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Dinh Thang - Thu Anh - Thu Hang



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**14**



# Cuốn sách này là của

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Chào các bạn,

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

Trong quá trình thực hiện, mình và các bạn trong nhóm đã dành 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

**thangworm@gmail.com**

Trân trọng cảm ơn,



dinhthangielts

# TÁC GIẢ & NHÓM THỰC HIỆN

## Đình Thắng



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

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... cùng các bạn **Đức Duy, Xuân Anh, Bùi Minh Châu, Thu Hằng, Thu Anh, Hạnh Ngô**

## Tài trợ

Team làm sách xin trân trọng cảm ơn **HP Academy** - trung tâm đã tài trợ một phần kinh phí để làm nên bộ sách này.

HP Academy là NHÀ dành cho việc dạy và học IELTS tại 2 cơ sở Tân Bình và Gò Vấp, TP.HCM.

Ở HP, các bạn sẽ KHÔNG được cam kết đầu ra. Kết quả của các cựu học viên chính là câu trả lời chính xác nhất cho chất lượng dạy và học.

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# 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** (8 cuốn mới nhất từ 6-14) 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



# The Importance of Children's Play

**B**rick by brick, six-year-old Alice is building a magical

kingdom. Imagining **fairy-tale turrets** and **fire-breathing** dragons, **wicked** witches and **gallant** heroes, she's creating an **enchanted** world. Although she isn't aware of it, this fantasy is helping her **take her first steps** towards her capacity for creativity and so it will have important **repercussions** in her adult life.

Minutes later, Alice has **abandoned** the kingdom **in favour of** playing schools with her younger brother. When she **bosses him around** as his 'teacher', she's practising how to regulate her emotions through **pretence**. Later on, when they tire of this and **settle down** with a board game, she's learning about the need to follow rules and **take turns** with a partner.

'Play in all its rich variety is one of the highest achievements of the human species,' says Dr David Whitebread from the Faculty of Education at the University of Cambridge, UK. 'It

**brick by brick**= steadily in a step-by-step manner, the creation or destruction of smt. 'brɪk 'baɪ brɪk  
**fairy-tale**= enchanted, magical, fabulous 'feəri:teɪl  
**turret**= a small tower on a large building, especially a castle. 'tʌrɪt

**fire-breathing**= able to produce a stream of fire from the mouth 'faɪə, brɪ:ðɪŋ

**wicked**= evil, unkind, sadistic, cruel, #good 'wɪkɪd

**gallant**= kind, polite, respectful, gracious, #rude,

#cowardly ɡə'leənt

**enchanted**= attractive, pleasant delightful, interesting, compelling ɪn'tʃɑ:ntrɪŋ

**take the first step**= begin, start new things 'teɪk ðə 'fɜ:st step

**repercussion**= consequence, effect, impact, outcome ('cʌss= shake i.e discussion, concussion) rɪ:pə'kʌʃn

**abandon**=, leave behind, give up, walk out on #stay with. ə'bændən

**in favour of**= preferring to choose someone or something that you believe is better ɪn 'feɪvər ɒv

**boss someone around**= give orders, order around, command, bully #obey 'bɒs 'sʌmwʌn ə'raʊnd

**pretence**= pretense, make-believe, imagination, #reality prɪ'tens

**settle down**= to relax, doing a quiet activity 'setl daʊn

**take turn (take it in turns)**= alternate 'teɪk 'tʌ:n



**underpins** how we develop as **intellectual**, problem-solving adults and is crucial to our success as a highly **adaptable** species.'

Recognising the importance of play is not new: over two **millennia** ago, the Greek philosopher Plato **extolled** its **virtues** as a means of developing skills for adult life, and ideas about play-based learning have been developing since the 19th century.

But we live in changing times, and Whitebread is **mindful of** a worldwide decline in play, **pointing out** that over half the people in the world now live in cities. 'The opportunities for free play, which I experienced almost every day of my childhood, are becoming increasingly **scarce**,' he says. Outdoor play is **curtailed** by **perceptions** of risk to do with traffic, as well as parents' increased wish to protect their children from being the victims of crime, and by the **emphasis** on 'earlier is better' which is leading to greater competition in academic learning and schools.

International bodies like the United Nations and the European Union have begun to develop policies concerned with children's right to play, and to consider **implications** for **leisure facilities** and educational programmes. But what they often lack is the evidence to base policies on. 'The type of play we are interested in is **child-initiated**, **spontaneous** and unpredictable- but, as soon as you ask a five-year-old "to play", then you as the researcher have **intervened**,' explains Dr Sara Baker. 'And we want to know what the long-term impact of play is. It's a real challenge.'

