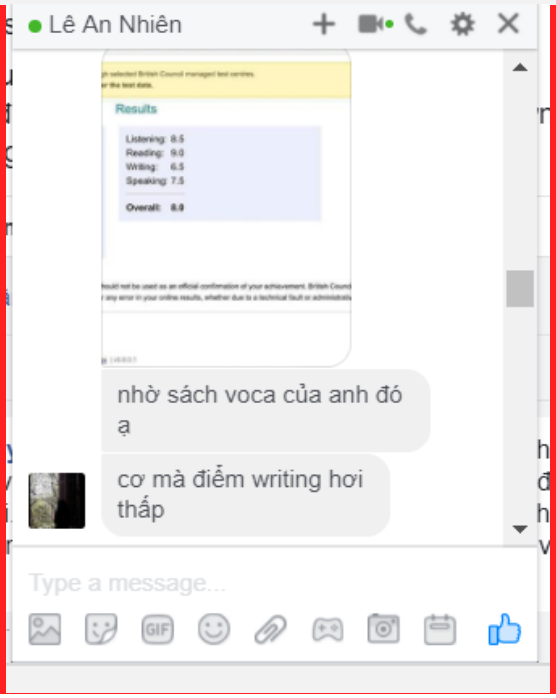


An An
22 July at 20:08

[Review sách Boost your vocabulary]
Mình thi IELTS từ đầu năm nay, nhưng quá trình học có sử dụng sách này nên mình muốn review với các bạn cách sử dụng sách hiệu quả và cũng như gửi lời cám ơn sâu sắc đến tác giả và nhóm biên soạn.
Mình đạt 9.0 Reading, khởi điểm là 7.5-8.0 Reading.
Cách học của mình như sau:
1.Tra phiên âm và nghĩa của những từ chưa biết (Sách có nhiều synonym nên đoán cũng được, đỡ mất công tra nghĩa).
2.Học thuộc hết tất cả các từ vựng có trong đó, vì là từ vựng kèm đoạn văn theo ngữ cảnh nên rất dễ nhớ từ).
Mình thường học và nhớ theo cả cụm đồng nghĩa:
Vd: Tuition=teaching=guidance=training.
Cách học từ vựng các bạn có thể tham khảo theo link này, mình cảm thấy khá hay:
https://www.facebook.com/groups/ieltsngocbach/permalink/2565485983522048/
3.Theo mình thì không nên giới hạn một ngày học bao nhiêu từ cả,cái quan trọng là phải ÉP BẢN THÂN học thường xuyên và liên tục từng ngày vì bản thân nó rất dễ quên,ngày hôm sau học nhớ khảo lại bài ngày hôm trước.
Một cách để đỡ quên từ vựng là hãy cố gắng tiếp xúc và đọc thật nhiều thứ bằng tiếng anh.
4.Cứ như thế mình học xoay vòng tròn trong 4 quyển sách boost.



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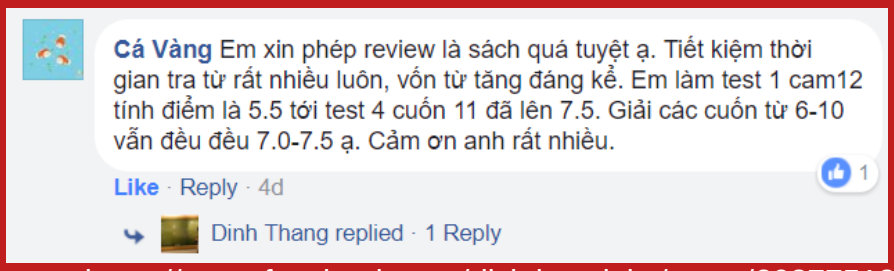
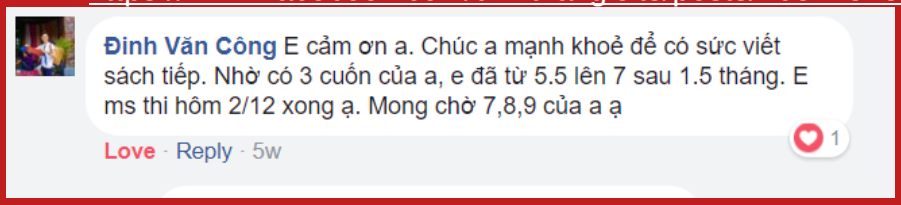
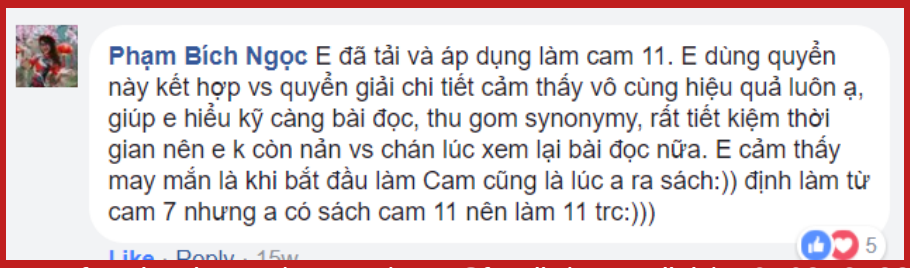


https://www.facebook.com/dinhthangielts/posts/2037751856500217





https://www.facebook.com/groups/IELTSfamily/permalink/1495634343815651/

Phía trên là một vài trong số rất nhiều review tích cực mà team đã nhận được và thực sự đã giúp bọn mình rất nhiều trong thời gian qua. Hy vọng team sẽ đón nhận thêm nhiều review như vậy nữa.
Trân trọng,
dinhthangielts

Bạn có thể tìm các tài liệu trên tại

Google.com.vn

Group IELTS Việt

Group IELTS family – Các nhóm tự học IELTS

Hội chia sẻ sách Boost your vocabulary

Hoặc

facebook.com/dinhthangielts

Bạn nào sử dụng sách và thấy kết quả thì rất mong bạn inbox cho mình để mình có thêm động lực soạn tài liệu

Đinh Thắng