

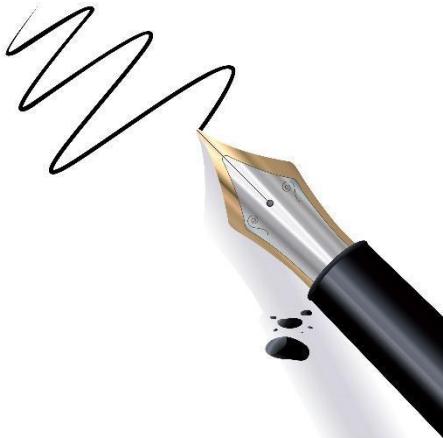


# BOOST YOUR VOCABULARY

• Second Edition •

Help you learn the most common  
academic words from

**CAMBRIDGE IELTS 16**



# Cuốn sách này là của

---

Điểm mục tiêu cho phần thi IELTS Reading là: .....

Để làm được điều này, mình sẽ đọc cuốn sách này ít nhất .... lần/tuần.

# LỜI GIỚI THIỆU

Chào các bạn,

Các bạn đang cầm trên tay cuốn “Boost your vocabulary” được biên soạn bởi mình và các bạn trong nhóm A&M|IELTS. 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 The Official Cambridge Guide to IELTS của Nhà xuất bản Đại học Cambridge – Anh Quốc.

Trong quá trình thực hiện, mình và các bạn trong nhóm đã dành nhiều thời gian để nghiên cứu cách thức đưa nội dung sao cho khoa học và dễ dùng nhất với các bạn. 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](mailto:thangwrm@gmail.com)

Trân trọng cảm ơn,

Thầy Đinh Thắng

# TÁC GIẢ & NHÓM THỰC HIỆN

## Thầy giáo Đinh Thắng



Hiện tại là giáo viên dạy IELTS tại Hà Nội từ cuối năm 2012, sáng lập **A&M | IELTS** cung cấp các khóa học IELTS và tiếng Anh học thuật. 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](https://www.facebook.com/dinhthangielts)

... cùng các bạn trong team A&M - **Nhật Hà, Ngọc Khuê, Phùng Văn, Thu Hằng.**

# 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, HỌC 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** (Các cuốn mới nhất từ 8-16) 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: HỌC TỪ VỰNG TRƯỚC, ĐỌC 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.

**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

## TEST 1

## READING PASSAGE 1



# Why We Need To Protect Polar Bears

Polar bears are being increasingly threatened by the effects of climate change, but their disappearance could have far-reaching consequences. They are uniquely adapted to the extreme conditions of the Arctic Circle, where temperatures can reach —40°C. One reason for this is that they have up to 11 centimetres of fat underneath their skin. Humans with comparative levels of adipose tissue would be considered obese and would be likely to suffer from diabetes and heart disease. Yet the polar bear experiences no such consequences.

A 2014 study by Sin Ping Liu and colleagues sheds light on this mystery. They compared the genetic structure of polar

**polar**= close to or relating to the North Pole or the South Pole  
**threaten**= to be likely to harm or destroy something  
**climate**= the typical weather conditions in a particular area  
**far-reaching**= having a great influence or effect  
**consequence**= result, effect, outcome  
**uniquely**= in a way that is different from anything or anyone else  
**adapt**= to gradually change your behaviour and attitudes in order to be successful in a new situation  
**extreme**= very unusual and severe or serious  
**temperature**= a measure of how hot or cold a place or thing is  
**reach**= if something reaches a particular rate, amount etc, it increases until it is at that rate or amount  
**underneath**= under, beneath, below  
**comparative**= relative, proportional  
**adipose**= relating to animal fat  
**tissue**= the material forming animal or plant cells  
**obese**= very fat in a way that is unhealthy  
**suffer from something**= to have a particular disease or medical condition, especially for a long time  
**diabetes**= a serious disease in which there is too much sugar in your blood  
**disease**= an illness which affects a person, animal, or plant  
**colleague**= coworker, partner, teammate, associate  
**shed light on something**= to make something easier to understand, by providing new or better information  
**mystery**= an event, situation etc that people do not understand or cannot explain because they do not know enough about it  
**genetic**= relating to genes or genetics

bears with that of their closest **relatives** from a warmer climate, the brown bears. This allowed them to **determine** the **genes** that have allowed polar bears to **survive** in one of the **toughest** environments on Earth. Liu and his colleagues found the polar bears had a gene known as APoB, which reduces levels of **low-density lipoproteins** (LDLs) — a form of 'bad' **cholesterol**. In humans, **mutations** of this gene are **associated with** increased risk of heart disease. Polar bears may therefore be an important study model to understand heart disease in humans.

The **genome** of the polar bear may also provide the **solution** for another condition, one that particularly affects our older generation: **osteoporosis**. This is a disease where bones show reduced density, usually caused by **insufficient** exercise, reduced **calcium intake** or food **starvation**. Bone tissue is **constantly** being **remodelled**, meaning that bone is added or removed, depending on **nutrient availability** and the stress that the bone is under. Female polar bears, however, **undergo** extreme conditions during every **pregnancy**. Once autumn comes around, these females will dig **maternity dens** in the snow and will remain there throughout the winter, both before and after the birth of their **cubs**. This process results in about six months of fasting, where the female bears have to keep themselves and their cubs alive, **depleting** their own calcium and calorie **reserves**. Despite this, their bones remain strong and **dense**.

**Physiologists** Alanda Lennox and Allen Goodship found an **explanation** for this **paradox** in 2008. They discovered that pregnant bears were able to increase the density of their bones before they started to build their dens. In addition, six months later, when they finally **emerged** from the den with their cubs, there was no evidence of **significant** loss of bone density. **Hibernating** brown bears do not have this **capacity** and must therefore **resort to** major bone **reformation** in the

**relative**= a member of your family = relation  
**determine**= decide, conclude, establish, finalize  
**survive**= to continue to live after an accident, war, or illness

**gene**= a part of a cell in a living thing that controls what it looks like, how it grows, and how it develops. People get their genes from their parents

**tough**= hard, dangerous, threatening, harsh  
**density**= the degree to which an area is filled with people or things

**lipoproteins**= any of a group of soluble proteins that combine with and transport fat or other lipids in the blood plasma

**cholesterol**= a chemical substance found in your blood

**mutation**= change, alteration, transformation, modification

**be associated with somebody or something**= to be related to a particular subject, activity etc

**genome**= all the genes in one type of living thing

**solution**= answer, key, explanation

**osteoporosis**= a medical condition in which your bones become weak and break easily

**insufficient**= not enough, lacking, inadequate, deficient  
**calcium**= a silver-white metal that helps to form teeth, bones, and chalk

**intake**= the amount of food, drink etc that you take into your body

**starvation**= hunger, food shortage, famine

**constantly**= continuously, frequently, repetitively

**remodel**= to change the shape, structure, or appearance of something, especially a building

**nutrient**= a chemical or food that provides what is needed for plants or animals to live and grow

**availability**= the state of being able to be used, bought, or found

**undergo**= experience, feel, suffer, go through

**pregnancy**= when a woman has a baby growing inside her body

**maternity**= relating to a woman who is pregnant or who has just had a baby

**den**= the home of some animals, for example lions or foxes

**cub**= the baby of a wild animal such as a lion or a bear

**deplete**= to reduce the amount of something that is present or available

**reserve**= a supply of something kept to be used if it is needed

**dense**= thick, solid, compressed, condensed

**physiologist**= a person who studies physiology

**explanation**= reason, account, clarification

**paradox**= a situation that seems strange because it involves two ideas or qualities that are very different

**emerge**= to appear or come out from somewhere

**significant**= large, considerable, major, big

**hibernate**= if an animal hibernates, it sleeps for the whole winter

**capacity**= ability, capability, power

**resort to something**= to do something bad, extreme, or difficult because you cannot think of any other way to deal with a problem

**reformation**= when something is completely changed in order to improve it

following spring. If the **mechanism** of bone remodelling in polar bears can be understood, many **bedridden** humans, and even astronauts, could potentially benefit.

The medical benefits of the polar bear for humanity certainly have their importance in our **conservation** efforts, but these should not be the only factors taken into consideration. We tend to want to protect animals we think are intelligent and **possess** emotions, such as elephants and primates. Bears, on the other hand, seem to be **perceived** as stupid and in many cases violent. And yet **anecdotal** evidence from the field challenges those **assumptions**, suggesting for example that polar bears have good problem-solving abilities. A male bear called GoGo in Tennoji Zoo, Osaka, has even been **observed** making use of a tool to **manipulate** his environment. The bear used a tree branch on **multiple** occasions to **dislodge** a piece of meat hung out of his reach. Problem-solving ability has also been witnessed in wild polar bears, although not as obviously as with GoGo. A calculated move by a male bear involved running and jumping onto **barrels** in an attempt to get to a photographer standing on a **platform** four metres high.

In other studies, such as one by Alison Ames in 2008, polar bears showed **deliberate** and focussed manipulation. For example, Ames observed bears putting objects in piles and then knocking them over in what appeared to be a game. The study demonstrates that bears are capable of **agile** and **thought-out** behaviours. These examples suggest bears have greater **creativity** and problem-solving abilities than previously thought.

As for emotions, while the evidence is once again anecdotal, many bears have been seen to hit out at ice and snow — seemingly out of **frustration** — when they have just missed out on a kill. Moreover, polar bears can form **unusual** relationships with other species, including playing with the dogs used to pull **sleds** in the Arctic. **Remarkably**, one hand-raised polar bear called Agee has formed a close relationship with her owner Mark Dumas to the point where they even swim together. This is even more **astonishing** since polar bears are known to **actively hunt** humans in the wild.

If climate change were to lead to their **extinction**, this would mean not only the loss of **potential breakthroughs** in human medicine, but more importantly, the disappearance of an intelligent, **majestic** animal.

**mechanism**= a system or a way of behaving that helps a living thing to avoid or protect itself from something difficult or dangerous  
**bedridden**= unable to leave your bed, especially because you are old or ill

**conservation**= the protection of natural things such as animals, plants, forests etc, to prevent them from being spoiled or destroyed  
**possess**= have, own, hold, keep  
**perceive**= see, understand, identify, recognize  
**anecdotal**= consisting of short stories based on someone's personal experience  
**assumption**= something that you think is true although you have no definite proof  
**observe**= see, witness, detect, spot  
**manipulate**= to make someone think and behave exactly as you want them to, by skilfully deceiving or influencing them  
**multiple**= many, numerous, various  
**dislodge**= to force or knock something out of its position  
**barrel**= a large curved container with a flat top and bottom, made of wood or metal, and used for storing beer, wine etc  
**platform**= a tall structure built so that people can stand or work above the surrounding area

**deliberate**= purposeful, conscious, intentional, calculated, planned  
**agile**= able to move quickly and easily  
**thought-out**= planned and organized carefully, well etc  
**creativity**= imagination, originality, inventiveness

**frustration**= the feeling of being annoyed, upset, or impatient, because you cannot control or change a situation, or achieve something  
**unusual**= strange, odd. Bizarre  
**sled**= a small vehicle used for sliding over snow, often used by children or in some sports  
**remarkably**= amazingly, outstandingly, extraordinarily, surprisingly  
**astonishing**= amazing, surprising, shocking  
**actively**= in a way that involves doing a lot of practical things  
**hunt**= to chase animals and birds in order to kill or catch them  
**in the wild**= in natural and free conditions, not kept or controlled by people

**extinction**= when a particular type of animal or plant stops existing  
**potential**= possible, latent, probable, likely  
**breakthrough**= an important new discovery in something you are studying, especially one made after trying for a long time  
**majestic**= very big, impressive, or beautiful

## TEST 1

## READING PASSAGE 2



# The Step Pyramid Of Djoser

**T**he pyramids are the most famous monuments of ancient Egypt and still hold enormous interest for people in the present day. These grand, impressive tributes to the memory of the Egyptian kings have become linked with the country even though other cultures, such as the Chinese and Mayan, also built pyramids. The evolution of the pyramid form has been written and argued about for centuries. However, there is no question that, as far as Egypt is concerned, it began with one monument to one king designed by one brilliant architect: the Step Pyramid of Djoser at Saqqara.

**pyramid**= a large stone building with four triangular (=three-sided) walls that slope in to a point at the top, especially in Egypt and Central America

**monument**= a building, statue, or other large structure that is built to remind people of an important event or famous person

**ancient**= early, antique, olden

**enormous**= huge, vast, giant

**interest**= attraction, fascination, appeal

**grand**= outstanding, impressive, majestic

**impressive**= something that is impressive makes you admire it because it is very good, large, important etc

**tribute**= something that you say, do, or give in order to express your respect or admiration for someone

**evolution**= development, growth, progression, advancement

**as far as something is concerned**: about something, with regard to something

**brilliant**= excellent, great, wonderful

**architect**= someone whose job is to design buildings

Djoser was the first king of the Third Dynasty of Egypt and the first to build in stone. **Prior to** Djoser's **reign**, **tombs** were **rectangular** monuments made of dried **clay brick**, which covered **underground passages** where the **deceased** person was **buried**. For reasons which remain unclear, Djoser's main official, whose name was Imhotep, **conceived** of building a taller, more impressive tomb for his king by **stacking** stone **slabs** on top of one another, **progressively** making them smaller, to form the shape now known as the Step Pyramid. Djoser is thought to have reigned for 19 years, but some **historians** and **scholars** **attribute** a much longer time for his rule, owing to the number and size of the monuments he built.

The Step Pyramid has been **thoroughly examined** and investigated over the last century, and it is now known that the building process went through many different stages. Historian Marc Van de Mieroop comments on this, writing 'Much **experimentation** was involved, which is especially clear in the **construction** of the pyramid in the center of the **complex**. It had several plans ... before it became the first Step Pyramid in history, piling six levels on top of one another ... The weight of the enormous mass was a challenge for the builders, who placed the stones at an **inward incline** in order to prevent the monument breaking up.'

When finally completed, the Step Pyramid rose 62 meters high and was the tallest structure of its time. The complex in which it was built was the size of a city in ancient Egypt and included a temple, **courtyards**, **shrines**, and living **quarters** for the **priests**. It covered a region of 16 hectares and was surrounded by a wall 10.5 meters high. The wall had 13 false doors cut into it with only one true **entrance** cut into the south-east corner; the entire wall was then ringed by a **trench** 750 meters long and 40 meters wide. The **false** doors and the trench were **incorporated** into the complex to **discourage** unwanted visitors. If someone wished to enter, he or she would have needed to know in advance how to find the location of the true opening in the wall. Djoser was so proud of his **accomplishment** that he broke the tradition of having only his own name on the monument and had Imhotep's name **carved** on it as well.

The burial **chamber** of the tomb, where the king's body was laid to rest, was dug **beneath** the **base** of the pyramid,

**prior to**= before  
**reign**= the period when someone is king, queen, or emperor  
**tomb**= a stone structure above or below the ground where a dead person is buried  
**rectangular**= having the shape of a rectangle  
**clay**= a type of heavy sticky earth that can be used for making pots, bricks etc  
**brick**= a hard block of baked clay used for building walls, houses etc  
**underground**= below the surface of the earth  
**passage**= way, road, channel, route, path  
**deceased**= dead  
**bury**= to put someone who has died in a grave  
**conceive**= think of, consider, perceive  
**stack**= load, pile, heap  
**slab**= a thick flat piece of a hard material such as stone  
**progressively**= increasingly, gradually  
**historian**= someone who studies history, or the history of a particular thing  
**scholar**= an intelligent and well-educated person  
**attribute**= assign, attach, ascribe

**thoroughly**= completely, totally  
**examine**= investigate, check, analyze, explore  
**experimentation**= the process of testing various ideas, methods etc to find out how good or effective they are  
**construction**= building, creation  
**complex**= a group of buildings, or a large building with many parts, used for a particular purpose  
**inward**= inner, interior, hidden  
**incline**= a slope

**courtyard**= an open space that is completely or partly surrounded by buildings  
**shrine**= a place that is connected with a holy event or holy person, and that people visit to pray  
**quarter**= an area of a town  
**priest**= someone who is specially trained to perform religious duties and ceremonies in the Christian church  
**entrance**= a door, gate etc that you go through to enter a place  
**trench**= a long narrow hole dug into the surface of the ground  
**false**= untrue, incorrect, wrong  
**incorporate**= to include something as part of a group, system, plan etc  
**discourage**= to persuade someone not to do something, especially by making it seem difficult or bad  
**accomplishment**= something successful or impressive that is achieved after a lot of effort and hard work  
**carve**= to cut a pattern or letter on the surface of something

**chamber**= hall, boardroom, meeting room  
**beneath**= under, underneath, below  
**base**= the lowest part or surface of something

**surrounded** by a vast **maze** of long **tunnels** that had rooms off them to discourage **robbers**. One of the most **mysterious discoveries** found inside the pyramid was a large number of stone **vessels**. Over 40,000 of these vessels, of various forms and shapes, were discovered in storerooms off the pyramid's underground passages. They are **inscribed** with the names of rulers from the First and Second Dynasties of Egypt and made from different kinds of stone. There is no agreement among scholars and **archaeologists** on why the vessels were placed in the tomb of Djoser or what they were supposed to **represent**. The archaeologist Jean-Philippe Lauer, who **excavated** most of the pyramid and complex, believes they were originally stored and then given a 'proper burial' by Djoser in his pyramid to **honor** his **predecessors**. There are other historians, however, who claim the vessels were dumped into the **shafts** as yet another **attempt** to prevent grave robbers from getting to the king's burial chamber.