Dr Jenny Gibson agrees, pointing out that although some of the steps in the **puzzle** of how and why play is important have been looked at, there is very little data on the impact it has on the child's later life.

Now, thanks to the university's new Centre for Research on Play in Education, Development and Learning (PEDAL), Whitebread, Baker, Gibson and a team of researchers hope to provide evidence on the role played by play in how a child develops.

'A strong **possibility** is that play supports the early development of children's **self-control**,' explains Baker. 'This is our ability to develop awareness of our own thinking processes - it influences how effectively we go about **undertaking** challenging activities.'

In a study carried out by Baker with **toddlers** and young **pre-schoolers**, she found that children with greater self-control solved problems more quickly when exploring an unfamiliar

**underpin**= support, reinforce, strengthen, #weaken  
 ʌndəˈpiːn  
**intellectual**= philosopher, thinker, scholar (**lect**= read i.e. **prelect**, **lecture**) ɪntəˈlektʃʊəl  
**adaptable**= adjustable, easygoing, flexible, #inflexible əˈdæptəbəl  
**millennia (plural) - millennium (singular)**= 1000 years (**millen**= thousand each i.e. **millionaire**, **millenary**) miˈleniə - miˈleniəm  
**extol**= praise, admire, exalt, #deprecate ɪkˈstəʊl  
**virtue**= goodness, integrity, morality, #wickedness (vir= man i.e. **virtual**, **virtuality**) ˈvɜːtʃuː

**mindful of**= aware, attentive #unaware #inattentive  
 ˈmaɪndfʊl ɒv  
**point out**= indicate, show, reveal, #hide point ˈaʊt  
**scarce**= rare, uncommon, limited, in short supply, #plentiful, #abundant skeəs  
**curtail**= restrain, limit, restrict, reduce kɜːˈteɪl  
**perception**= insight, view, opinion (per=thoroughly i.e. **perfection**, **persistence**) pəˈsepʃn  
**emphasis**= stress, importance, highlighting ˈemfəsɪs

**implication**= effect, inference, association, knock-on effect (**plic**= fold i.e. **complicate**, **application**) ɪmˈpliˈkeɪʃn  
**leisure**= free time, entertainment, relaxation ˈleɪʒə  
**facilities**= buildings, services, equipment, etc. that are provided for a particular purpose (**fac**=do, make i.e. **factory**, **facilitate**) feˈsɪlɪtɪz  
**child-initiated play**= play in which children choose what and how to play and who to play with tʃaɪld-ɪˈnɪʃieɪtɪd pleɪ  
**spontaneous**= unplanned, natural, impulsive, #planned sponˈteɪniəs  
**intervene**=, , interrupt, get involved become involved in a situation in order to improve or help it (**ven**= come i.e. **invent**, **advent**) ɪntəˈviːn

**puzzle**= mystery, enigma, riddle, #explanation ˈpʌzl

**possibility**= option, probability, likelihood, prospect poʊˈbɪlɪti  
**self-control**= self-discipline, willpower, ability to remain calm and not show your emotions even though you are feeling angry, excited, etc. self kənˈtrəʊl  
**undertake**= carry out, embark on, take on, #relinquish ʌndəˈteɪk

**toddler**= baby, a child who has only recently learnt to walk ˈtɒdlə  
**pre-schooler**= a child who does not yet go to school, or who goes to preschool priˌskuːlə

**set-up** requiring scientific reasoning. 'This sort of evidence makes us think that giving children the chance to play will make them more successful **problem-solvers** in the long run.'

If **playful** experiences do **facilitate** this aspect of development, say the researchers, it could be extremely significant for educational practices, because the ability to **self-regulate** has been shown to be a key **predictor** of academic performance. Gibson adds: 'Playful behaviour is also an important **indicator** of healthy social and emotional development. In my previous research, I **investigated** how **observing** children at play can give us important clues about their **well-being** and can even be useful in the **diagnosis** of **neurodevelopmental disorders** like **autism**.'

Whitebread's recent research has involved developing a play-based **approach** to supporting children's writing. 'Many primary school children find writing difficult, but we showed in a previous study that a playful **stimulus** was far more effective than an instructional one.'

Children wrote longer and better-structured stories when they first played with dolls representing characters in the story. In the latest study, children first created their story with Lego\*, with similar results. 'Many teachers commented that they had always previously had children saying they didn't know what to write about. With the Lego building, however, not a single child said this through the whole year of the project.'

Whitebread, who directs PEDAL, trained as a primary school teacher in the early 1970s, when, as he describes, 'the teaching of young children was largely a quiet **backwater**, **untroubled** by any serious intellectual **debate** or

**set-up**= arrangement, system, situation, circumstance 'set ʌp  
**problem-solver**= those who are good at finding ways of dealing with problems 'prɒbləm solvə(r)  
(*solv*=loosen, set free i.e *dissolve*, *solution*)

**playful**= lively, frisky, full of fun, full of life, #subdued 'pleɪfəl  
**facilitate**= enable, aid, help, assist, smooth the progress of, #impede (*fac*=do, make i.e *factory*, *facility*) fə'sɪlɪteɪt  
**self-regulate**= self-control, self-discipline, self-will (*regul*=rule i.e *regular*, *regulation*) self 'reg.jə.leɪt  
**predictor**= something that can show what will happen in the future (*dic/dict*= proclaim, say i.e *dictation*, *verdict*) prɪ'dɪktə  
**indicator**= pointer, display, sign (*dic/dict*= proclaim, say i.e *dictation*, *verdict*) 'ɪndɪkeɪtə  
**investigate**= examine, explore, inspect, check. (*vestig*= track i.e *vestigial*) ɪn'vestɪgeɪt  
**observe**= watch, view, monitor, study, #ignore (*serv*= save, protect i.e *conserve*, *reserve*) əb'zɜ:v  
**well-being**= comfort, happiness, welfare wel'bi:ɪŋ  
**diagnosis**= analysis, discover or identify the exact cause of an illness or a problem (*gno*= know i.e *telegnosis*, *agnosia*) daɪəg'nəʊsɪs  
**neurodevelopmental disorders**= a group of disorders in which the development of the central nervous system is disturbed (*neur*= nerve i.e *neurologic*, *neural*) 'njuərəʊdɪˌvələp'ment(ə)l dɪs'ɔ:dəz  
**autism**= a mental condition in which a person finds it very difficult to communicate or form relationships with others (*aut*=self i.e *automatic*, *authentic*) 'ɔ:t,ɪzəm

**approach**= method, tactic, methodology ə'prəʊtʃ

**stimulus**= incentive, motivation, incitement, encouragement ('stimul= rouse i.e *stimulate*) 'stɪmjʊləs

**backwater**= remote place, the middle of nowhere, backwoods, sticks 'bæk,wɔ:tə

**untroubled**= peaceful, calm, tranquil, undisturbed #bothered #troubled ən'traʊblɪd

**debate**= argument, discuss, dispute dɪ'beɪt

**controversy.** ' Now, the **landscape** is very different, with **hotly** debated topics such as school starting age.

'Somehow the importance of play has been lost in recent decades. It's regarded as something **trivial**, or even as something negative that **contrasts** with "work". Let's not lose sight of its benefits, and the **fundamental** contributions it makes to human achievements in the arts, sciences and technology. Let's make sure children have a rich diet of play experiences.'

\*Lego: coloured plastic building blocks and other pieces that can be joined together

**controversy**= disagreement, discussion, debate, #agreement (**vers**=turn i.e **convert**, **adverse**) 'kɒntɹəvɜːsi  
**landscape**= environment, situation, background 'lændskeɪp  
**hotly**= fiercely, angrily, strongly, passionately, #dispassionately 'hɒtli

**trivial**=minor, unimportant, insignificant, #crucial 'trɪviəl

**contrast**= differ, conflict, be different from something (**contra**= against i.e **contraception**, **contradict**) kən'trɑːst

**fundamental**= basic, essential, central, important (**fund** = bottom i.e **foundation**, **profound**) fʌndə'mentl



## READING PASSAGE 2

# The Growth of Bike-Sharing Schemes Around The World

**H**ow Dutch engineer Luud Schimmelpennink helped to **devise** urban bike-sharing **schemes**

A.

The original idea for an urban bike-sharing scheme dates back to a summer's day in Amsterdam in 1965. Provo, the organisation that **came up with** the idea, was a group of Dutch **activists** who wanted to change society. They believed the scheme, which was known as the Witte Fietsenplan, was an answer to the **perceived threats** of air pollution and **consumerism**. In the centre of Amsterdam, they painted a small number of used bikes white. They also distributed **leaflets** describing the dangers of cars and inviting people to use the white bikes. The bikes were then left unlocked at various locations around the city, to be used by anyone in need of transport.

B.