Unfortunately, all of the **precautions** and **intricate** design of the underground **network** did not prevent ancient robbers from finding a way in. Djoser's grave goods, and even his body, were stolen at some point in the past and all archaeologists found were a small number of his **valuables** **overlooked** by the **thieves**. There was enough left throughout the pyramid and its complex, however, to **astonish** and amaze the archaeologists who excavated it.

Egyptologist Miroslav Verner writes, 'Few monuments hold a place in human history as significant as that of the Step Pyramid in Saqqara ... It can be said without **exaggeration** that this pyramid complex **constitutes** a **milestone** in the evolution of monumental stone architecture in Egypt and in the world as a whole.' The Step Pyramid was a **revolutionary** advance in architecture and became the **archetype** which all the other great pyramid builders of Egypt would follow.

**surround**= to be all around someone or something on every side  
**maze**= a complicated and confusing arrangement of streets, roads etc  
**tunnel**= a passage that has been dug under the ground for cars, trains etc to go through  
**robber**= someone who steals money or property  
**mysterious**= strange, unexplained, unsolved  
**discovery**= finding, innovation, breakthrough  
**vessel**= a ship or large boat  
**inscribe**= to carefully cut, print, or write words on something, especially on the surface of a stone or coin  
**archaeologist**= someone who studies ancient societies by examining what remains of their buildings, graves, tools etc  
**represent**= to be a symbol of something  
**excavate**= if a scientist or archaeologist excavates an area of land, they dig carefully to find ancient objects, bones etc  
**honor**= respect, pay tribute to  
**predecessor**= someone who had your job before you started doing it  
**shaft**= a passage which goes down through a building or down into the ground, so that someone or something can get in or out  
**attempt**= effort, try, go

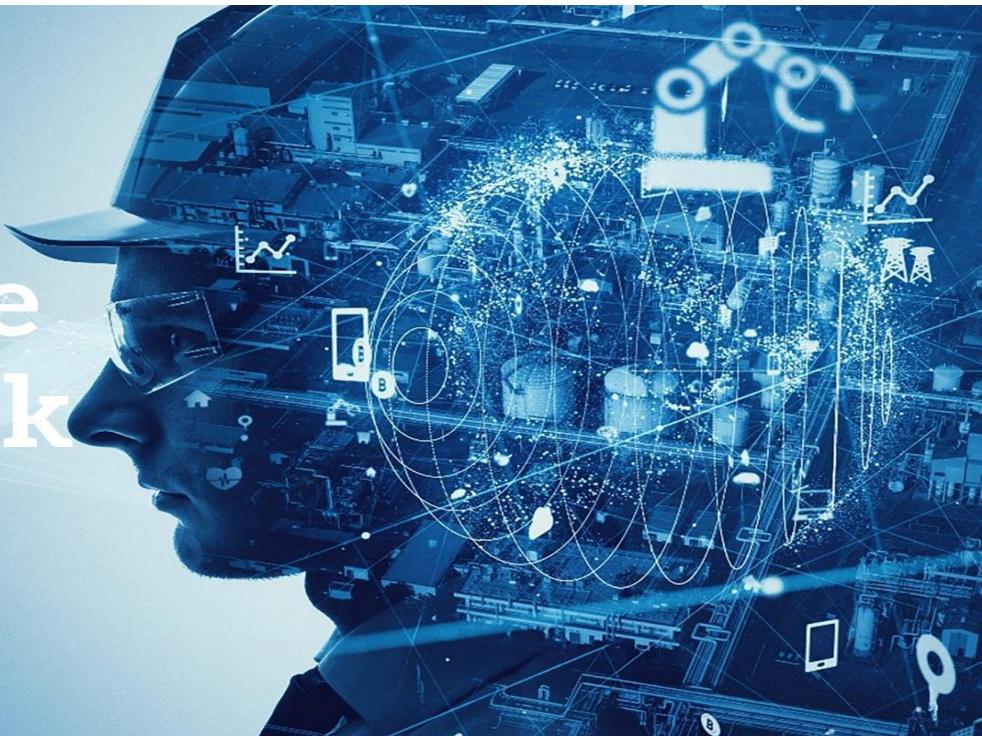
**precaution**= something you do in order to prevent something dangerous or unpleasant from happening  
**intricate**= complicated, complex, sophisticated, tricky  
**network**= system  
**valuable**= things that you own that are worth a lot of money, such as jewellery, cameras etc  
**overlook**= to not notice something, or not see how important it is  
**thief**= someone who steals things from another person or place  
**astonish**= surprise, overwhelm, amaze

**exaggeration**= a statement or way of saying something that makes something seem better, larger etc than it really is  
**constitute**= to be considered to be something  
**milestone**= a very important event in the development of something  
**revolutionary**= completely new and different, especially in a way that leads to great improvements  
**archetype**= a perfect example of something, because it has all the most important qualities of things that belong to that type

## TEST 1

## READING PASSAGE 3

# The Future of Work



**A**ccording to a **leading** business **consultancy**, 3-14% of the global **workforce** will need to **switch** to a different **occupation** within the next 10-15 years, and all workers will need to **adapt** as their occupations **evolve** alongside increasingly **capable** machines. **Automation** – or ‘**embodied artificial** intelligence’ (AI) – is one aspect of the **disruptive** effects of technology on the labour market. ‘Disembodied AI’, like the **algorithms** running in our smartphones, is another.

Dr Stella Pachidi from Cambridge Judge Business School believes that some of the most **fundamental** changes are happening as a result of the ‘algorithmication’ of jobs that are dependent on data rather than on production – the so-called knowledge economy. Algorithms are capable of learning from data to **undertake** tasks that previously needed human

**leading**= best, most important, or most successful  
**consultancy**= a company that gives advice on a particular subject

**workforce**= all the people who work in a particular industry or company, or are available to work in a particular country or area

**switch**= to change from doing or using one thing to doing or using another

**occupation**= job, work, career, profession

**adapt**= to gradually change your behaviour and attitudes in order to be successful in a new situation

**evolve**= change, grow, progress, advance

**capable**= able to do things well

**automation**= the use of computers and machines instead of people to do a job

**embody**= represent, exemplify, symbolize

**artificial**= false, fake, non-natural, man-made

**disruptive**= causing problems and preventing something from continuing in its usual way

**algorithm**= a set of instructions that are followed in a fixed order and used for solving a mathematical problem, making a computer program etc

**fundamental**= important, central, essential, vital

**undertake**= to accept that you are responsible for a piece of work, and start to do it

**judgement**, such as reading **legal contracts**, **analysing medical scans** and gathering market intelligence.

'In many cases, they can **outperform** humans,' says Pachidi. 'Organisations are attracted to using algorithms because they want to make choices based on what they consider is "perfect information", as well as to reduce costs and **enhance productivity**.'

'But these enhancements are not without **consequences**', says Pachidi. 'If routine **cognitive** tasks are **taken over** by AI, how do professions develop their future **experts**?' she asks. 'One way of learning about a job is "legitimate **peripheral participation**" – a **novice** stands next to experts and learns by **observation**. If this isn't happening, then you need to find new ways to learn.'

Another issue is the extent to which the technology influences or even controls the workforce. For over two years, Pachidi **monitored a telecommunications** company. 'The way telecoms salespeople work is through personal and frequent **contact with clients**, using the benefit of experience to **assess** a situation and reach a decision. However, the company had started using a[n] ... algorithm that **defined** when account managers should contact certain customers about which kinds of **campaigns** and what to offer them.'

The algorithm – usually built by **external designers** – often becomes the keeper of knowledge, she explains. In cases like this, Pachidi believes, a **short-sighted** view begins to **creep into** working practices whereby workers learn through the 'algorithm's eyes' and become dependent on its instructions. Alternative **explorations** – where **experimentation** and human **instinct** lead to progress and new ideas – are effectively **discouraged**.

**judgement**= an opinion that you form, especially after thinking carefully about something  
**legal**= lawful, permissible, legitimate, rightful  
**contract**= an official agreement between two or more people, stating what each will do  
**analyse**= to examine or think about something carefully, in order to understand it  
**medical**= relating to medicine and the treatment of disease or injury  
**scan**= a medical test in which a special machine produces a picture of something inside your body  
**outperform**= to be more successful than someone or something else  
**enhance**= improve, increase, boost  
**productivity**= output, efficiency, production

**consequence**= result, effect, outcome  
**cognitive**= related to the process of knowing, understanding, and learning something  
**take over**= to take control of something  
**expert**= someone who has a special skill or special knowledge of a subject, gained as a result of training or experience  
**peripheral**= not as important as other things or people in a particular activity, idea, or situation  
**novice**= beginner, learner, trainee, apprentice  
**observation**= the process of watching something or someone carefully for a period of time

**monitor**= check, watch, supervise, examine  
**telecommunication**= the sending and receiving of messages by telephone, radio, television etc  
**contact**= communication with a person, organization, country etc  
**client**= someone who gets services or advice from a professional person, company, or organization  
**assess**= evaluate, judge, consider  
**define**= to describe something correctly and thoroughly, and to say what standards, limits, qualities etc it has that make it different from other things  
**campaign**= a series of actions intended to achieve a particular result relating to politics or business, or a social improvement

**external**= outside, exterior, outer  
**designer**= someone whose job is to make plans or patterns for clothes, furniture, equipment etc  
**short-sighted**= not considering the possible effects in the future of something that seems good now – used to show disapproval  
**creep into**= to move in a quiet, careful way, especially to avoid attracting attention  
**exploration**= examination, search, investigation  
**experimentation**= the process of testing various ideas, methods etc to find out how good or effective they are  
**instinct**= a natural tendency to behave in a particular way or a natural ability to know something, which is not learned  
**discourage**= to persuade someone not to do something, especially by making it seem difficult or bad

Pachidi and **colleagues** even observed people developing **strategies** to make the algorithm work to their own advantage. ‘We are seeing cases where workers feed the algorithm with false data to reach their **targets**,’ she reports.

It’s **scenarios** like these that many **researchers** are working to avoid. Their objective is to make AI technologies more **trustworthy** and **transparent**, so that organisations and individuals understand how AI decisions are made. **In the meantime**, says Pachidi, ‘We need to make sure we fully understand the **dilemmas** that this new world raises regarding **expertise**, occupational **boundaries** and control.’

Economist Professor Hamish Low believes that the future of work will involve **major transitions** across the whole life course for everyone: ‘The traditional **trajectory** of full-time education followed by full-time work followed by a pensioned retirement is a thing of the past,’ says Low. Instead, he **envisages** a **multistage** employment life: one where retraining happens across the life course, and where **multiple** jobs and no job happen by choice at different stages.

On the subject of job losses, Low believes the **predictions** are founded on a **fallacy**: ‘It assumes that the number of jobs is fixed. If in 30 years, half of 100 jobs are being **carried out** by robots, that doesn’t mean we are left with just 50 jobs for humans. The number of jobs will increase: we would **expect** there to be 150 jobs.’

Dr Ewan McGaughey, at Cambridge’s Centre for Business Research and King’s College London, agrees that ‘**apocalyptic**’ views about the future of work are **misguided**. ‘It’s the laws that **restrict** the **supply** of **capital** to the job market, not the **advent** of new technologies that causes **unemployment**.’

His recently **published** research answers the question of whether automation, AI and robotics will mean a ‘**jobless** future’ by looking at the causes of unemployment. ‘History is clear that change can mean **redundancies**. But social policies can **tackle** this through retraining and **redeployment**.’

**colleague**= coworker, associate, partner, collaborator  
**strategy**= plan, policy, approach, tactic  
**target**= aim, goal, objective

**scenario**= a situation that could possibly happen  
**researcher**= someone who studies a subject in detail in order to discover new facts or test new ideas  
**trustworthy**= truthful, honest, reliable  
**transparent**= a lie, excuse etc that is transparent does not deceive people  
**in the meantime**= in the period of time between now and a future event, or between two events in the past  
**dilemma**= a situation in which it is very difficult to decide what to do, because all the choices seem equally good or equally bad  
**expertise**= special skills or knowledge in a particular subject, that you learn by experience or training  
**boundary**= the real or imaginary line that marks the edge of a state, country etc, or the edge of an area of land that belongs to someone  
**major**= big, large, considerable, leading  
**transition**= when something changes from one form or state to another  
**trajectory**= the events that happen during a period of time, which often lead to a particular aim or result  
**envisage**= to think that something is likely to happen in the future  
**multistage**= conducted by or occurring in stages  
**multiple**= many, numerous, various

**predict**= to say that something will happen, before it happens  
**fallacy**= a false idea or belief, especially one that a lot of people believe is true  
**carry out**= to do something that needs to be organized and planned  
**expect**= hope, suppose, think, foresee

**apocalyptic**= warning people about terrible events that will happen in the future  
**misguided**= intended to be helpful but in fact making a situation worse  
**restrict**= limit, curb, control, constrain  
**supply**= an amount of something that is available to be used  
**capital**= money or property, especially when it is used to start a business or to produce more wealth  
**advent**= arrival, start, beginning  
**unemployment**= when someone does not have a job

**publish**= to arrange for a book, magazine etc to be written, printed, and sold  
**jobless**= unemployed  
**redundancy**= a situation in which someone has to leave their job, because they are no longer needed  
**tackle**= deal with, work on  
**redeploy**= to move someone or something to a different place or job  
(*re*= again i.e rebroadcast)

He adds: 'If there is going to be change to jobs as a result of AI and robotics then I'd like to see governments **seizing the opportunity** to improve policy to **enforce** good job **security**.

We can "reprogramme" the law to prepare for a fairer future of work and leisure.' McGaughey's findings are **a call to arms** to leaders of organisations, governments and banks to **pre-empt** the coming changes with **bold** new **policies** that **guarantee** full employment, fair incomes and a **thriving** economic **democracy**.

'The promises of these new technologies are **astounding**. They deliver humankind the capacity to live in a way that nobody could have once imagined,' he adds. 'Just as the industrial **revolution** brought people past **subsistence agriculture**, and the **corporate** revolution enabled **mass** production, a third revolution has been **pronounced**. But it will not only be one of technology. The next revolution will be social.'

**seize a chance/an opportunity/the initiative**= to quickly and eagerly do something when you have the chance to  
**enforce**= to make something happen or force someone to do something  
**security**= things that are done to keep a person, building, or country safe from danger or crime  
**programme**= to arrange for something to happen as part of a series of planned events or activities  
**a call to arms**= something that makes people want to take action and get involved in an attempt to deal with a bad situation  
**pre-empt**= to make what someone has planned to do or say unnecessary or ineffective by saying or doing something first  
**bold**= very strong or bright so that you notice them  
**policy**= a way of doing something that has been officially agreed and chosen by a political party, a business, or another organization  
**guarantee**= ensure, secure, maintain, protect  
**thriving**= a thriving company, business etc is very successful  
**democracy**= a situation or system in which everyone is equal and has the right to vote, make decisions etc

**astounding**= amazing, surprising, shocking  
**revolution**= a complete change in ways of thinking, methods of working etc  
**subsistence**= the condition of only just having enough money or food to stay alive  
**agriculture**= the practice or science of farming  
**corporate**= shared by or involving all the members of a group  
**mass**= a large amount or quantity of something  
**pronounced**= very great or noticeable

## TEST 2

## READING PASSAGE 1



## The White Horse of Uffington

**T**he cutting of **huge figures** or ‘**geoglyphs**’ into the earth of English **hillsides** has **taken place** for more than 3,000 years. There are 56 hill figures **scattered** around England, with the vast **majority** on the chalk **downlands** of the country’s southern **counties**. The figures include giants, horses, **crosses** and **regimental badges**. Although the majority of these geoglyphs date within the last 300 years or so, there are one or two that are much older.