Luud Schimmelpennink, a Dutch industrial engineer who still lives and cycles in Amsterdam, was heavily involved in the original scheme. He **recalls** how the scheme succeeded in

**devise**= invent, create, plan, conceive *dr'vaɪz*  
**scheme**= program, plan, system, strategy  
*(schem = plan i.e schema, schematic) ski:m*

**come up with**= think of, create, produce *'kʌm*  
*'ʌp wɪð*

**activist**= protester, advocate, campaigner  
*(act= do i.e action, actor, agent) 'æktɪvɪst*

**perceive**= understand, notice, recognize, distinguish, become aware of, #ignore  
*(per=thoroughly i.e perfection, persistence) pə'si:v*

**threat**= risk, danger, trouble *θret*

**consumerism**= the belief that it is good to buy and use a lot of goods and services – often used to show disapproval *(sum=take i.e assume, subsume) kən'sju:məɪzəm*

**leaflet**= flyer, pamphlet, brochure, booklet, handout (piece of paper advertising) *'li:flɪt*

**recall**= remember, remind, elicit, bring to mind, #forget *rɪ'kɔ:l*

attracting a **great deal** of attention - particularly when it came to publicising Provo's aims - but **struggled** to **get off the ground**. The police **were opposed to** Provo's **initiatives** and almost as soon as the white bikes were **distributed** around the city, they removed them. However, for Schimmelpennink and for bike-sharing schemes in general, this was just the beginning. 'The first Witte Fietsenplan was just a **symbolic** thing,' he says. 'We painted a few bikes white, that was all. Things got more serious when I became a member of the Amsterdam city council two years later.'

C.

Schimmelpennink **seized** this opportunity to present a more **elaborate** Witte Fietsen plan to the city council. 'My idea was that the **municipality** of Amsterdam would distribute 10,000 white bikes over the city, for everyone to use,' he explains. 'I made serious calculations. It **turned out** that a white bicycle - per person, per kilometre - would cost the municipality only 10% of what it contributed to public transport per person per kilometre.' Nevertheless, the council **unanimously** rejected the plan. 'They said that the bicycle belongs to the past. They saw a **glorious** future for the car,' says Schimmelpennink. But he was not in the least **discouraged**.

D.

Schimmelpennink never stopped believing in bike-sharing, and in the mid-90s, two Danes asked for his help to set up a system in Copenhagen. The result was the world's first large-scale bike-share programme. It worked on a **deposit**: 'You dropped a coin in the bike and when you returned it, you got your money back.' After setting up the Danish system, Schimmelpennink decided to try his luck again in the Netherlands - and this time he succeeded in **arousing** the interest of the Dutch Ministry of Transport. 'Times had changed,' he recalls. 'People had become more environmentally **conscious**, and the Danish experiment had **proved** that bike-sharing was a real possibility.' A new Witte Fietsenplan was launched in 1999 in Amsterdam. However, riding a white bike was no longer free; it cost one **guilder** per trip and payment was made with a **chip** card developed by the Dutch bank Postbank. Schimmelpennink designed **conspicuous**, **sturdy** white bikes locked in special **racks** which could be opened with the chip card - the plan started with 250 bikes, **distributed** over five stations.

**a great deal**= enormous, a large amount, significant, #a little, #a few əˈɡreɪt di:l  
**struggle**= to try very hard to do something when it is difficult ˈstrʌɡl  
**get off the ground (phrase)**= start to be successful get ɒf ðə ɡraʊnd  
**be opposed to**= disagree with, against, object to (op/ob=against i.e offend, oblique) bi əˈpəʊzd tuː  
**initiative**= proposal, scheme, idea, project ɪˈnɪʃetɪv  
**distribute**= give out, allocate, spread dɪˈstrɪbjʊːt  
**symbolic**= figurative, representative, emblematic sɪmˈbɒlɪk

**seize**= grab, get hold of, capture, take, #lose siːz  
**elaborate**= complicated, complex, detailed, carefully prepared and organized ɪˈlæbəreɪt  
**municipality**= city, borough, town, metropolis mjuːnɪsɪˈpælɪti  
**turn out**= come out, result, become, end up ˈtɜːn aʊt  
**unanimously**= all together, consistently, totally, #partly juːˈnænɪməsli  
**glorious**= magnificent, wonderful, superb, #inglorious (glori=glory i.e glorify, vainglory) ˈɡlɔːriəs  
**discourage**= demoralized, deter, less confident #encourage dɪsˈkʌrɪdʒ

**deposit**= a sum of money that is paid by somebody when they rent something and that is returned to them if they do not lose or damage the thing they are renting. (posit= put i.e position, apposite) dɪˈpɒzɪt  
**arouse**= stimulate, provoke, awaken, stir up, encourage, inspire əˈraʊz  
**conscious**= aware, mindful, deliberate, #unaware, #unconscious ˈkɒnʃəs  
**prove**= show, demonstrate, verify #disprove pruːv  
**guilder**= the standard unit of money used in the Netherlands before the Euro ˈɡɪldə  
**chip**= microchip = a very small piece of silicon containing a set of electronic parts, which is used in computers and other machines tʃɪp  
**conspicuous**= visible, clear, noticeable, obvious, #inconspicuous (spic= look i.e aspect, prospect, respect) kənˈspɪkjʊəs  
**sturdy**= robust, durable, strong, well-made, heavy-duty #weak ˈstɜːdi  
**rack**= frame, framework, holder ræk  
**distribute**= deliver, spread, spread out dɪˈstrɪbjʊːt



E.

Theo Molenaar, who was a system designer for the project, worked alongside Schimmelpennink. 'I remember when we were testing the bike racks, he **announced** that he had already designed better ones. But of course, we had to go through with the ones we had.' The system, however, was **prone to vandalism** and **theft**. 'After every weekend there would always be a couple of bikes missing,' Molenaar says. 'I really have no idea what people did with them, because they could instantly be recognised as white bikes.' But the biggest **blow** came when Postbank decided to **abolish** the chip card, because it wasn't **profitable**. 'That chip card was **pivotal** to the system,' Molenaar says. 'To continue the project we would have needed to set up another system, but the business partner had lost interest.'

F.

Schimmelpennink was disappointed, but- **characteristically** not for long. In 2002 he got a call from the French advertising **corporation** JC Decaux, who wanted to set up his bike-sharing scheme in Vienna. 'That went really well. After Vienna, they set up a system in Lyon. Then in 2007, Paris followed. That was a **decisive** moment in the history of bike-sharing.' The huge and unexpected success of the Parisian bike-sharing programme, which now **boasts** more than 20,000 bicycles, inspired cities all over the world to set up their own schemes, all modelled on Schimmelpennink's. 'It's wonderful that this happened,' he says. 'But financially I didn't really benefit from it, because I never **filed for a patent**.'

G.

In Amsterdam today, 38% of all trips are made by bike and, **along with** Copenhagen, it is **regarded as** one of the two most cycle-friendly capitals in the world - but the city never got another Witte Fietsenplan. Molenaar believes this may be because everybody in Amsterdam already has a bike. Schimmelpennink, however, cannot see that this changes Amsterdam's need for a bike-sharing scheme. 'People who travel on the underground don't carry their bikes around. But often they need additional transport to reach their final destination.' Although he thinks it is strange that a city like Amsterdam does not have a successful bike-sharing scheme, he is **optimistic** about the future. 'In the '60s we didn't **stand a chance** because people were prepared to give their lives to keep cars in the city. But that **mentality** has totally changed. Today everybody **longs for** cities that are not. Maybe it's time we changed our **outlook**.

**announce**= publicize, inform, tell, publish, #keep secret ə'naʊns

**prone to**= suffer from, vulnerable to, susceptible, liable to, at risk prəʊn tu:

**vandalism**=the crime of destroying or damaging something, especially public property (van= empty i.e **vain**, **vanish**) 'vændəlɪzəm

**theft**= robbery, stealing θeft

**blow**= negative impact, set-back, shock, misfortune bləʊ

**abolish**= eliminate, stop, end, put an end to, #establish ə'bɒlɪʃ

**profitable**= money-making, lucrative, commercial #unprofitable 'prɒfɪtəbl

**pivotal**= key, paramount, crucial, extremely important, #unimportant, #irrelevant 'pɪvətl

**characteristically**= typically, usually, normally #unusually. kærəktə'rɪstɪklɪ

**corporation**= firm, business, company, enterprise (corpor= body i.e **corpus**, **corporative**) kɔ:pə'reɪʃn

**decisive**= strong-minded, determined, resolute, #uncertain dɪ'saɪsɪv

**boast**= possess, have, pride yourself on, lay claim to bæst

**file for**= put in place, put in order, to make an official request for something 'faɪl fɔ:

**patent**= copyright, right, official document 'peɪnt

**along with**= together with, accompanied by, in company with, as well as ə'lɒŋ wɪð

**regarded as**=thought of, view as, seen as, considered as rɪ'gɑ:dɪd æz

**optimistic**= hopeful, positive, bright, cheerful, #pessimistic (optim= best i.e **optimal**, **optimum**) optɪ'mɪstɪk

**stand a chance (idiom)**= have a chance of success stænd ə'tʃɑ:ns

**mentality**= attitude, approach, outlook, mindset (ment= mind i.e **reminisce**, **mental**, **memento**) men'tælɪti

**long for**= desire, wish, crave, yearn, want, wish for lɒŋ fɔ:

**outlook**= viewpoint, point of view, attitude, position 'aʊtlʊk



## READING PASSAGE 3

# Motivational Factors And The Hospitality Industry

**A** critical ingredient in the success of hotels is developing and maintaining superior performance from their employees. How is that **accomplished**? What Human Resource Management (HRM) practices should organizations invest in to acquire and retain **judicious** great employees?