**huge**= giant, enormous, vast, massive  
**figure**= a person in a painting or a model of a person  
**geoglyph**= A large-scale image or design produced in the natural landscape by techniques such as aligning rocks or gravel or removing soil or sod, the complete form of which is visible only aerially or at a distance  
**hillside**= the sloping side of a hill  
**take place**= happen, occur, have effect  
**scatter**= if someone scatters a lot of things, or if they scatter, they are thrown or dropped over a wide area in an irregular way  
**majority**= most of the people or things in a group  
**downland**= gently rolling hill country, especially in southern England  
**county**= an area of a state or country that has its own government to deal with local matters  
**cross**= an object, picture, or mark in the shape of a cross, used as a sign of the Christian faith or for decoration  
**regimental**= connected with a particular regiment (= a large group of soldiers)  
**badge**= a small piece of metal or plastic that you carry to show people that you work for a particular organization

The most famous of these figures is perhaps also the most **mysterious** – the Uffington White Horse in Oxfordshire. The White Horse has recently been **re-dated** and shown to be even older than its **previously assigned ancient** pre-Roman Iron Age date. More **controversial** is the date of the **enigmatic** Long Man of Wilmington in Sussex. While many **historians** are **convinced** the figure is prehistoric, others believe that it was the work of an **artistic monk** from a **nearby priory** and was created between the 11th and 15th centuries.

The **method** of cutting these huge figures was simply to remove the **overlying** grass to **reveal** the **gleaming** white chalk below. However, the grass would soon grow over the geoglyph again unless it was regularly cleaned or **scoured** by a fairly large team of people. One reason that the vast majority of hill figures have disappeared is that when the traditions **associated** with the figures **faded**, people no longer **bothered** or remembered to clear away the grass to expose the chalk outline. Furthermore, over hundreds of years the outlines would sometimes change due to people not always cutting in **exactly** the same place, **thus** creating a different shape to the **original** geoglyph. The fact that any ancient hill figures **survive** at all in England today is **testament to** the strength and **continuity** of local customs and beliefs which, in one case at least, must **stretch** back over **millennia**.

The Uffington White Horse is a **unique**, **stylised representation** of a horse consisting of a long, **sleek** back, thin **disjointed** legs, a streaming tail, and a bird-like **beaked** head. The **elegant** creature almost **melts into the landscape**. The horse is situated 2.5 km from Uffington village on a **steep** slope close to the Late Bronze Age\* (c. 7th century BCE)

**mysterious**= strange, odd, unsolved, inexplicable  
**re-date**= to change the date of  
*(re-= again i.e rebroadcast)*

**previously**= before, beforehand, formerly, earlier  
**assign**= to give a particular time, value, place etc to something  
**ancient**= antique, old-fashioned, obsolete, outdated, prehistoric

**controversial**= causing a lot of disagreement, because many people have strong opinions about the subject being discussed

**enigmatic**= mysterious and difficult to understand  
**historian**= someone who studies history, or the history of a particular thing

**convince**= to make someone feel certain that something is true

**artistic**= relating to art or culture  
**monk**= a member of an all-male religious group that lives apart from other people in a monastery

**nearby**= near, close, in the neighborhood

**priory**= a building where a group of monks or nuns live, which is smaller and less important than an abbey

**method**= way, technique, means  
**overlie**= to lie over something

*(over-= above; beyond; across i.e overhanging branches, overhead telephone wires)*

**reveal**= tell, disclose, make known, expose

**gleaming**= bright and shiny from being cleaned  
**scour**= to clean something very thoroughly by rubbing it with a rough material

**associated**= related, linked, connected

**fade**= to gradually disappear

**bother**= to make the effort to do something

**exactly**= accurately, precisely, correctly

**thus**= so, therefore, consequently, as a result

**original**= existing or happening first, before other people or things

**survive**= to continue to live after an accident, war, or illness

**be a testament to something**= to prove or show very clearly that something exists or is true

**continuity**= the state of continuing for a period of time, without problems, interruptions, or changes

**stretch**= to continue over a period of time or in a series, or to make something do this

**millennia**= a period of 1,000 years

**unique**= unusually good and special

**stylized**= drawn, written, or performed in an artificial style that does not look natural or real, but that is still pleasant to look at

**representation**= the act of representing someone or something

**sleek**= sleek hair or fur is straight, shiny, and healthy-looking

**disjointed**= a disjointed activity or system is one in which the different parts do not work well together

**beaked**= having or resembling a beak

**elegant**= beautiful, attractive, or graceful

**melt into something**= to gradually become hidden by something

**landscape**= an area of countryside or land of a particular type, used especially when talking about its appearance

**steep**= a road, hill etc that is steep slopes at a high angle

hillfort of Uffington Castle and below the Ridgeway, a long-distance Neolithic\*\* **track**.

The Uffington Horse is also **surrounded** by Bronze Age burial **mounds**. It is not far from the Bronze Age **cemetery** of Lambourn Seven Barrows, which consists of more than 30 **well-preserved** burial mounds. The **carving** has been placed in such a way as to make it extremely difficult to see from **close quarters**, and like many geoglyphs is best **appreciated** from the air. Nevertheless, there are certain areas of the Vale of the White Horse, the **valley** containing and named after the enigmatic creature, from which an **adequate impression** may be gained. Indeed on a clear day the carving can be seen from up to 30 km away.

The earliest **evidence** of a horse at Uffington is from the 1070s CE when 'White Horse Hill' is mentioned in documents from the nearby Abbey of Abingdon, and the first **reference** to the horse itself is soon after, in 1190 CE. However, the carving is believed to date back much further than that. Due to the similarity of the Uffington White Horse to the stylised **depictions** of horses on 1st century BCE coins, it had been thought that the creature must also date to that period.

However, in 1995 Optically Stimulated Luminescence (OSL) testing was carried out by the Oxford Archaeological Unit on soil from two of the lower layers of the horse's body, and from another cut near the **base**. The result was a date for the horse's **construction** somewhere between 1400 and 600 BCE – in other words, it had a Late Bronze Age or Early Iron Age origin.

The latter end of this date range would tie the carving of the horse in with occupation of the nearby Uffington hillfort, indicating that it may represent a **tribal emblem** marking the land of the **inhabitants** of the hillfort. **Alternatively**, the carving may have been carried out during a Bronze or Iron Age ritual. Some **researchers** see the horse as representing the Celtic\*\*\* horse **goddess** Epona, who was **worshipped** as a **protector** of horses, and for her associations with **fertility**. However, the **cult** of Epona was not **imported** from Gaul

**track**= path, pathway, road, way

**be surrounded by something**= to be all around someone or something on every side

**mound**= a pile of earth or stones that looks like a small hill

**cemetery**= a piece of land, usually not belonging to a church, in which dead people are buried

**well-preserved**= a well-preserved building or object is old but still in good condition

**carving**= the activity or skill of carving something

**close quarters**= if something happens or is done at close quarters, it happens inside a small space or is done from a short distance away

**appreciate**= to understand how good or useful someone or something is

**valley**= an area of lower land between two lines of hills or mountains, usually with a river flowing through it

**adequate**= enough, sufficient

**impression**= the opinion or feeling you have about someone or something because of the way they seem

**evidence**= proof, sign, indication

**reference**= part of something you say or write

in which you mention a person or thing

**depiction**= description, representation,

portrayal

**base**= the lowest part or surface of something

**construction**= building, creation

**tribal**= relating to a tribe or tribes

**emblem**= symbol, logo, sign, badge

**inhabitant**= occupant, resident, citizen

**alternatively**= used for suggesting something different

**researcher**= someone who studies a subject in detail in order to discover new facts or test new ideas

**goddess**= a female being who is believed to control the world or part of it, or represents a particular quality

**worship**= to show respect and love for a god, especially by praying in a religious building

**protector**= someone or something that protects someone or something else

**fertility**= the ability of a person, animal, or plant to produce babies, young animals, or seeds

**import**= to introduce something new or different in a place where it did not previously exist

**cult**= an extreme religious group that is not part of an established religion

(France) until around the first century CE. This date is at least six centuries after the Uffington Horse was **probably** carved. Nevertheless, the horse had great **ritual** and economic **significance** during the Bronze and Iron Ages, as **attested** by its depictions on **jewellery** and other metal objects. It is possible that the carving represents a goddess in **native mythology**, such as Rhiannon, described in later Welsh mythology as a beautiful woman dressed in gold and riding a white horse.

The fact that geoglyphs can disappear easily, along with their associated rituals and meaning, indicates that they were never intended to be anything more than **temporary gestures**. But this does not lessen their importance. These giant carvings are a fascinating **glimpse** into the minds of their creators and how they viewed the landscape in which they lived.

**probably**= maybe, possibly, perhaps

**ritual**= done as part of a rite or ritual

**significance**= importance, impact

**attest**= to show or prove that something is true

**jewellery**= small things that you wear for decoration, such as rings or necklaces

**native**= your native country, town etc is the place where you were born

**mythology**= set of ancient myths

**temporary**= continuing for only a limited period of time

**gesture**= a movement of part of your body, especially your hands or head, to show what you mean or how you feel

**glimpse**= a quick look at someone or something that does not allow you to see them clearly

## TEST 2

## READING PASSAGE 2



**M**icrobes, most of them **bacteria**, have **populated** this planet since long before animal life developed and they will **outlive** us. **Invisible** to the naked eye, they are **ubiquitous**. They **inhabit** the soil, air, rocks and water and are present within every form of life, from **seaweed** and **coral** to dogs and humans. And, as Yong explains in his **utterly absorbing** and **hugely** important book, we **mess with** them at our **peril**.

Every **species** has its own **colony of microbes**, called a 'microbiome', and these microbes **vary** not only between species but also between individuals and within different parts of each individual. What is amazing is that while the number of

**bacteria**= very small living things, some of which cause illness or disease  
**populate**= if an area is populated by a particular group of people, they live there  
**outlive**= to remain alive after someone else has died  
**(out)= being or becoming bigger, further, greater etc than someone or something else i.e outgrow**  
**invisible**= unseen, unseeable, undetectable  
**the naked eye**= if you can see something with the naked eye, you can see it without using anything to help you, such as a telescope  
**ubiquitous**= seeming to be everywhere – sometimes used humorously  
**inhabit**= live, dwell, occupy, populate  
**seaweed**= a plant that grows in the sea  
**coral**= a hard red, white, or pink substance formed from the bones of very small sea creatures, which is often used to make jewellery  
**utterly**= completely, absolutely, totally, extremely, entirely  
**absorb**= to take in liquid, gas, or another substance from the surface or space around something  
**hugely**= vastly, enormously, immensely, massively  
**mess with somebody/something**= to get involved with someone or something that may cause problems or be dangerous  
**peril**= danger, threat, risk

**species**= a group of animals or plants whose members are similar and can breed together to produce young animals or plants  
**colony**= a group of animals or plants of the same type that are living or growing together  
**microbe**= an extremely small living thing which you can only see if you use a microscope  
**vary**= differ, diverge, contrast, be different

human **cells** in the average person is about 30 **trillion**, the number of microbial ones is higher – about 39 trillion. At best, Yong **informs** us, we are only 50 per cent human. Indeed, some **scientists** even suggest we should think of each species and its microbes as a **single** unit, **dubbed** a ‘holobiont’.

In each human there are microbes that live only in the stomach, the mouth or the **armpit** and by and large they do so **peacefully**. So ‘bad’ microbes are just microbes out of context. Microbes that sit **contentedly** in the human **gut** (where there are more microbes than there are stars in the galaxy) can become **deadly** if they find their way into the **bloodstream**. These **communities** are **constantly** changing too. The right hand shares just one sixth of its microbes with the left hand. And, of course, we are **surrounded by** microbes. Every time we eat, we **swallow** a million microbes in each gram of food; we are continually swapping microbes with other humans, pets and the world at large.

It’s a fascinating topic and Yong, a young British science journalist, is an **extraordinarily adept** guide. Writing with **lightness** and **panache**, he has a **knack of** explaining **complex** science in **terms** that are both easy to understand and totally **enthralling**. Yong is on a **mission**. Leading us gently by the hand, he takes us into the world of microbes – a **bizarre**, **alien** planet – in a **bid to persuade** us to love them as much as he does. By the end, we do.

For most of human history we had no idea that microbes **existed**. The first man to see these extraordinarily **potent** creatures was a Dutch lens-maker called Antony van Leeuwenhoek in the 1670s. Using microscopes of his own design that could **magnify** up to 270 times, he **examined** a drop of water from a **nearby** lake and found it **teeming with** **tiny** creatures he called ‘animalcules’. It wasn’t until nearly two hundred years later that the research of French biologist Louis Pasteur indicated that some microbes caused disease. It was Pasteur’s ‘germ theory’ that gave bacteria the poor image that **endures** today.

**cell**= the smallest part of a living thing that can exist independently  
**trillion**= the number 1,000,000,000,000  
**inform**= notify, update, tell  
**scientist**= someone who works or is trained in science  
**single**= only, sole, solo  
**dub**= to give something or someone a name that describes them in some way

**armpit**= the hollow place under your arm where it joins your body  
**peacefully**= quietly, calmly, tranquilly  
**contentedly**= happy and satisfied because your life is good  
**gut**= all the organs in someone’s body, especially when they have come out of their body  
**deadly**= poisonous, lethal, fatal, toxic  
**bloodstream**= the blood flowing in your body  
**community**= the people who live in the same area, town etc  
**constantly**= continually, continuously, regularly, frequently  
**be surrounded by something**= to be all around someone or something on every side  
**swallow**= to make food or drink go down your throat and towards your stomach

**extraordinarily**= extremely, very, unusually, amazingly  
**adept**= skillful, skilled, expert, proficient  
**lightness**= the state of being light  
**panache**= a way of doing things that makes them seem easy and exciting, and makes other people admire you  
**have a knack of doing something**= to have a tendency to do something  
**complex**= difficult, complicated  
**term**= a word or expression with a particular meaning, especially one that is used for a specific subject or type of language  
**enthralling**= fascinating, captivating, engrossing  
**mission**= goal, purpose, duty, objective  
**gently**= kindly, smoothly, lightly  
**bizarre**= unusual, odd, strange  
**alien**= unfamiliar, foreign, outlandish  
**a bid to do something**= an attempt to achieve or obtain something  
**persuade**= to make someone decide to do something, especially by giving them reasons why they should do it, or asking them many times to do it

**exist**= to happen or be present in a particular situation or place  
**potent**= strong, powerful, effective  
**magnify**= to make something seem bigger or louder, especially using special equipment  
**examine**= check, investigate, research, explore  
**nearby**= near, close, close to  
**teem with somebody/something**= to be very full of people or animals, all moving about  
**tiny**= small, little, petite, insignificant  
**endure**= to remain alive or continue to exist for a long time

Yong's book is in many ways a **plea** for microbial **tolerance**, pointing out that while fewer than one hundred species of bacteria bring disease, many thousands more play a vital role in maintaining our health. The book also **acknowledges** that our attitude towards bacteria is not a simple one. We tend to see the dangers posed by bacteria, yet at the same time we are sold yoghurts and drinks that **supposedly nurture** 'friendly' bacteria. In reality, says Yong, bacteria should not be viewed as either friends or **foes**, **villains** or heroes. Instead we should realise we have a **symbiotic** relationship, that can be **mutually** beneficial or mutually **destructive**.

What then do these millions of organisms do? The answer is pretty much everything. New research is now **unravelling** the ways in which bacteria **aid digestion**, **regulate** our **immune** systems, **eliminate toxins**, produce vitamins, affect our behaviour and even **combat** obesity. 'They actually help us become who we are,' says Yong. But we are facing a growing problem. Our **obsession** with **hygiene**, our overuse of **antibiotics** and our unhealthy, low-fibre diets are **disrupting** the bacterial balance and may be responsible for **soaring** rates of **allergies** and immune problems, such as **inflammatory bowel** disease (IBD).

The most recent research actually turns accepted **norms** upside down. For example, there are studies indicating that the **excessive** use of household **detergents** and antibacterial products actually destroys the microbes that normally keep the more dangerous germs at bay. Other studies show that keeping a dog as a pet gives children early exposure to a diverse range of bacteria, which may help protect them against allergies later.