Some hotels **aim** to provide superior working conditions for their employees. The idea originated from workplaces - usually in the non-service sector - that **emphasized** fun and enjoyment as part of **work-life balance**. By contrast, the service sector, and more specifically hotels, has traditionally not extended these practices to address basic employee needs, such as good working conditions.

Pfeffer (1994) emphasizes that in order to succeed in a global business environment, organizations must make investment in Human Resource Management (HRM) to allow them to acquire employees who possess better skills and **capabilities** than their competitors. This investment will be to their

**hospitality**= welcome, friendly, kindness, warmth, #unfriendliness. (*hospit*= host i.e *hospice*, *hospital*)  
 hospiˈtælɪti  
**critical**= crucial, significant, vital, important (*crit*= judge i.e *criterion*, *apocrine*) ˈkrɪtɪkəl  
**superior**= excellent, high-class, top-quality, first-class (*super*= above i.e *superb*, *supernova*) suːˈpiəriə  
**performance**= presentation, show, enactment  
 pəˈfɔːməns  
**accomplish**= achieve, done, finish. əˈkɒmplɪʃ  
**acquire**= obtain, gain, attain, achieve, get hold of (*quir*= seek i.e *conquer*, *inquiry*) əˈkwaɪə  
**retain**= keep, hold, maintain ɪˈteɪn  
**judicious**= wise, sensible #stupid #foolish dʒuːˈdɪʃəs

**aim**= goal, purpose, target, intention eɪm  
**sector**= segment, part, area, zone, field ˈsektə  
**emphasize**= highlight, underline, stress, #understate ˈemfəsaɪz  
**work-life balance** = the ability to give a sensible amount of time and effort to your work and to your life outside work wɜːklaɪf ˈbæl. əns  
**address**= solve, tackle, deal with, handle, cope with əˈdres

**possess**= own, have, retain, #lack (*sess*=sit i.e *obsession*, *reside*) peˈzes  
**capability**= ability, competence, potential, #inability (*cap*= hold i.e *caption*, *capacious*) keɪpeɪˈbɪlɪti

**competitive advantage.** Despite this **recognition** of the importance of employee development, the **hospitality industry** has historically been **dominated** by **underdeveloped** HR practices (Lucas, 2002).

Lucas also points out that 'the **substance** of HRM practices does not appear to be designed to **foster constructive** relations with employees or to **represent** a managerial approach that **enables** developing and **drawing out** the full potential of people, even though employees may be **broadly** satisfied with many **aspects** of their work' (Lucas, 2002). In addition, or maybe as a result, high **employee turnover** has been a **recurring** problem throughout the hospitality industry. Among the many **cited** reasons are low **compensation**, **inadequate** benefits, poor working conditions and **compromised** employee **morale** and attitudes (Maroudas et al., 2008).

Ng and Sorensen (2008) **demonstrated** that when managers provide **recognition** to employees, **motivate** employees to work together, and remove **obstacles** preventing effective performance, employees feel more **obligated** to stay with the company. This was **succinctly summarized** by Michel et al. (2013): '[P]roviding support to employees gives them the confidence to perform their jobs better and the motivation to

**competitive advantage** = an advantage that makes a company more able to succeed in competing with others (**pet**= *strive toward i.e appetite, petition*) kəm'petətɪv əd'vɑːntɪdʒ  
**recognition**= identification, know, awareness (**gnit**= *know i.e cognition, ignorant*) rekəg'nɪʃn  
**hospitality industry**= businesses such as hotels, bars, and restaurants that offer people food, drink, or a place to sleep hɒsprɪ'tælɪti 'ɪndəstri  
**dominated by** = the most prevalent, the most common (**domin**= *master i.e domain, predominate*) 'dɒmɪneɪtɪd baɪ  
**underdeveloped**= immature, weak, infantile ʌndə'dɛvələpt  
**practices**= does, performs, exercises 'præktɪsɪz  
**substance**= core, essence, central part 'sʌbstəns  
**foster**= nurture, raise 'fɒstə  
**constructive**= beneficial, positive, fruitful, #destructive (**struct**= *build i.e structure, instruct*) kən'strʌktɪv  
**represent**= stand for, speak for, symbolize, #misrepresent rɪ'prɪ'zent  
**managerial**= decision-making, administrative, organizational mə'nɪ'ɹɪ'ʒɪəriəl  
**enable**= allow, permit, aid, assist. make possible, #prevent ɪ'neɪbl  
**draw out**= to mention, explain, elaborate drɔːr 'aʊt  
**potential**= capacity, ability, aptitude (**pot**= *power i.e despot, potentate*) pə'tenʃl  
**broadly** = largely, roughly, mostly 'brɔːdli  
**aspect**= feature, trait, quality (**spect**= *look i.e prospect, speculate*) 'æspekt  
**employee turnover**= the rate at which employees leave a company and are replaced by new employees ɛm'plɔɪ'iː 'tɜːnəʊvə  
**recurring**= regular, frequent, repeated rɪ'kɜːrɪŋ  
**cite** = mentioned, refer to, quoted (**cit**= *call i.e solicit, excite*) saɪt  
**compensation**= reward, benefit, payment kəm'pen'seɪʃn  
**inadequate**= deficient, unsatisfactory, too little, not enough, #sufficient (**equ**= *equal i.e equity, equivalence*) ɪn'ædɪkwət  
**compromised**= worsen, make worse, poor, low 'kɒmpromaɪzd  
**morale**= spirit, enthusiasm mə'reɪl

**demonstrate**= show, exhibit, reveal, explain 'demənstreɪt  
**recognition**= gratitude, appreciation, acknowledgement, respect, #blame (**gnit**= *know i.e cognition, ignorant*) rekəg'nɪʃn  
**motivate**= inspire, provoke, encourage (**mot**= *move i.e mobile, promote*) 'məʊtɪveɪt  
**obstacle**= difficulty, problem, barrier 'ɒbstəkl  
**obligated**= grateful, appreciative, thankful 'ɒblɪgeɪtɪd  
**succinctly**= briefly, in short, concisely sək'sɪŋktli  
**summarize**= review, sum up, recap (**sum**= *sum i.e consummate, summation*) 'sʌməraɪz

stay with the organization.' Hospitality organizations can therefore **enhance** employee motivation and **retention** through the development and improvement of their working conditions. These conditions are **inherently** linked to the working environment.

While it seems likely that employees' **reactions** to their job **characteristics** could be affected by a **predisposition** to view their work environment negatively, no evidence exists to support this **hypothesis** (Spector et al., 2000). However, given the **opportunity**, many people will find something to complain about **in relation to** their workplace (Poulston, 2009). There is a strong link between the **perceptions** of employees and particular factors of their work environment that are **separate** from the work itself, including company policies, salary and vacations.

Such conditions are particularly **troubling** for the luxury hotel market, where high-quality service, requiring a **sophisticated** approach to HRM, is recognized as a critical source of competitive advantage (Maroudas et al., 2008). **In a real sense**, the services of hotel employees represent their industry (Schneider and Bowen, 1993). This representation has commonly been limited to guest experiences. This suggests that there has been a **dichotomy** between the guest environment provided in luxury hotels and the working conditions of their employees.

It is therefore essential for hotel management to develop HRM practices that **enable** them to inspire and **retain competent** employees. This requires an understanding of what motivates employees at different levels of management and different stages of their careers (Enz and Siguaw, 2000). This **implies** that it is beneficial for hotel managers to understand what practices are most favorable to increase **employee** satisfaction and **retention**.

Herzberg (1966) proposes that people have two major types of needs, the first being **extrinsic** motivation factors relating to the **context** in which work is performed, rather than the work itself. These include working conditions and **job security**. When these factors are unfavorable, job dissatisfaction may result. Significantly, though, just fulfilling these needs does not result in satisfaction, but only in the reduction of dissatisfaction (Maroudas et al., 2008).