The readers of Yong's book must be prepared for a decidedly **unglamorous** world. Among the less **appealing** case studies is one about a **fungus** that is **wiping out** entire populations of frogs and that can be **halted** by a rare microbial bacterium. Another is about squid that carry **luminescent** bacteria that

**plea**= a request that is urgent or full of emotion  
**tolerance**= willingness to allow people to do, say, or believe what they want without criticizing or punishing them  
**acknowledge**= recognize, accept, admit  
**supposedly**= used when saying what many people say or believe is true, especially when you disagree with them  
**nurture**= to feed and take care of a child or a plant while it is growing  
**foe**= an enemy  
**villain**= a bad person or criminal  
**symbiotic**= a symbiotic relationship is one in which the people, organizations, or living things involved depend on each other  
**mutually**= equally, jointly, commonly  
**destructive**= damaging, harmful, detrimental

**unravel**= solve, find an answer, sort out  
**aid**= help, assist, support  
**digestion**= the process of digesting food  
**regulate**= to make a machine or your body work at a particular speed, temperature etc  
**immune**= someone who is immune to a particular disease cannot catch it  
**eliminate**= remove, eradicate, abolish, exclude, reduce  
**toxin**= a poisonous substance, especially one that is produced by bacteria and causes a particular disease  
**combat**= fight, battle, oppose  
**obsession**= an extreme unhealthy interest in something or worry about something, which stops you from thinking about anything else  
**hygiene**= the practice of keeping yourself and the things around you clean in order to prevent diseases  
**antibiotic**= a drug that is used to kill bacteria and cure infections  
**disrupt**= interrupt, upset, disturb  
**soar**= rise, increase, skyrocket  
**allergy**= a medical condition in which you become ill or in which your skin becomes red and painful because you have eaten or touched a particular substance  
**inflammatory**= an inflammatory disease or medical condition causes inflammation  
**bowel**= one part of this system of tubes

**norm**= standard, rule, custom  
**excessive**= extreme, too much, unnecessary  
**detergent**= a liquid or powder used for washing clothes, dishes etc

**glamorous**= attractive, exciting, and related to wealth and success  
**appealing**= interesting, attractive, tempting  
**fungus**= a simple type of plant that has no leaves or flowers and that grows on plants or other surfaces  
**wipe out**= to destroy, remove, or get rid of something completely  
**halt**= stop, pause, finish  
**luminescence**= a soft shining light

protect them against **predators**. However, if you can **overcome** your **distaste** for some of the investigations, the reasons for Yong's **enthusiasm** become clear. The microbial world is a place of wonder. Already, in an attempt to stop mosquitoes **spreading dengue** fever – a disease that **infects** 400 million people a year – mosquitoes are being loaded with a bacterium to block the disease. In the future, our ability to **manipulate** microbes means we could construct buildings with useful microbes built into their walls to fight off infections. Just imagine a **neonatal** hospital ward coated in a specially mixed cocktail of microbes so that babies get the best start in life.

**predator**= an animal that kills and eats other animals  
**overcome**= to successfully control a feeling or problem that prevents you from achieving something  
**distaste**= dislike, disgust, disfavor  
**enthusiasm**= a strong feeling of interest and enjoyment about something and an eagerness to be involved in it  
**spread**= if something spreads or is spread, it becomes larger or moves so that it affects more people or a larger area  
**dengue**= an illness commonly found in hot countries, caused by the bite of a mosquito which has been infected with a virus  
**infect**= to give someone a disease  
**manipulate**= to make someone think and behave exactly as you want them to, by skillfully deceiving or influencing them  
**neonatal**= relating to babies that have just been born

## TEST 2

### READING PASSAGE 3

# How To Make Wise Decisions



**A**cross cultures, **wisdom** has been considered one of the

most **revered** human **qualities**. Although the truly wise may seem **few and far between**, **empirical research** examining wisdom suggests that it isn't an **exceptional** trait possessed by a small **handful of bearded philosophers** after all – in fact, the latest studies suggest that most of us have the **ability** to make wise decisions, given the right **context**.

'It appears that **experiential**, situational, and **cultural** factors are even more **powerful** in shaping wisdom than **previously** imagined,' says Associate Professor Igor Grossmann of the University of Waterloo in Ontario, Canada. 'Recent empirical findings from **cognitive**, developmental, social, and personality

**wisdom**= understanding, knowledge, sense  
**revered**= respected, admired, valued  
**quality**= feature, characteristic, attribute, trait  
**be few and far between**= to be rare  
**empirical**= experiential, experimental, observed  
**research**= study, examination, investigation  
**inquiry**  
**examine**= investigate, check, analyze, explore  
**exceptional**= unusually good, outstanding  
**possess**= have, own, hold, keep  
**handful of**= a few, not many, hardly any  
**beard**= facial hair, moustache, mustache  
**philosopher**= theorist, truth-seeker, thinker  
**ability**= aptitude, skill, capability, capacity  
**context**= setting, background, situation, circumstance

**experiential**= based on experience or related to experience  
**cultural**= belonging or relating to a particular society and its way of life  
**powerful**= influential, controlling, dominant, great  
**previously**= before, beforehand, formerly, earlier  
**cognitive**= reasoning, mental, intellectual

**psychology cumulatively** suggest that people's ability to **reason** wisely **varies dramatically** across experiential and situational contexts. Understanding the role of such **contextual** factors offers **unique insights** into understanding wisdom in daily life, as well as how it can be **enhanced** and taught.'

It seems that it's not so much that some people simply **possess** wisdom and others lack it, but that our ability to reason wisely depends on a variety of **external** factors. 'It is **impossible** to **characterize** thought processes **attributed to** wisdom without considering the **role** of contextual factors,' explains Grossmann. 'In other words, wisdom is not **solely** an "inner quality" but rather **unfolds** as a function of situations people happen to be in. Some situations are more likely to **promote** wisdom than others.'

Coming up with a definition of wisdom is **challenging**, but Grossmann and his **colleagues** have identified four key characteristics as part of a **framework** of wise reasoning. One is **intellectual humility** or **recognition** of the limits of our own knowledge, and another is **appreciation of perspectives** wider than the issue at hand. **Sensitivity** to the possibility of change in social **relations** is also key, along with **compromise** or **integration** of different attitudes and beliefs.

Grossmann and his colleagues have also found that one of the most **reliable** ways to support wisdom in our own day-to-day decisions is to look at **scenarios** from a third-party perspective, as though giving advice to a friend. Research suggests that when adopting a first-person viewpoint we focus on 'the **focal** features of the environment' and when we adopt a third-person, 'observer' viewpoint we reason more broadly and focus more on **interpersonal** and **moral** ideals such as **justice** and **impartiality**. Looking at problems from this more **expansive** viewpoint appears to **foster** cognitive processes related to wise decisions.

What are we to do, then, when **confronted** with situations like a disagreement with a **spouse** or **negotiating a contract** at work, that require us to take a personal **stake**? Grossmann argues that even when we aren't able to change the situation,

**psychology**= mind, thinking, mindset  
**cumulatively**= in a way that increases by one addition after another  
**reason**= think, rationalize, analyze, solve  
**vary**= differ, diverge, contrast, be different  
**dramatically**= in a great and sudden way  
**contextual**= relating to a particular context  
**unique**= unusually good and special  
**insight**= vision, understanding, awareness  
**enhance**= improve, increase, boost, develop

**possess**= own, have, hold, enjoy  
**external**= outside, exterior, outward, outer  
**impossible**= not possible, unfeasible, impracticable, unworkable  
**characterize**= describe, portray, illustrate, depict  
**attribute something to somebody/something**= to believe or say that a situation or event is caused by something  
**role**= part, position, responsibility, job  
**solely**= only, merely  
**inner**= internal, innermost, inside, interior  
**unfold**= if a series of events unfolds, they happen  
**promote**= encourage, help, stimulate, support

**challenging**= demanding, difficult, tough  
**colleague**= coworker, associate, partner, collaborator  
**framework**= structure, frame, scaffold  
**intellectual**= intelligent, knowledgeable, academic, rational  
**humility**= modesty, shyness, self-effacement, unpretentiousness  
**recognition**= identification, detection, distinguishing, differentiation  
**appreciation**= gratitude, gratefulness, obligation, thankfulness  
**perspective**= view, viewpoint, outlook  
**relation**= relative, family member, next of kin  
**compromise**= cooperation, negotiation, concession, conciliation  
**sensitivity**= sympathy, understanding, kindness  
**integration**= addition, mixing, combination, incorporation

**reliable**= dependable, consistent, unfailing, trustworthy  
**scenario**= a situation that could possibly happen  
**focal**= central, crucial, important, principal  
**interpersonal**= relational, social, personal  
**moral**= good, right, honest, ethical  
**justice**= fairness, impartiality, righteousness, evenhandedness  
**impartial**= neutral, fair, unbiased, objective  
**expansive**= extensive, vast, wide, spread-out  
**foster**= promote, further, advance, cultivate

**confront**= meet, face, encounter, handle, tackle  
**spouse**= a husband or wife  
**negotiate**= talk, discuss, consult, confer  
**contract**= agreement, bond, indenture  
**stake**= investment, claim, share

we can still **evaluate** these experiences from different perspectives.

For example, in one experiment that took place during the **peak** of a recent economic **recession**, graduating college seniors were asked to **reflect** on their job **prospects**. The students were **instructed** to imagine their career either ‘as if you were a **distant observer**’ or ‘before your own eyes as if you were right there’. Participants in the group **assigned** to the ‘distant observer’ role **displayed** more wisdom-related reasoning (intellectual humility and recognition of change) than did **participants** in the control group.

In another study, couples in long-term romantic relationships were **instructed** to **visualize** an **unresolved** relationship **conflict** either through the eyes of an outsider or from their own perspective. Participants then discussed the **incident** with their partner for 10 minutes, after which they wrote down their thoughts about it. Couples in the ‘other’s eyes’ **condition** were **significantly** more likely to rely on wise reasoning – recognizing others’ perspectives and searching for a **compromise** – compared to the couples in the **egocentric** condition.

‘Ego-decentering promotes greater focus on others and enables a bigger picture, **conceptual** view of the experience, **affording** recognition of intellectual humility and change,’ says Grossmann.

We might **associate** wisdom with intelligence or particular personality traits, but research shows only a small positive relationship between wise thinking and **crystallized** intelligence and the personality **traits** of **openness** and **agreeableness**. ‘It is **remarkable** how much people can vary in their wisdom from one situation to the next, and how much stronger such contextual effects are for understanding the relationship between wise **judgment** and its social and affective **outcomes** as compared to the **generalized** “traits”,’ Grossmann explains. ‘That is, knowing how wisely a person **behaves** in a given situation is more **informative** for understanding their emotions or **likelihood to forgive** [or] **retaliate** as compared to knowing whether the person may be wise “in general”.’

**evaluate**= assess, estimate, calculate, value

**peak**= the time when something or someone is best, greatest, highest, most successful etc

**recession**= decline, collapse, downturn, slump

**reflect**= think, consider, ponder

**prospect**= possibility, likelihood, probability, potential

**distant**= far, remote, faraway

**instruct**= teach, train, coach, tutor, educate

**observer**= spectator, witness, viewer, onlooker

**assign**= attribute, ascribe, impute

**display**= show, exhibition, presentation, demonstration

**participant**= member, contributor, partaker

**instruct**= to officially tell someone what to do

**visualize**= to form a picture of someone or something in your mind

**unresolved**= an unresolved problem or question has not been answered or solved

**conflict**= a state of disagreement or argument between people, groups, countries etc

**incident**= an event, especially one that is unusual, important, or violent

**condition**= state, form, situation, circumstance

**significantly**= considerably, notably, substantially

**compromise**= cooperation, negotiation, concession

**egocentric**= thinking only about yourself and not about what other people might need or want

**conceptual**= dealing with ideas, or based on them

**afford**= to provide something or allow something to happen

**associate**= connect, relate, link, correlate

**crystallized**=

**trait**= a particular quality in someone’s character

**openness**= honesty, directness, frankness, sincerity

**agreeableness**= friendliness, kindness, sociability pleasantness

**remarkable**= notable, amazing, outstanding, extraordinary

**judgment**= an opinion that you form, especially after thinking carefully about something

**generalized**= global, universal, widespread, sweeping, comprehensive

**outcome**= result, consequence, effect, conclusion

**behave**= act, perform, work, deport yourself

**informative**= educational, revealing, enlightening useful, instructive

**likelihood**= possibility, probability, prospect, chance

**forgive**= pardon, excuse, absolve, exonerate, let off

**retaliate**= react, hit back, strike back, get even, get revenge

## TEST 3

## READING PASSAGE 1



Licensed from: Exploration Guide Explorer ©1991 Dorling Kindersley. All rights reserved.

**S**hipbuilding today is **based on** science and ships are built using computers and **sophisticated tools**. Shipbuilding in **ancient** Rome, however, was more of an art **relying on estimation, inherited techniques** and personal experience. The Romans were not **traditionally sailors** but mostly land-based people, who learned to build ships from the people that they **conquered**, namely the Greeks and the Egyptians.

There are a few **surviving** written **documents** that give **descriptions** and **representations** of ancient Roman ships, including the sails and **rigging**. **Excavated vessels** also provide some **clues** about ancient shipbuilding techniques. Studies of these have taught us that ancient Roman shipbuilders built the **outer hull** first, then **proceeded** with the **frame** and the rest of the ship. **Planks** used to build the outer

**base on**= to use something as the thing from which something else is developed

**sophisticated**= complex, complicated, difficult

**tool**= instrument, implement, device, means

**ancient**= antique, old-fashioned, obsolete, outdated, prehistoric

**rely on**= depend on, count on, trust, be sure of

**estimation**= approximation, estimate, assessment, valuation

**inherit**= receive, get, come into, accede to

**technique**= method, way, means

**traditionally**= according to tradition

**sailor**= someone who works on a ship

**conquer**= defeat, beat, overpower

**survive**= live, endure, continue, last, stay alive

**document**= text, file, paper, record

**description**= account, report, explanation, portrayal

**representation**= symbol, image, depiction, demonstration

**rigging**= ropes, chains, wires

**excavate**= dig, mine, quarry, exhume

**vessel**= a ship or large boat

**clue**= sign, hint, evidence

**outer**= outside, exterior, outdoor, outward

**hull**= the main part of a ship that goes in the water

**proceed**= continue, keep, go on

**frame**= structure, framework, scaffold, support

**plank**= a long narrow piece of wooden board, used especially for making structures to walk on

hull were **initially sewn** together. Starting from the 6th century BCE, they were **fixed** using a method called **mortise** and **tenon**, whereby one plank locked into another without the need for **stitching**. Then in the first centuries of the current **era**, Mediterranean shipbuilders **shifted** to another shipbuilding method, still in use today, which **consisted of** building the frame first and then proceeding with the hull and the other **components** of the ship. This method was more **systematic** and **dramatically** shortened ship **construction** times. The ancient Romans built large **merchant** ships and warships whose size and technology were unequalled until the 16th century CE.

Warships were built to be **lightweight** and very **speedy**. They had to be able to sail near the **coast**, which is why they had no **ballast** or **excess load** and were built with a long, **narrow** hull. They did not **sink** when damaged and often would lie **crippled** on the sea's **surface** following **naval battles**. They had a **bronze battering ram**, which was used to **pierce** the **timber** hulls or break the **oars** of **enemy** vessels. Warships used both wind (sails) and human power (oarsmen) and were therefore very fast. Eventually, Rome's navy became the largest and most **powerful** in the Mediterranean, and the Romans had control over what they therefore called Mare Nostrum meaning 'our sea'.

There were many kinds of warship. The 'trireme' was the **dominant** warship from the 7th to 4th century BCE. It had **rowers** in the top, middle and lower levels, and **approximately** 50 rowers in each bank. The rowers at the bottom had the most uncomfortable position as they were under the other rowers and were **exposed** to the water entering through the oar-holes. It is worth noting that **contrary** to popular **perception**, rowers were not slaves but mostly Roman citizens **enrolled** in the military. The trireme was **superseded** by larger ships with even more rowers.

**initially**= firstly, at first, primarily  
**sew**= stitch, seam, baste, hem  
**fix**= repair, mend, correct  
**mortise**= a hole cut in a piece of wood or stone so that the shaped end of another piece will fit there firmly  
**tenon**= an end of a piece of wood, that has been cut to fit exactly into a mortise in order to form a strong joint  
**stitching**= sewing, seam, needlework, embroidery  
**era**= age, epoch, eon, period  
**shift**= change, alter, transfer  
**consist of something**= be made of, be made up of, contain, be composed of  
**component**= part, piece, element  
**systematic**= organized carefully and done thoroughly  
**dramatically**= radically, noticeably, severely, considerably, spectacularly, vividly  
**construction**= building, creation, erection  
**merchant**= seller, trader, tradesperson

**lightweight**= trivial, insubstantial, inconsequential, unimportant  
**speedy**= quick, immediate, fast  
**coast**= shore, shoreline, coastline, seashore  
**ballast**= heavy material that is carried by a ship to make it more steady in the water  
**excess**= extra, spare, surplus  
**load**= weight, cargo, shipment, capacity  
**narrow**= thin, fine, slim, slender, slight  
**sink**= descend, drop, go under, go down, go under the surface  
**cripple**= to damage something badly so that it no longer works or is no longer effective  
**surface**= the top layer of an area of water or land  
**naval**= marine, nautical, maritime, seafaring  
**battle**= fight, clash, combat, encounter  
**bronze**= a hard metal that is a mixture of copper and tin  
**battering**= when someone or something is severely damaged, defeated, criticized etc  
**ram**= a machine that hits something again and again to force it into a position  
**pierce**= stab, impale, cut, slice  
**timber**= wood used for building or making things  
**oar**= a long pole with a wide flat blade at one end, used for rowing a boat  
**enemy**= opponent, adversary, foe, rival  
**powerful**= influential, controlling, dominant, great

**dominant**= more powerful, important, or noticeable than other people or things  
**rower**= oarsperson, sculler, coxswain  
**approximately**= about, around, roughly, almost  
**expose**= subject, endanger, imperil, put in danger  
**contrary**= conflicting, opposing, different, disagreeing  
**perception**= view, opinion  
**supersede**= succeed, supplant, replace, surpass  
**enroll**= register, join, sign up

Merchant ships were built to **transport** lots of **cargo** over long distances and at a **reasonable** cost. They had a wider hull, double planking and a solid interior for added **stability**. Unlike warships, their V-shaped hull was deep underwater, meaning that they could not sail too close to the coast. They usually had two huge side **rudders** located off the **stern** and controlled by a small **tiller** bar connected to a system of cables. They had from one to three **masts** with large square sails and a small triangular sail at the bow. Just like warships, merchant ships used oarsmen, but coordinating the hundreds of rowers in both types of ship was not an easy task. In order to assist them, music would be played on an instrument, and oars would then keep time with this.

The cargo on merchant ships included raw materials (e.g. iron bars, copper, marble and **granite**), and agricultural products (e.g. grain from Egypt's Nile valley). During the Empire, Rome was a huge city by ancient **standards** of about one million **inhabitants**. Goods from all over the world would come to the city through the port of Pozzuoli situated west of the bay of Naples in Italy and through the **gigantic** port of Ostia situated at the mouth of the Tiber River. Large merchant ships would **approach** the destination port and, just like today, be **intercepted** by a number of towboats that would **drag** them to the **quay**.

The time of travel along the many sailing routes could vary widely. **Navigation** in ancient Rome did not rely on sophisticated instruments such as **compasses** but on experience, local knowledge and **observation** of natural **phenomena**. In conditions of good **visibility**, seamen in the Mediterranean often had the mainland or islands in sight, which greatly **facilitated** navigation. They sailed by noting their **position** relative to a **succession** of **recognisable** landmarks. When weather conditions were not good or where land was no longer visible, Roman **mariners** estimated directions from the pole star or, with less **accuracy**, from the Sun at noon. They also estimated directions relative to the wind and **swell**. Overall, shipping in ancient Roman times **resembled** shipping today with large vessels **regularly** crossing the seas and bringing **supplies** from their Empire.

**transport**= convey, move, bring, carry, ship  
**cargo**= load, freight, consignment, shipment  
**reasonable**= inexpensive, affordable, cheap, moderate, economical  
**stability**= constancy, steadiness, firmness, solidity  
**rudder**= a flat part at the back of a ship or aircraft that can be turned in order to control the direction in which it moves  
**stern**= the back of a ship  
**tiller**= wheel, rudder, controls  
**mast**= a tall pole on which the sails or flags on a ship are hung

**standard**= norm, average, benchmark  
**granite**= a very hard grey rock, often used in building  
**inhabitant**= occupant, resident, citizen  
**gigantic**= huge, enormous, vast  
**approach**= come near, move toward  
**intercept**= interrupt, stop, seize, capture  
**drag**= pull, haul, draw, heave  
**quay**= dock, dockside, wharf, pier, harbor

**navigation**= steering, direction finding, routing  
**compass**= an instrument that shows directions and has a needle that always points north  
**observation**= watching, scrutiny, inspection  
**phenomenon**= occurrence, fact, experience, happening  
**visibility**= distance, range, horizon  
**facilitate**= help, aid, assist, make easy  
**position**= location, place, site, spot  
**succession**= series, sequence, chain, run  
**recognizable**= familiar, identifiable, detectable, detectable, distinguishable, noticeable  
**mariner**= a sailor  
**accuracy**= correctness, accurateness, exactness precision  
**swell**= the way the sea moves up and down  
**resemble**= look like, bear a resemblance to, be similar to  
**regularly**= frequently, often, repeatedly, recurrently  
**supply**= source, stock, amount, quantity, resource

## TEST 3

## READING PASSAGE 2



## Climate Change Reveals Ancient Artefacts In Norway's Glaciers

Well above the treeline in Norway's highest mountains,

**ancient** fields of ice are **shrinking** as Earth's climate warms. As the ice has **vanished**, it has been giving up the **treasures** it has **preserved** in cold storage for the last 6,000 years – items such as ancient **arrows** and skis from Viking Age traders. And those **artefacts** have provided **archaeologists** with some **surprising insights** into how ancient Norwegians made their livings.

B Organic materials like **textiles** and **hides** are relatively **rare** finds at archaeological sites. This is because unless they're protected from the **microorganisms** that cause decay, they tend not to last long. **Extreme** cold is one **reliable** way to keep artefacts relatively fresh for a few thousand years, but once **thawed** out, these materials experience **degradation** relatively **swiftly**. With climate change shrinking ice cover around the

**ancient**= antique, old-fashioned, obsolete, outdated, prehistoric

**shrink**= to become smaller, or to make something smaller, through the effects of heat or water

**vanish**= disappear, go, evaporate

**treasure**= a group of valuable things such as gold, silver, jewels etc

**preserve**= protect, conserve, safeguard, save

**arrow**= a weapon usually made from a thin straight piece of wood with a sharp point at one end, that you shoot with a bow

**artefact**= object, article, item, piece

**archaeologist**= someone who studies ancient societies by examining what remains of their buildings, graves, tools etc

**surprising**= astonishing, astounding, amazing, shocking, startling

**insight**= vision, understanding, awareness, perception

**textile**= fabric, cloth, material, knit

**hide**= skin, pelt, fleece, fur

**rare**= uncommon, unusual, odd

**microorganism**= bug, germ, virus, microbe, bacteria

**extreme**= great, tremendous, severe, acute, intense

**reliable**= dependable, unswerving, unfailing, trustworthy

**thaw**= melt, defrost, soften, liquify

**degradation**= an experience or situation that makes you feel ashamed and angry

**swift**= speedy, fast, quick, rapid

world, **glacial** archaeologists need to **race** the clock to find newly **revealed** artefacts, **preserve** them, and study them. If something **fragile** dries and is windblown it might very soon be lost to science, or an **arrow** might be **exposed** and then covered again by the next snow and remain **well-preserved**. The **unpredictability** means that glacial archaeologists have to be **systematic** in their **approach** to fieldwork.

C Over a nine-year period, a team of archaeologists, which included Lars Pilo of Oppland County Council, Norway, and James Barrett of the McDonald Institute for Archaeological Research, **surveyed patches** of ice in Oppland, an area of south-central Norway that is home to some of the country's highest mountains. **Reindeer** once **congregated** on these icy patches in the later summer months to **escape** biting insects, and from the late Stone Age\*\*, hunters followed. In addition, trade **routes threaded** through the mountain passes of Oppland, linking **settlements** in Norway to the rest of Europe. The slow but **steady** movement of glaciers tends to **destroy** anything at their **bases**, so the team focused on stationary patches of ice, mostly above 1,400 metres. That ice is found **amid** fields of frost-weathered **boulders**, fallen rocks, and exposed **bedrock** that for nine months of the year is **buried beneath** snow. 'Fieldwork is hard work – hiking with all our equipment, often camping on **permafrost** – but very **rewarding**. You're rescuing the archaeology, bringing the melting ice to wider attention, discovering a **unique** environmental history and really connecting with the natural environment,' says Barrett.

D At the **edges** of the **contracting** ice patches, archaeologists found more than 2,000 artefacts, which formed a material **record** that ran from 4,000 BCE to the beginnings of the Renaissance in the 14th century. Many of the artefacts are **associated** with hunting. Hunters would have easily **misplaced** arrows and they often **discarded** broken **bows** rather than take them all the way home. Other items could have been used by hunters **traversing** the high mountain passes of Oppland: all-purpose items like tools, skis, and horse **tack**.

E Barrett's team radiocarbon-dated 153 of the artefacts and compared those dates to the **timing** of major environmental changes in the **region** – such as periods of cooling or warming – and major social and economic **shifts** – such as the growth

**glacial**= relating to ice and glaciers, or formed by glaciers

**race**= run, sprint, hurry, speed, dash, rush

**reveal**= expose, uncover, show, bare

**preserve**= protect, conserve, safeguard, save

**fragile**= easily broken or damaged

**arrow**= a weapon usually made from a thin straight piece of wood with a sharp point at one end, that you shoot with a bow

**exposed**= not covered

**well-preserved**= a well-preserved building or object is old but still in good condition

**unpredictable**= random, erratic, changeable, impulsive, volatile, irregular, variable

**systematic**= orderly, methodical, regular, organized

**approach**= method, tactic, line, slant, style

**survey**= examine, review, study, inspect, investigate

**patch**= area, spot, blotch, bit, smear

**reindeer**= a large deer with long wide antlers (=horns), that lives in cold northern areas

**congregate**= to come together in a group

**escape**= flee, bolt, abscond, run away, get away

**route**= way, road, course, path, direction

**thread**= to put a thread, string, rope etc through a hole

**settlement**= an official agreement or decision that ends an argument, a court case, or a fight, or the action of making an agreement

**steady**= stable, firm, fixed, solid

**destroy**= damage, break, spoil, wreck, ruin

**base**= the lowest part or surface of something

**amid**= among, amongst, within, in

**boulder**= a large round piece of rock

**bedrock**= base, basis, core, heart, root

**bury**= to put someone who has died in a grave

**beneath**= under, underneath, below

**permafrost**= a layer of soil that is always frozen in countries where it is very cold

**rewarding**= satisfying, worthwhile, gratifying, pleasing, fulfilling

**unique**= unusually good and special

**edge**= brink, verge, threshold, point

**contract**= to become smaller or narrower

**record**= note, memo, document, information

**be associated with somebody or something**= to be related to a particular subject, activity etc

**misplace**= to lose something for a short time by putting it in the wrong place

**discard**= to get rid of something

**bow**= a weapon used for shooting arrows, made of a long thin piece of wood held in a curve by a tight string

**traverse**= cross, pass over, get over

**tack**= a small nail with a sharp point and a flat top

**timing**= the skill of doing something at exactly the right time

**region**= area, district, county, section

**shift**= change, alter, transfer

of farming **settlements** and the **spread** of international trade **networks** leading up to the Viking Age. They found that some periods had produced lots of artefacts, which **indicates** that people had been pretty active in the mountains during those times. But there were few or no signs of activity during other periods.

F What was **surprising**, according to Barrett, was the timing of these periods. Oppland's mountains present **daunting terrain** and in periods of extreme cold, glaciers could **block** the higher mountain **passes** and make travel in the upper reaches of the mountains extremely difficult. Archaeologists **assumed** people would **stick** to lower **elevations** during a time like the Late Antique Little Ice Age, a short period of deeper-than-usual cold from about 536-600 CE. But it turned out that hunters kept regularly **venturing** into the mountains even when the climate turned cold, based on the amount of **stuff** they had **apparently** dropped there. '**Remarkably**, though, the finds from the ice may have continued through this period, perhaps suggesting that the importance of mountain hunting increased to **supplement** failing agricultural **harvests** in times of low **temperatures**,' says Barrett. A colder turn in the Scandinavian climate would likely have meant **widespread** crop **failures**, so more people would have **depended on** hunting to **make up for** those losses.

G Many of the artefacts Barrett's team **recovered** date from the beginning of the Viking Age, the 700s through to the 900s CE. **Trade** networks connecting Scandinavia with Europe and the Middle East were **expanding** around this time. Although we usually think of ships when we think of Scandinavian expansion, these recent **discoveries** show that **plenty of** goods travelled on **overland** routes, like the mountain passes of Oppland. And growing Norwegian towns, along with **export** markets, would have created a **booming demand** for hides to fight off the cold, as well as **antlers** to make useful things like combs. Business must have been good for hunters.

H Norway's mountains are probably still hiding a lot of history – and **prehistory** – in **remote** ice patches. When Barrett's team looked at the dates for their **sample** of 153 artefacts, they noticed a gap with almost no artefacts from about 3,800 to 2,200 BCE. In fact, archaeological finds from that period are **rare** all over Norway. The researchers say that could be because many of those artefacts have already **disintegrated** or are still frozen in the ice. That means archaeologists could be **extracting** some of those artefacts from **retreating** ice in years to come.

**settlement**= community, village, town, neighborhood  
**spread**= expanse, distribution, range, extent, increase  
**network**= system  
**indicate**= specify, show, signpost, direct, point to

**surprising**= astonishing, astounding, amazing, shocking, startling  
**daunting**= deterring, discouraging, scaring, frightening  
**terrain**= a particular type of land  
**block**= stop, obstruct, impede, hinder, jam, prevent  
**pass**= passage, route, road, way  
**assume**= guess, think, suppose, presume  
**stuff**= gear, equipment, property, kit  
**stick**= attach, glue, fix, join  
**elevation**= a height above the level of the sea  
**venture**= a new business activity that involves taking risks  
**apparently**= actually, evidently, obviously  
**remarkably**= extraordinarily, outstandingly, extremely  
**supplement**= addition, extra, complement, enhancement  
**harvest**= the time when crops are gathered from the fields, or the act of gathering them  
**temperature**= a measure of how hot or cold a place or thing is  
**widespread**= extensive, prevalent, general, common, rife  
**failure**= an occasion when crops do not grow or produce food, for example because of bad weather  
**depend on**= rely on, count on, bank on, trust  
**make up for**= compensate

**recover**= replace something that has been lost or to get better after an illness, accident, shock etc  
**trade**= the activity of buying, selling, or exchanging goods within a country or between countries  
**expand**= enlarge, get bigger, develop  
**discovery**= finding, innovation, breakthrough  
**plenty of**= a lot of, lots of  
**overland**= across land, not by sea or air  
**export**= the business of selling and sending goods to other countries  
**booming**= having a period of great prosperity or rapid economic growth  
**demand**= request, plea, call  
**antler**= one of the two horns of a male deer

**prehistory**= early history, dawn of time, ancient history  
**remote**= distant, isolated, far-flung, far-off  
**sample**= example, model, illustration  
**disintegrate**= to break up, or make something break up, into very small pieces  
**extract**= to remove an object from somewhere, especially with difficulty  
**retreat**= if an area of water, snow, or land retreats, it gradually gets smaller

## TEST 3

## READING PASSAGE 3

# Plant 'Thermometer' Triggers Springtime Growth By Measuring Night-time Heat

**A** An **international** team of scientists led by the

University of Cambridge has **discovered** that the '**thermometer**' **molecule** in plants enables them to develop according to **seasonal temperature** changes. **Researchers** have **revealed** that molecules called **phytochromes** – used by plants to **detect** light during the day – actually change their **function** in darkness to become **cellular** temperature **gauges** that measure the heat of the night. The new findings, published in the journal Science, show that **phytochromes** control **genetic switches** in response to temperature as well as light to **dictate** plant development.

**B** At night, these molecules change states, and the **pace** at which they change is 'directly **proportional** to temperature', say scientists, who compare phytochromes to **mercury** in a

<b>international</b> = global, worldwide, universal, transnational
<b>discover</b> = find, uncover, realize
<b>thermometer</b> = a piece of equipment that measures the temperature of the air, of your body etc
<b>molecule</b> = particle, bit, iota, jot
<b>seasonal</b> = periodic, cyclic, regular, recurrent, cyclical
<b>temperature</b> = a measure of how hot or cold a place or thing is
<b>researcher</b> = someone who studies a subject in detail in order to discover new facts or test new ideas
<b>reveal</b> = tell, disclose, make known, expose
<b>detect</b> = see, witness, spot
<b>function</b> = purpose, meaning, role, job
<b>cellular</b> = consisting of or relating to the cells of plants or animals
<b>gauge</b> = an instrument for measuring the size or amount of something
<b>phytochrome</b> = any of a group of proteins bound to light-absorbing pigments in many plants that play a role in initiating floral and developmental processes when activated by red or near-infrared radiation
<b>genetic</b> = relating to genes or genetics
<b>switch</b> = change, shift, adjustment, difference, modification
<b>dictate</b> = determine, influence, shape, control
<b>pace</b> = speed, rapidity, rate
<b>proportional</b> = relative, relational, comparative
<b>mercury</b> = a heavy silver-white poisonous metal that is liquid at ordinary temperatures, and is used in thermometers

thermometer. The warmer it is, the faster the molecular change – **stimulating** plant **growth**.

**C** Farmers and gardeners have known for hundreds of years how **responsive** plants are to temperature: warm winters cause many trees and flowers to **bud** early, something humans have long used to **predict** weather and harvest times for the coming year. The latest research **pinpoints** for the first time a molecular **mechanism** in plants that **reacts** to temperature – often **triggering** the buds of spring we long to see at the end of winter.

**D** With weather and temperatures set to become ever more **unpredictable** due to climate change, researchers say the discovery that this light-sensing molecule also functions as the **internal** thermometer in plant cells could help us **breed** tougher crops. ‘It is **estimated** that agricultural **yields** will need to double by 2050, but climate change is a major threat to **achieving** this. Key crops such as wheat and rice are **sensitive** to high temperatures. **Thermal** stress reduces crop yields by around 10% for every one degree increase in temperature,’ says lead researcher Dr Philip Wigge from Cambridge’s Sainsbury Laboratory. ‘Discovering the molecules that allow plants to **sense** temperature has the **potential** to **accelerate** the breeding of crops **resilient** to thermal stress and climate change.’

**E** In their active state, phytochrome molecules **bind** themselves to DNA to **restrict** plant growth. During the day, sunlight activates the molecules, slowing down growth. If a plant finds itself in **shade**, phytochromes are quickly inactivated – enabling it to grow faster to find sunlight again. This is how plants **compete** to **escape** each other’s shade. ‘Light-driven changes to phytochrome activity **occur** very fast, in less than a second,’ says Wigge. At night, however, it’s a different story. Instead of a rapid **deactivation** following **sundown**, the molecules **gradually** change from their active to inactive state. This is called ‘dark reversion’. ‘Just as mercury rises in a thermometer, the rate at which phytochromes **revert** to their inactive state during the night is a direct **measure** of temperature,’ says Wigge.

**F** ‘The lower the temperature, the slower the rate at which phytochromes revert to **inactivity**, so the molecules spend more time in their active, **growth-suppressing** state. This is why plants are slower to grow in winter. Warm temperatures **accelerate** dark reversion, so that phytochromes rapidly reach an inactive state and **detach** themselves from the plant’s DNA – allowing genes to be expressed and plant growth to **resume**.’ Wigge believes phytochrome thermo-sensing **evolved** at a later stage, and **co-opted** the biological network already used for light-based growth during the downtime of night.

**stimulate**= excite, inspire, motivate, encourage  
**arouse**  
**growth**= development, evolution, progress

**responsive**= reacting quickly, in a positive way  
**bud**= to produce buds  
**predict**= to say that something will happen, before it happens  
**pinpoint**= identify, locate, find  
**mechanism**= means, method, system, procedure  
**react**= respond, counter, answer, reply  
**trigger**= activate, cause, start, initiate

**unpredictable**= random, erratic, changeable, impulsive, volatile, irregular, variable  
**internal**= interior, inner, inside, core  
**breed**= have babies, reproduce, procreate  
**estimate**= guess, reckon, value, appraise, guesstimate  
**yield**= harvest, crop, produce  
**achieve**= attain, realize, reach, complete, do  
**sensitive**= delicate, irritable, susceptible, allergic  
**thermal**= relating to or caused by heat  
**sense**= detect, identify, recognize, feel  
**potential**= the possibility that something will develop in a particular way, or have a particular effect  
**accelerate**= speed up, hurry, quicken  
**resilient**= hardy, strong, tough, robust, resistant

**bind**= attach, connect, unite, tie  
**restrict**= limit, curb, control, constrain  
**occur**= take place, happen, have effect  
**shade**= shadow, dark, darkness  
**compete**= try to win, contend, fight  
**sundown**= sunset  
**escape**= flee, bolt, abscond, run away, get away  
**gradually**= slowly, steadily, in stages  
**revert**= to change back to a situation that existed in the past  
**measure**= amount, degree, quantity, portion  
**deactivate**= neutralize, disable, disengage, switch off

**inactivity**= the state of not doing anything, not moving, or not working  
**suppress**= overpower, overwhelm, overturn, conquer, defeat  
**detach**= separate, remove, disengage, disconnect, isolate  
**evolve**= change, grow, progress, advance  
**co-opt**= to persuade someone to help or support you  
**accelerate**= hurry, hasten, quicken, rush  
**resume**= restart, continue, start again

**G** Some plants mainly use day length as an **indicator** of the season. Other **species**, such as **daffodils**, have **considerable** temperature sensitivity, and can flower months **in advance** during a warm winter. In fact, the discovery of the **dual** role of phytochromes provides the science behind a **well-known rhyme** long used to **predict** the coming season: **oak** before **ash** we'll have a **splash**, ash before oak we're in for a **soak**. Wigge explains: 'Oak trees rely much more on temperature, likely using phytochromes as thermometers to dictate development, whereas ash trees **rely on** measuring day length to **determine** their seasonal timing. A warmer spring, and **consequently** a higher **likeliness** of a hot summer, will result in oak leafing before ash. A cold spring will see the opposite. As the British know only too well, a colder summer is likely to be a rain-soaked one.'

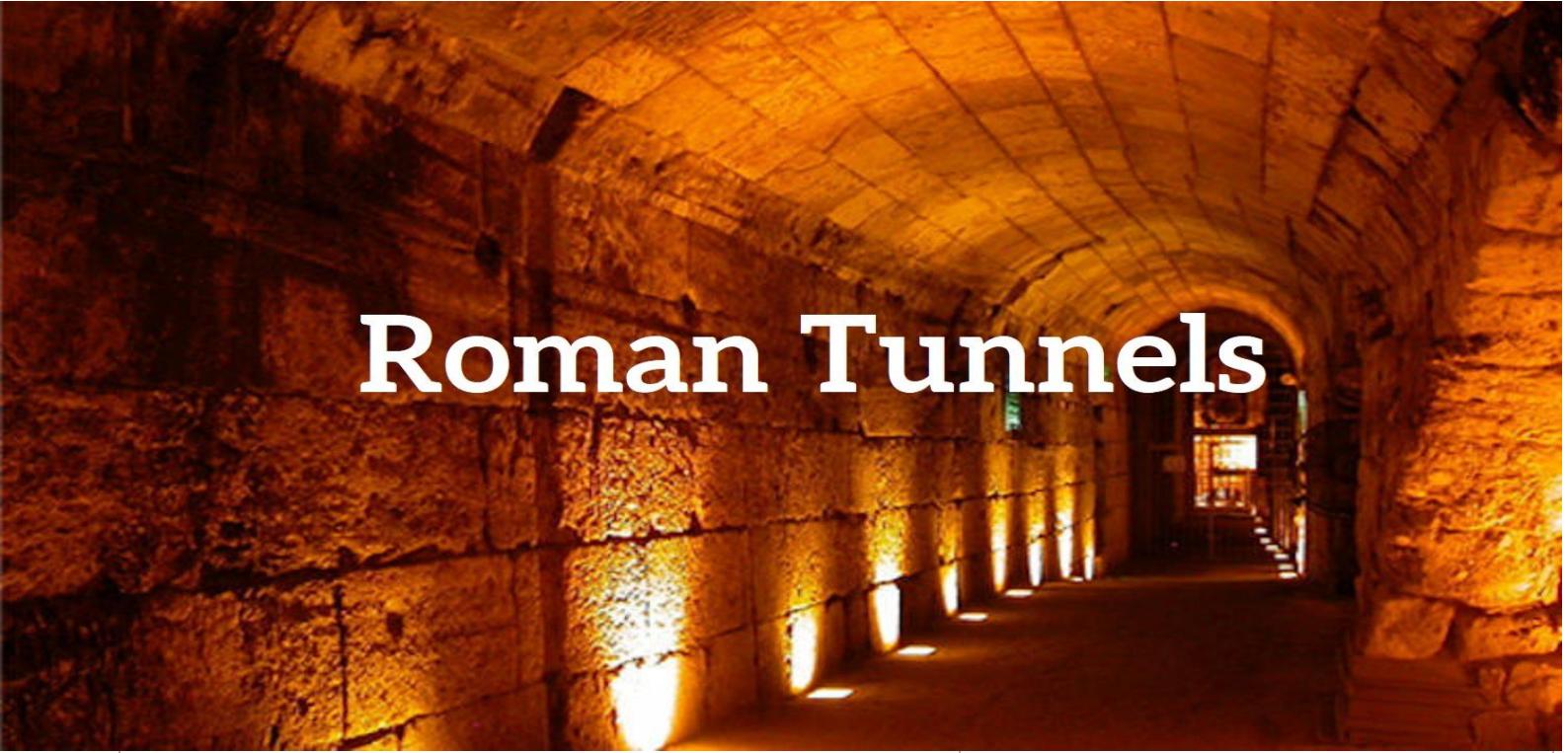
**H** The new **findings** are the **culmination** of twelve years of research involving scientists from Germany, Argentina and the US, as well as the Cambridge team. The work was done in a model system, using a **mustard** plant called Arabidopsis, but Wigge says the phytochrome genes necessary for temperature sensing are found in crop plants as well. 'Recent **advances** in plant genetics now mean that scientists are able to **rapidly identify** the genes controlling these **processes** in crop plants, and even **alter** their activity using **precise** molecular "scalpels", adds Wigge. 'Cambridge is **uniquely well-positioned** to do this kind of research as we have **outstanding collaborators nearby** who work on more applied aspects of plant **biology**, and can help us **transfer** this new knowledge into the field.'

**indicator**= sign, marker, guide, statistic  
**species**= a group of animals or plants whose members are similar and can breed together to produce young animals or plants  
**dual**= having two of something or two parts  
**well-known**= known by a lot of people  
**rhyme**= a short poem or song, especially for children, using words that rhyme  
**daffodil**= a tall yellow spring flower with a tube-shaped part in the middle  
**considerable**= large, major, big, significant  
**in advance**= before something happens or is expected to happen  
**predict**= forecast, foresee, envisage, expect  
**oak**= a large tree that is common in northern countries, or the hard wood of this tree  
**ash**= the soft grey powder that remains after something has been burned  
**splash**= the sound of a liquid hitting something or being moved around quickly  
**soak**= wet, sodden, drench, dowse, douse  
**rely on/upon somebody/something**= depend on, count on, trust  
**determine**= decide, conclude, establish, finalize  
**consequently**= so, thus, therefore, accordingly, as a result  
**likeliness**= likelihood

**finding**= discovery, conclusion, result, outcome  
**the culmination of something**= something, especially something important, that happens at the end of a long period of effort or development  
**mustard**= a plant with yellow flowers and seeds that are used to make mustard sauce  
**advance**= development, improvement, spread progress  
**rapidly**= fast, quickly, speedily, swiftly  
**identify**= classify, recognize, find, detect  
**alter**= change, modify, adjust, vary  
**precise**= exact, accurate, correct  
**uniquely**= exclusively, exceptionally, distinctively  
**outstanding**= unusually good, exceptional  
**transfer**= move, transport, relocate, remove, shift  
**nearby**= near, close, in the neighborhood  
**well-positioned**= to be in a situation in which you will be able to do something successfully  
**collaborator**= coworker, colleague, partner teammate  
**biology**= the scientific study of living things  
**process**= procedure, development, course, progression

## TEST 4

## READING PASSAGE 1



# Roman Tunnels

The **Persians**, who lived in present-day Iran, were one of the first **civilizations** to build **tunnels** that provided a **reliable** supply of water to human **settlements** in dry areas. In the early first **millennium** BCE, they introduced the **qanat method** of tunnel **construction**, which **consisted of** placing posts over a hill in a straight line, to ensure that the tunnel kept to its **route**, and then digging **vertical shafts** down into the ground **at regular intervals**. **Underground**, workers removed the earth from between the ends of the shafts, creating a tunnel. The **excavated** soil was taken up to the **surface** using the shafts, which also provided **ventilation** during the work. Once the tunnel was completed, it allowed water to **flow** from the top of a hillside down towards a **canal**, which **supplied** water for human use. **Remarkably**, some qanats built by the Persians 2,700 years ago are still in use today.

**persian**= someone from Iran, especially in the time when it was called Persia  
**civilization**= people society, nation, culture  
**tunnel**= channel, passageway, subway, shaft  
**reliable**= dependable, consistent, steadfast, unfailing  
**settlement**= community, village, town, neighborhood  
**millennium**= a period of 1,000 years  
**qanat**= an underground aqueduct used (as in the Middle East) to convey water from a source (such as an aquifer) through the force of gravity especially for the purpose of irrigation  
**method**= way, technique, means  
**construction**= building, creation  
**consist of something**= be made of, be made up of, contain, be composed of  
**route**= pass, passage, road, way  
**vertical**= perpendicular, upright, erect, straight up ≠ horizontal  
**shaft**= a passage which goes down through a building or down into the ground, so that someone or something can get in or out  
**at regular intervals**= something that happens at regular intervals happens often  
**underground**= below the surface of the earth  
**excavate**= dig, mine, quarry, exhume  
**surface**= outside, exterior, top  
**ventilate**= air, air out, freshen, circulate air  
**flow**= flood, stream, gush, run  
**canal**= a long passage dug into the ground and filled with water, either for boats to travel along, or to take water to a place  
**supply**= provide, bring, give

They later **passed on** their knowledge to the Romans, who also used the qanat method to construct water-supply tunnels for **agriculture**. Roman qanat tunnels were constructed with vertical shafts dug at intervals of between 30 and 60 meters. The shafts were **equipped** with **handholds** and **footholds** to help those climbing in and out of them and were covered with a wooden or stone **lid**. To **ensure** that the shafts were vertical, Romans hung a **plumb** line from a **rod** placed across the top of each shaft and made sure that the weight at the end of it hung in the center of the shaft. Plumb lines were also used to **measure** the depth of the shaft and to **determine** the **slope** of the tunnel. The 5.6-kilometer-long Claudius tunnel, built in 41 CE to **drain** the Fucine Lake in central Italy, had shafts that were up to 122 meters deep, took 11 years to build and involved approximately 30,000 workers.

By the 6th century BCE, a second method of tunnel construction **appeared** called the counter-excavation method, in which the tunnel was constructed from both **ends**. It was used to cut through high mountains when the qanat method was not a practical **alternative**. This method required greater planning and **advanced** knowledge of surveying, mathematics and **geometry** as both ends of a tunnel had to meet correctly at the center of the mountain. **Adjustments** to the **direction** of the tunnel also had to be made whenever builders **encountered** geological problems or when it **deviated** from its set path. They **constantly** checked the tunnel's advancing direction, for example, by looking back at the light that **penetrated** through the tunnel mouth, and made corrections whenever necessary. Large deviations could happen, and they could result in one end of the tunnel not being **usable**. An **inscription** written on the side of a 428-meter tunnel, built by the Romans as part of the Saldae **aqueduct** system in modern-day Algeria, describes how the two teams of builders missed each other in the mountain and how the later construction of a **lateral** link between both **corridors** corrected the **initial error**.

The Romans dug tunnels for their roads using the counter-excavation method, whenever they encountered **obstacles** such as hills or mountains that were too high for roads to pass over. An example is the 37-meter-long, 6-meter-high, Furlo Pass Tunnel built in Italy in 69-79 CE. Remarkably, a modern road still uses this tunnel today. Tunnels were also built for **mineral extraction**. Miners would **locate** a mineral **vein** and then pursue it with shafts and tunnels underground. Traces of such tunnels used to **mine** gold can still be found at the Dolaucothi mines in Wales. When the **sole** purpose of a tunnel was mineral extraction, construction required less planning, as the tunnel route was **determined** by the mineral vein.

Roman tunnel projects were **carefully** planned and **carried out**. The length of time it took to **construct** a tunnel **depended** on the method being used and the type of rock being

**remarkably**= amazingly, outstandingly, extraordinarily, surprisingly  
**pass on**= convey, send, impart, communicate  
**agriculture**= the practice or science of farming  
**equip**= prepare, train, arm  
**handhold**= a part of something that you can hold onto when climbing it  
**foothold**= a small hole or crack where you can safely put your foot when climbing a steep rock  
**lid**= a cover for the open part of a pot, box, or other container  
**ensure**= guarantee, confirm, certify, warrant, make sure  
**plumb**= exactly upright or level  
**rod**= a long thin pole or bar  
**determine**= decide, conclude, establish, finalize  
**slope**= a piece of ground or a surface that slopes  
**measure**= calculate, compute, quantify, gage  
**drain**= empty, bleed, remove, tap

**appear**= happen, occur, exist, surface, emerge  
**end**= the part of a place or object that is furthest from its beginning or centre  
**alternative**= other, another, substitute, alternate  
**advanced**= higher, superior, sophisticated, developed  
**geometry**= the study in mathematics of the angles and shapes formed by the relationships of lines, surfaces, and solid objects in space  
**adjustment**= change, alteration, modification, tuning  
**direction**= way, course, track, route, path  
**encounter**= face, meet, run into  
**deviate**= to change what you are doing so that you are not following an expected plan, idea, or type of behaviour  
**constantly**= continuously, frequently, repetitively  
**penetrate**= enter, pierce, infiltrate, breach  
**usable**= practical, serviceable, working, functioning  
**inscription**= writing, caption, engraving  
**aqueduct**= channel, conduit, canal, watercourse  
**lateral**= side, cross, adjacent, sideways  
**corridor**= passage, passageway, hall, hallway  
**initial**= first, early, original  
**error**= mistake, fault, inaccuracy

**obstacle**= problem, difficulty, hindrance  
**mineral**= a substance that is formed naturally in the earth, such as coal, salt, stone, or gold. Minerals can be dug out of the ground and used  
**extraction**= removal, withdrawal, abstraction, taking out  
**locate**= find, trace, discover, detect  
**vein**= a thin layer of a valuable metal or mineral which is contained in rock  
**mine**= excavate, quarry, dig, extract  
**sole**= only, solitary, single, individual  
**determine**= decide, conclude, establish, finalize

**carefully**= cautiously, wisely, prudently  
**carry out**= to do something that needs to be organized and planned

excavated. The qanat construction method was usually faster than the counter-excavation method as it was more **straightforward**. This was because the mountain could be excavated not only from the tunnel mouths but also from shafts. The type of rock could also **influence** construction times. When the rock was hard, the Romans **employed** a **technique** called fire **quenching** which **consisted of** heating the rock with fire, and then **suddenly** cooling it with cold water so that it would **crack**. **Progress** through hard rock could be very slow, and it was not **uncommon** for tunnels to take years, if not decades, to be built. Construction marks left on a Roman tunnel in Bologna show that the **rate of advance** through **solid** rock was 30 centimeters per day. In contrast, the rate of advance of the **Claudius** tunnel can be **calculated** at 1.4 meters per day. Most tunnels had inscriptions showing the names of **patrons** who **ordered** construction and sometimes the name of the **architect**. For example, the 1.4-kilometer Cevlik tunnel in Turkey, built to **divert** the floodwater **threatening** the harbor of the **ancient** city of Seleuceia Pieria, had inscriptions on the **entrance**, still **visible** today, that also **indicate** that the tunnel was started in 69 CE and was completed in 81 CE.

**construct**= build, make, create, erect  
**depend on**= rely on, count on, trust  
**straightforward**= simple and easy to understand ≠ complicated  
**influence**= affect, shape, change, guide  
**employ**= use, utilize  
**technique**= method, system, practice, procedure  
**quench a fire/flames**= to stop a fire from burning  
**crack**= to break or to make something break  
**consist of**= be made of, be made up of, contain, be composed of  
**suddenly**= quickly and unexpectedly  
**progress**= development, growth, advancement  
**improvement**  
**uncommon**= rare, unusual, infrequent  
**rate**= speed, tempo, pace  
**advance**= development, improvement, progress  
**solid**= hard or firm, with a fixed shape, and not a liquid or gas  
**Claudius**= (10 BC-54 AD) the emperor of Rome from AD 41 to 54, who made Britain part of the Roman Empire  
**calculate**= compute, analyze, estimate, determine  
**reckon**  
**patron**= someone who supports the activities of an organization, for example by giving money  
**order**= request, ask for, command  
**architect**= someone whose job is to design buildings  
**divert**= redirect, deflect, reroute, switch  
**ancient**= early, antique, olden  
**threaten**= to be likely to harm or destroy something  
**entrance**= entry, access, doorway, door ≠ exit  
**visible**= noticeable, observable, perceptible, evident  
**indicate**= specify, show, signpost, direct, point to

## TEST 4

### READING PASSAGE 2



# Changes In Reading Habits

**L**ook around on your next plane trip. The iPad is the new pacifier for babies and toddlers. Younger school-aged children read stories on smartphones; older kids don't read at all, but hunch over video games. Parents and other passengers read on tablets or skim a flotilla of email and news feeds. Unbeknown to most of us, an invisible, game-changing transformation links everyone in this picture: the neuronal circuit that underlies the brain's ability to read is subtly, rapidly changing and this has implications for everyone from the pre-reading toddler to the expert adult.

**pacifier**= a rubber object that you give a baby to suck so that it does not cry  
**toddler**= baby, kid, child  
**school age**= the age at which a child is old enough to go to school  
**hunch**= bend, huddle  
**passenger**= traveler, customer, fare, commuter  
**flotilla**= a group of small ships  
**skim**= read quickly, speed-read, browse  
**unbeknown to somebody**= without that person knowing about it  
**invisible**= unseeable, undetectable, obscure, imperceptible  
**game-changing**= having a big effect on the conditions in an area such as business  
**transformation**= change, alteration, mutation, modification  
**link**= connect, relate, associate  
**neuronal**= relating to a nerve cell or a neuron (= a basic unit of a nerve cell)  
**circuit**= route, course, track, trail, path  
**underlie**= motivate, cause, inspire, trigger  
**ability**= aptitude, skill, capability, capacity  
**subtly**= intelligently, sensitively, artfully  
**rapidly**= fast, quickly, speedily, swiftly  
**implication**= suggestion, inference, association, consequence  
**expert**= having a special skill or special knowledge of a subject ≠ inexperienced

As work in **neurosciences indicates**, the **acquisition** of **literacy necessitated** a new circuit in our **species'** brain more than 6,000 years ago. That circuit **evolved** from a very simple **mechanism for decoding** basic information, like the number of goats in one's **herd**, to the present, highly elaborated reading brain. My research **depicts** how the present reading brain **enables** the development of some of our most important **intellectual** and **affective processes: internalized knowledge**, analogical **reasoning**, and **inference**; perspective-taking and **empathy**; **critical** analysis and the **generation** of **insight**. Research surfacing in many parts of the world now **cautions** that each of these essential 'deep reading' processes may be under threat as we move into digital-based modes of reading.

This is not a simple, **binary** issue of print versus digital reading and technological **innovation**. As MIT scholar Sherry Turkle has written, we do not **err** as a society when we innovate but when we **ignore** what we **disrupt** or **diminish** while innovating. In this hinge moment between print and **digital** cultures, society needs to **confront** what is diminishing in the expert reading circuit, what our children and older students are not developing, and what we can do about it.

We know from research that the reading circuit is not given to human beings through a **genetic blueprint** like **vision** or language; it needs an environment to develop. Further, it will **adapt** to that environment's **requirements** – from different writing systems to the **characteristics** of whatever **medium** is used. If the **dominant** medium advantages processes that are fast, **multi-task** oriented and well-suited for large **volumes** of information, like the current digital medium, so will the reading circuit. As UCLA psychologist Patricia Greenfield writes, the result is that less attention and time will be **allocated** to slower, time-demanding deep reading processes.

Increasing reports from educators and from researchers in psychology and the **humanities** bear this out. English literature **scholar** and teacher Mark Edmundson describes how many college students actively avoid the classic literature

**neuroscience**= the scientific study of the brain  
**indicate**= show, suggest, reveal  
**acquisition**= gaining, attainment, achievement, purchase  
**literacy**= the state of being able to read and write  
**necessitate**= require, demand, need, dictate  
**evolve**= change, grow, progress, advance  
**species**= a group of animals or plants whose members are similar and can breed together to produce young animals or plants  
**mechanism**= means, method, system, procedure  
**decode**= make sense of, work out, interpret, translate  
**herd**= group, flock, drove, pack  
**depict**= show, represent, describe, illustrate  
**enable**= allow, permit, aid, empower  
**intellectual**= intelligent, knowledgeable, academic, rational  
**affective**= emotional, sentimental, moving, touching  
**process**= procedure, development, course, progression  
**internalize**= adopt, affect, assume  
**reasoning**= analysis, logic, calculation, thought  
**inference**= implication, interpretation, suggestion  
**empathy**= understanding, sympathy, compassion, responsiveness, identification  
**critical**= analytical, judicious, diagnostic, serious, detailed  
**generation**= production, making, creation, invention  
**insight**= vision, understanding, awareness, perception  
**caution**= warn, alert, notify, signal

**binary**= consisting of two parts  
**innovation**= finding, discovery, breakthrough  
**err**= to make a mistake  
**ignore**= pay no attention to, take no notice of, overlook, disregard  
**disrupt**= disturb, upset, interrupt  
**diminish**= reduce, lessen, weaken, moderate  
**digital**= numerical, alphanumeric, numerary, numeral  
**confront**= meet, face, encounter, handle

**genetic**= relating to genes or genetics  
**blueprint**= design, pattern  
**vision**= eyesight, sight, ability to see  
**adapt**= adjust, become accustomed, get used to, familiarize yourself  
**characteristic**= quality, attribute, trait, feature  
**medium**= way, avenue, mode, method, means  
**dominant**= more powerful, important, or noticeable than other people or things  
**multi-task**= to do several things at the same time  
**requirement**= obligation, condition, must, necessity  
**volume**= quantity, amount, degree, size  
**allocate**= assign, allot, apportion, distribute, give, share

**humanity**= people in general  
**scholar**= an intelligent and well-educated person

of the 19th and 20th centuries in favour of something simpler as they no longer have the **patience** to read longer, **denser**, more difficult texts. We should be less concerned with students' '**cognitive** impatience', however, than by what may underlie it: the **potential** inability of large numbers of students to read with a level of critical analysis **sufficient** to **comprehend** the complexity of thought and argument found in more **demanding** texts.

Multiple studies show that digital screen use may be causing a variety of **troubling downstream** effects on reading comprehension in older high school and college students. In Stavanger, Norway, psychologist Anne Mangen and her **colleagues** studied how high school students comprehend the same material in different mediums. Mangen's group asked subjects questions about a short story whose **plot** had **universal** student **appeal**; half of the students read the story on a tablet, the other half in paperback. Results indicated that students who read on print were **superior** in their comprehension to screen-reading peers, particularly in their ability to **sequence** detail and reconstruct the plot in **chronological** order.

Ziming Liu from San Jose State University has conducted a series of studies which indicate that the 'new **norm**' in reading is skimming, involving word-spotting and **browsing** through the text. Many readers now use a pattern when reading in which they **sample** the first line and then word- **spot** through the rest of the text. When the reading brain skims like this, it reduces time allocated to deep reading processes. In other words, we don't have time to grasp **complexity**, to understand another's feelings, to **perceive** beauty, and to create thoughts of the reader's own.

The **possibility** that critical **analysis**, empathy and other deep reading **processes** could become the **unintended 'collateral damage'** of our digital culture is not a **straightforward** binary issue about print versus digital reading. It is about how we all have begun to read on **various** mediums and how that changes not only what we read, but also the **purposes** for which we read. Nor is it only about the young. The subtle **atrophy** of critical analysis and empathy affects us all **equally**. It affects our ability to **navigate** a **constant bombardment** of information. It **incentivizes** a retreat to the most familiar stores of unchecked information, which require and receive no analysis, leaving us **susceptible** to false information and **irrational** ideas.

There's an old rule in neuroscience that does not **alter** with age: use it or lose it. It is a very **hopeful principle** when **applied** to critical thought in the reading brain because it

**patience**= tolerance, persistence, endurance ≠ impatience

**dense**= crowded, full, thick, jam-packed

**cognitive**= reasoning, mental, intellectual, perceptive

**potential**= possible, latent, probable, likely

**sufficient**= enough, adequate

**comprehend**= understand, know, grasp

**demanding**= difficult, hard, challenging, tough, severe

**troubling**= worrying

**downstream**= relating to an activity, product etc that depends on or happens after another activity etc

**colleague**= coworker, partner, teammate, associate

**plot**= story, storyline, action, outline

**universal**= worldwide, general, common

**appeal**= charm, attraction, interest

**superior**= excellent, high-class, top-quality, exclusive

**sequence**= order, arrange, structure

**chronological**= sequential, consecutive, linear

**norm**= standard, rule, custom

**perceive**= see, understand, identify, recognize

**browse**= surf, look, glance

**sample**= test, try, taste, experiment

**spot**= see, notice, recognize

**complexity**= difficulty, intricacy, complication involvedness

**possibility**= likelihood, opportunity, prospect

**analysis**= study, investigation, examination, scrutiny

**process**= procedure, course, development,

progression

**intend**= mean, aim, propose, plan

**collateral**= relating to something or happening as a result of it, but not as important

**various**= numerous, many, several, countless

**straightforward**= simple and easy to understand

**purpose**= intention, aim, objective

**atrophy**= weaken, shrivel, degenerate, deteriorate

**equally**= evenly, equivalently, alike

**navigate**= direct, steer, circumnavigate

**constant**= frequent, persistent, recurrent, continual

**bombardment**= attack, offensive, assault

**incentivize**= to give someone a reason to do something, especially by offering them a reward

**susceptible**= prone, disposed, vulnerable, at risk

**irrational**= illogical, unreasonable, foolish, crazy

**alter**= change, modify, adjust, vary

**hopeful**= promising, encouraging, positive

**principle**= belief, attitude, opinion, value, standard

**apply**= relate, pertain, affect, concern

**redress**= equalize, right, rectify, remedy

**implies** choice. The story of the changing reading brain is hardly finished. We **possess** both the science and the technology to **identify** and **redress** the changes in how we read before they become **entrenched**. If we work to understand **exactly** what we will lose, alongside the **extraordinary** new capacities that the digital world has brought us, there is as much reason for excitement as caution.

**imply**= suggest, infer, hint at, point toward  
**entrenched**= fixed, rooted, engrained, ingrained  
**extraordinary**= notable, amazing, outstanding, remarkable  
**possess**= have, own, hold, keep  
**identify**= classify, recognize, find, detect  
**exactly**= accurately, closely, correctly

## TEST 4

### READING PASSAGE 3



# Attitudes Towards Artificial Intelligence

**A** Artificial intelligence (AI) can already **predict** the

future. Police forces are using it to **map** when and where crime is likely to **occur**. Doctors can use it to predict when a **patient** is most likely to have a heart attack or **stroke**. **Researchers** are even trying to give AI **imagination** so it can plan for **unexpected consequences**. Many decisions in our lives **require** a good forecast, and AI is almost always better at forecasting than we are. Yet for all these technological **advances**, we still seem to deeply **lack confidence** in AI predictions. Recent cases show that people don't like **relying** on AI and prefer to **trust** human **experts**, even if these experts are wrong. If we want AI to really **benefit** people, we need to find a way to get people to trust it. To do that, we need to understand why people are so **reluctant** to trust AI in the first place.

**B** Take the case of Watson for Oncology, one of technology giant IBM's **supercomputer** programs. Their **attempt** to **promote** this program to cancer doctors was a PR **disaster**. The AI promised to **deliver** top-quality **recommendations** on

**artificial**= false, fake, non-natural, man-made  
**intelligence**= cleverness, aptitude, intellect  
**predict**= forecast, foresee, envisage, expect  
**map**= chart, plot, plan, draw, represent  
**occur**= take place, happen, have effect  
**patient**= someone who is receiving medical treatment from a doctor or in a hospital  
**stroke**= if someone has a stroke, an artery (=tube carrying blood) in their brain suddenly bursts or becomes blocked, so that they may die or be unable to use some muscles  
**researcher**= someone who studies a subject in detail in order to discover new facts or test new ideas  
**imagination**= creativity, originality, inventiveness  
**unexpected**= surprising, unpredicted, unanticipated  
**consequence**= result, effect, outcome  
**require**= demand, expect, necessitate  
**advance**= development, improvement, spread progress  
**lack**= not have, be short of, be deficient in  
**confidence**= sureness, self-assurance, self-reliance  
**rely on**= depend on, count on, trust, be sure of  
**trust**= believe, have faith in, confide in  
**expert**= specialist, professional, authority  
**benefit**= help, promote, profit, aid  
**reluctant**= unwilling, unenthusiastic, disinclined, hesitant

**giant**= huge, enormous, vast, massive  
**supercomputer**= processor, processor, CPU, mainframe  
**attempt**= effort, try, go  
**promote**= encourage, help, stimulate, support  
**disaster**= tragedy, ruin, adversity, catastrophe  
**deliver**= bring, transport, carry, send  
**recommendation**= advice, proposal, suggestion

the **treatment** of 12 cancers that **accounted for** 80% of the world's cases. But when doctors first **interacted** with Watson, they found themselves in a rather difficult situation. On the one hand, if Watson provided **guidance** about a treatment that **coincided** with their own opinions, physicians did not see much point in Watson's recommendations. The supercomputer was simply telling them what they already knew, and these recommendations did not change the **actual** treatment. On the other hand, if Watson **generated** a recommendation that **contradicted** the experts' opinion, doctors would **typically** conclude that Watson wasn't **competent**. And the machine wouldn't be able to explain why its treatment was **plausible** because its machine-learning **algorithms** were simply too **complex** to be fully understood by humans. **Consequently**, this has caused even more **suspicion** and **disbelief**, leading many doctors to **ignore** the **seemingly outlandish** AI recommendations and **stick** to their own **expertise**.

**C** This is just one example of people's lack of confidence in AI and their **reluctance** to accept what AI has to offer. Trust in other people is often based on our understanding of how others think and having experience of their **reliability**. This helps create a **psychological** feeling of safety. AI, on the other hand, is still **fairly** new and **unfamiliar** to most people. Even if it can be **technically** explained (and that's not always the case), AI's decision-making **process** is usually too difficult for most people to **comprehend**. And **interacting** with something we don't understand can cause **anxiety** and give us a sense that we're losing **control**. Many people are also simply not familiar with many **instances** of AI actually working, because it often happens in the background. Instead, they are **acutely** aware of instances where AI goes wrong. Embarrassing AI failures receive a **disproportionate** amount of media attention, **emphasising** the message that we cannot rely on technology. Machine learning is not **foolproof**, in part because the humans who design it aren't.

**D** Feelings about AI run deep. In a recent experiment, people from a range of backgrounds were given **various** sci-fi films about AI to watch and then asked questions about **automation** in everyday life. It was found that, **regardless of** whether the film they watched **depicted** AI in a positive or negative light, simply watching a **cinematic vision** of our technological future **polarised** the participants' **attitudes**. **Optimists** became more

**treatment**= cure, healing, care, medicine, remedy  
**account for**= comprise, make up, represent, constitute  
**interact**= relate, cooperate, interrelate, work together  
**guidance**= help, assistance, support, direction  
**coincide**= happen together, concur, overlap, agree, match  
**actual**= real, definite, genuine, authentic  
**generate**= make, produce, create, cause  
**contradict**= deny, reverse, oppose, challenge  
**typically**= characteristically, classically, naturally stereotypically  
**competent**= capable, able, knowledgeable, experienced  
**plausible**= reasonable, believable, credible, probable  
**algorithm**= a set of instructions that are followed in a fixed order and used for solving a mathematical problem, making a computer program etc  
**complex**= difficult, complicated, intricate  
**consequently**= so, thus, therefore, accordingly, as a result  
**suspicion**= doubt, misgiving, thought, distrust  
**disbelief**= doubt, distrust, skepticism, incredulity  
**ignore**= pay no attention to, take no notice of, overlook, disregard  
**seemingly**= apparently, outwardly, ostensibly  
**outlandish**= unusual, bizarre, strange, weird  
**stick**= attach, glue, fix, join  
**expertise**= skill, knowledge, proficiency, knowhow

**reluctance**= unwillingness, disinclination, hesitancy  
**reliability**= dependability, consistency, steadfastness, trustworthiness  
**psychological**= mental, emotional, spiritual  
**fairly**= quite, moderately, rather, relatively  
**unfamiliar**= new, untried, unknown, strange, alien  
**technically**= precisely, exactly, theoretically, officially  
**process**= procedure, course, development, progression  
**comprehend**= understand, know, grasp  
**interact**= relate, cooperate, interrelate, work together  
**anxiety**= worry, nervousness, concern, unease  
**control**= power, domination, management  
**instance**= example, illustration, representative  
**acutely**= very, intensely, highly, deeply  
**disproportionate**= uneven, unequal, inconsistent, unbalanced  
**emphasize**= stress, highlight, accentuate, underline  
**foolproof**= safe, guaranteed, infallible, perfect

**various**= numerous, many, several, countless  
**automation**= mechanization, computerization, robotics  
**regardless of**= irrespective of, despite, notwithstanding, no matter  
**depict**= show, represent, describe, illustrate  
**cinematic**= filmic, movielike, photographic  
**vision**= foresight, imagination, prediction  
**polarize**= separate, differentiate, divide, split  
**attitude**= position, stance, manner, viewpoint  
**optimist**= hoper, idealist, romantic, utopian

**extreme** in their **enthusiasm** for AI and **sceptics** became even more **guarded**. This suggests people use **relevant evidence** about AI in a **biased** manner to support their existing attitudes, a deep-rooted human **tendency** known as “**confirmation bias**”. As AI is **represented** more and more in media and entertainment, it could lead to a society split between those who benefit from AI and those who reject it. More **pertinently**, refusing to accept the advantages offered by AI could place a large group of people at a serious **disadvantage**.

**E** Fortunately, we already have some ideas about how to **improve** trust in AI. Simply having **previous experience** with AI can **significantly** improve people’s opinions about the technology, as was found in the study mentioned above. Evidence also suggests the more you use other technologies such as the internet, the more you trust them. Another **solution** may be to **reveal** more about the algorithms which AI uses and the **purposes** they **serve**. Several **high-profile** social media companies and online marketplaces already **release transparency** reports about government **requests** and **surveillance disclosures**. A similar practice for AI could help people have a better understanding of the way algorithmic decisions are made.

**F** Research suggests that allowing people some control over AI decision-making could also improve trust and **enable** AI to learn from human experience. For example, one study showed that when people were allowed the **freedom** to **slightly modify** an algorithm, they felt more **satisfied** with its decisions, more likely to believe it was **superior** and more likely to use it in the future. We don’t need to understand the **intricate inner workings** of AI systems, but if people are given a **degree** of responsibility for how they are **implemented**, they will be more **willing** to accept AI into their lives.

**extreme**= great, tremendous, severe, intense  
**enthusiasm**= eagerness, interest, passion, keenness  
**sceptic**= doubter, disbeliever, questioner  
**guarded**= cautious, hesitant, careful  
**relevant**= related, applicable, pertinent  
**evidence**= proof, sign, indication  
**biased**= unfair, partial, prejudiced, influenced  
**tendency**= trend, movement, drive, inclination  
**confirmation**= validation, authorization, approval  
**represent**= symbolize, exemplify, denote, embody  
**pertinently**= relevantly, appositely, appropriately, suitably  
**disadvantage**= difficulty, drawback, shortcoming, weakness ≠ advantage

**fortunately**= luckily, providentially, opportunely  
**improve**= enhance, increase, boost, develop  
**previous**= earlier, prior, former, aforementioned  
**experience**= knowledge, involvement, skill, practice  
**significantly**= considerably, appreciably, drastically, notably  
**solution**= answer, key, resolution  
**reveal**= expose, uncover, show, bare  
**purpose**= intention, aim, objective  
**serve**= function, work, operate, act  
**high-profile**= prominent, prestigious, conspicuous  
**release**= announce, publish, circulate, issue  
**transparency**= openness, clearness, unmistakability, unambiguousness  
**request**= demand, appeal, wish  
**surveillance**= observation, watch, scrutiny  
**disclosure**= revelation, expose, discovery

**enable**= allow, permit, empower, qualify, aid  
**freedom**= liberty, autonomy, self-determination, choice  
**slightly**= a little, marginally, faintly  
**modify**= change, adapt, adjust, alter  
**satisfied**= pleased, fulfilled, contented, happy  
**superior**= excellent, high-class, top-quality, exclusive  
**intricate**= complicated, complex, sophisticated, tricky  
**inner**= internal, innermost, inside, interior  
**degree**= amount, quantity, level, scale, extent  
**workings**= mechanisms, machineries, works  
**implement**= apply, realize, execute, employ  
**willing**= agreeable, eager, keen, ready

# 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=0B2TloHBJlsvnXzRhR29MN25FSFFiWDVGcDc4SVhrYmc3cU4w>

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](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

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

NOTES	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
	#	Problem	
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...	

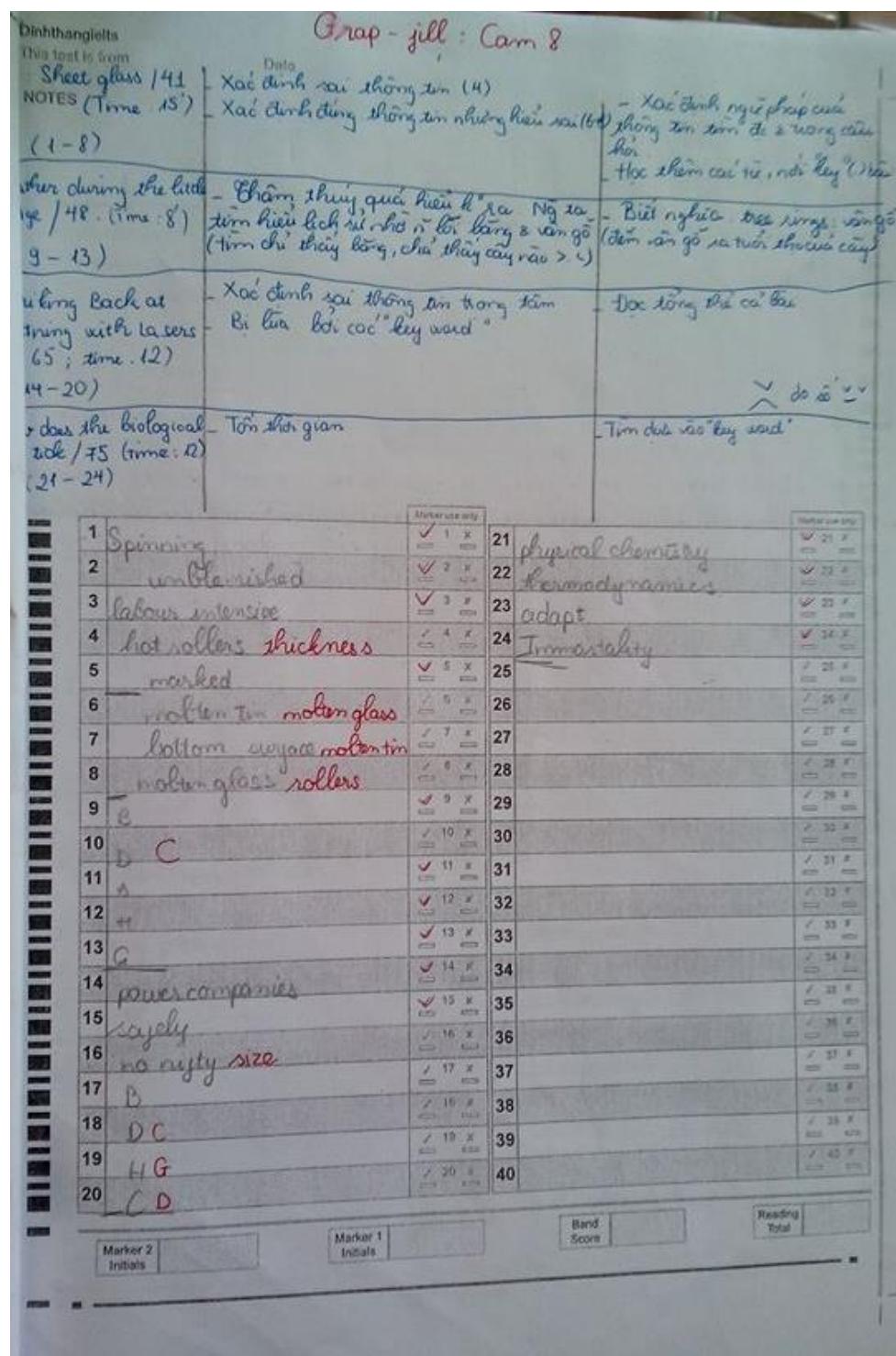
**Thường xuyên xem lại phần NOTES này, đặc biệt là trước khi bạn làm 1 test bất kỳ vì nó là kinh nghiệm bạn đúc rút được**

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

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

## BOOST YOUR VOCABULARY – CAMBRIDGE IELTS 16

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 dụng 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 đầy. Sau 3 quyển thì mình đã học được 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 à 😊))

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

## BOOST YOUR VOCABULARY – CAMBRIDGE IELTS 16

The image shows a scanned copy of an IELTS Test Report Form. At the top, it says "IELTS™ Test Report Form" and "ACADEMIC". Below that is a note: "A pass to undergraduate and post graduate courses should be based on the ACADEMIC Reading and Writing Modules. IELTS 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." The form includes fields for Centre Number (VN002), Date (23/JUN/2018), Candidate Number (003312), 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), and First Language (VIETNAMESE). In the "Test Results" section, scores are shown for Listening (8.0), Reading (9.0), Writing (8.0), Speaking (8.0), Overall Band Score (7.5), and CEFR Level (C1). The "Administrator Comments" field is empty. To the right, there are two stamps: "Centre stamp" (British Council Vietnam logo) and "Validation stamp" (IELTS logo). Below the stamp area, it says "Administrator's Signature" with a handwritten signature. At the bottom, it shows the date (03/07/2018), Test Report Form Number (18VN003312LEP002A), and logos for British Council, idp, and Cambridge Assessment English. A note at the bottom states: "The validity of this IELTS Test Report Form can be verified online by recognising organisations at <http://ielts.ucas.org.uk>".

<https://www.facebook.com/groups/IELTSfamily/permalink/1789370387775377>



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 cảm 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.

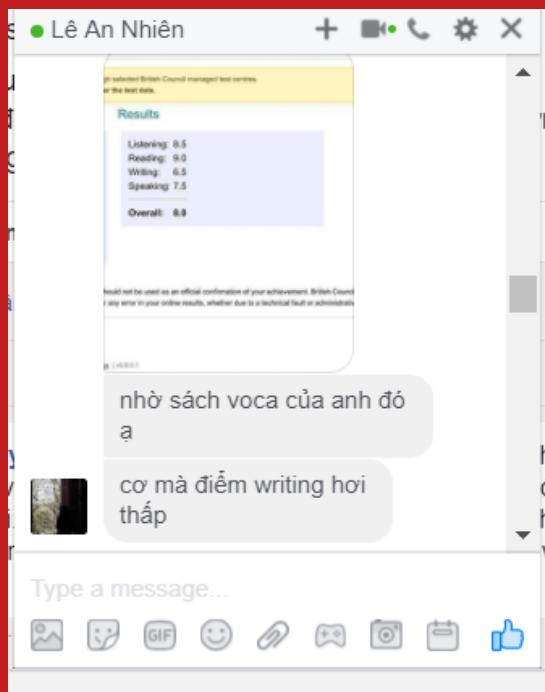
Cách học từ vựng các bạn có thể tham khảo theo link này, mình cảm thấy khá hay:

<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 auvண sách boost.





<https://www.facebook.com/groups/IELTSfamily/permalink/1791366800909069>

**Cá Vàng** Em xin phép review là sách quá tuyệt ạ. Tiết kiệm thời gian tra từ rất nhiều luôn, vốn từ tăng đáng kể. Em làm test 1 cam12 tinh điểm là 5.5 tới test 4 cuốn 11 đã lên 7.5. Giải các cuốn từ 6-10 vẫn đều đặn 7.0-7.5 ạ. Cảm ơn anh rất nhiều.

Like · Reply · 4d
 1

Dinh Thang replied · 1 Reply

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

**Đinh Văn Công** E cảm ơn a. Chúc a mạnh khoẻ để có sức viết sách tiếp. Nhờ có 3 cuốn của a, e đã từ 5.5 lên 7 sau 1.5 tháng. E ms thi hôm 2/12 xong ạ. Mong chờ 7,8,9 của a ạ

Love · Reply · 5w
 1

**Phạm Bích Ngọc** E đã tải và áp dụng làm cam 11. E dùng quyển này kết hợp vs quyển giải chi tiết cảm thấy vô cùng hiệu quả luôn ạ, giúp e hiểu kỹ càng bài đọc, thu gom synonymy, rất tiết kiệm thời gian nên e k còn nản vs chán lúc xem lại bài đọc nữa. E cảm thấy may mắn là khi bắt đầu làm Cam cũng là lúc a ra sách:)) định làm từ cam 7 nhưng a có sách cam 11 nên làm 11 trc:)))

Like · Reply · 45w
 5

<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 bộ tài liệu Boost your vocabulary từ cuốn 8 đến 16 tại

**Facebook Group IELTS family – Các nhóm tự học IELTS**

Hoặc

[facebook.com/dinhthangielts](https://www.facebook.com/dinhthangielts)

[ielts-dinhthang.com](http://ielts-dinhthang.com)

Ngoài ra, các bạn có thể tham gia group **Hội chia sẻ sách Boost your vocabulary** để cùng chia sẻ cách học theo sách này hiệu quả và đọc các bài liên quan đến sách.

## Một số dự án liên quan

1. 60s vocabulary: Học từ vựng bằng cách pha trộn giữa tiếng Anh và tiếng Việt trong các bài Reading của quyển Boost your Vocabulary.
2. Word root: Học từ vựng thông qua gốc từ, bằng cách này các bạn có thể học 1 gốc từ nhưng có thể biết và hiểu > 10 từ vựng khác.
3. Học từ vựng qua báo chí: Ôn luyện và hệ thống lại từ vựng đã và đang học trong các quyển Boost Your Vocabulary.

Link group: <https://www.facebook.com/groups/boostyourvocabulary>

Từ 2017 đến nay, bộ sách vẫn đang được cung cấp MIỄN PHÍ. Bạn nào sử dụng sách và thấy có kết quả tốt thì rất mong các bạn hãy chia sẻ với team làm sách và mọi người cùng biết. Xin đừng im lặng.

Chân thành cảm ơn các bạn!

**Thầy Đinh Thắng**

Founder A&M | **IELTS**