Employees also have **intrinsic** motivation needs or motivators, which include such factors as achievement and

**enhance**= improve, increase, develop *in'hɑ:ns*  
**retention**= keeping, holding, retaining, preservation (*tent*= hold i.e *content*, *abstain*, *contain*) *ri'tenʃn*  
**inherently**= integrally, fundamentally, essentially, naturally, intrinsically, #superficially (*here*= stick i.e *inhere*, *adhesive*) *in'hɪərəntli*

**reaction**= response, reply, feedback (*act*= do i.e *action*, *actor*, *agent*) *ri'ækʃn*  
**characteristic**= trait, quality, personality *kærektə'rɪstɪk*  
**predisposition**= tendency, predilection, disposition, bias (*posit*= put i.e *position*, *opposite*) *pri:dispe'zɪʃn*  
**hypothesis**= theory, suggestion, assumption (*the*= put i.e *synthesis*, *anathematic*) *haɪ'pɒθəsɪs*  
**opportunity**= chance, prospect, occasion *ɒpə'tju:nɪti*  
**in relation to** = related to, concerning, with regard to *ɪn ri'leɪʃn tu:*  
**perception**= insight, awareness, view, opinion, recognition (*per*=thoroughly i.e *perfection*, *persistence*) *pə'sepʃn*  
**separate**= split, divide, disconnect *'seprət*

**troubling** = worrying, concerning, disturbing, #soothing *'trʌblɪŋ*  
**sophisticated**= complex, complicated, advanced (*soph*= wise i.e *philosophy*, *sophism*) *sə'fɪstɪkətɪd*  
**in a real sense** = sth is partly true, or true in one way, in one aspect (*sens*= feel i.e *sensory*, *consent*) *ɪn ə riəl sens*  
**dichotomy**= contrast, opposition, contradiction (*tom*= cut i.e *anatomy*, *polytomy*) *daɪ'kɒtəmi*

**enable**= allow, make possible, permit *ɪ'neɪbl*  
**retain** = keep, hold, maintain *ri'teɪn*  
**competent**= experienced, knowledgeable, skilled *'kɒmpɪtənt*  
**imply**= indicate, mean, suggest *ɪm'plaɪ*  
**employee retention**= the ability of a company to keep its employees and stop them from going to work somewhere else *em'plɔɪ'i: ri'tenʃn*

**extrinsic**= external, outside, outer *ek'strɪnsɪk*  
**context** = situation, environment, circumstance (*text*= weave i.e *textile*, *pretext*) *'kɒntekst*  
**job security** = a job with a high level of security is such that a person with the job would have a small chance of losing it. *dʒɒb sɪ'kjʊərɪti*

**intrinsic**= inside, inherent, innate, inner, #extrinsic *ɪn'trɪnsɪk*

recognition. Unlike extrinsic factors, motivator factors may ideally result in job satisfaction (Maroudas et al., 2008). Herzberg's (1966) theory discusses the need for a 'balance' of these two types of needs.

The impact of fun as a motivating factor at work has also been explored. For example, Tews, Michel and Stafford (2013) **conducted** a study focusing on staff from a **chain of themed restaurants** in the United States. It was found that fun activities had a favorable impact on performance and manager support for fun had a favorable impact in reducing **turnover**. Their findings support the view that fun may indeed have a beneficial effect, but the **framing** of that fun must be carefully **aligned** with both organizational goals and employee characteristics. 'Managers must learn how to achieve the **delicate** balance of allowing employees the freedom to enjoy themselves at work while **simultaneously** maintaining high levels of performance' (Tews et al., 2013). Deery (2008) has recommended several actions that can be **adopted** at the organizational level to retain good staff as well as **assist** in balancing work and family life. Those particularly **appropriate** to the hospitality industry include allowing **adequate** breaks during the working day, staff functions that involve families, and providing health and **well-being** opportunities.

**conduct**= do, perform, accomplish, carry out kən'dʌkt  
**a chain of** = a set of connected or related things ə'tʃeɪn ɒv  
**themed restaurant** = A themed restaurant is a type of restaurant that uses theming to attract diners by creating a memorable experience. ðəmd 'restrɒnt  
**turnover**= the rate at which people leave an organization and are replaced by others 'tʊ:nəʊvə  
**framing** = bordering, enclosing, surrounding, set up, #insetting 'freɪmɪŋ  
**aligned** = associated, support, side with, line up with ə'laɪnd  
**delicate**= fragile, weak, slight, elegant 'delɪkət  
**simultaneously**= at the same time, concurrently, instantaneously, at once (**simul**= imitating i.e **similar**, **assimilate**) sɪml'teɪnɪəsli  
**adopt**= accept, implement, embrace (**opt**=choose i.e **option**, **optative**) ə'dɒpt  
**assist**= support, help, aid (**sist**= cause to stand i.e **consist**, **exist**, **insist**) ə'sɪst  
**appropriate**= suitable, fitting, apt, proper (**propri**= property i.e **proper**, **propriety**) ə'prəʊpriət  
**adequate** = enough, sufficient, #inadequate, #insufficient (**equ**= equal i.e **equity**, **equivalence**) 'ædɪkwət  
**well-being** = happiness, comfort, welfare, safety wel'bi:ɪŋ

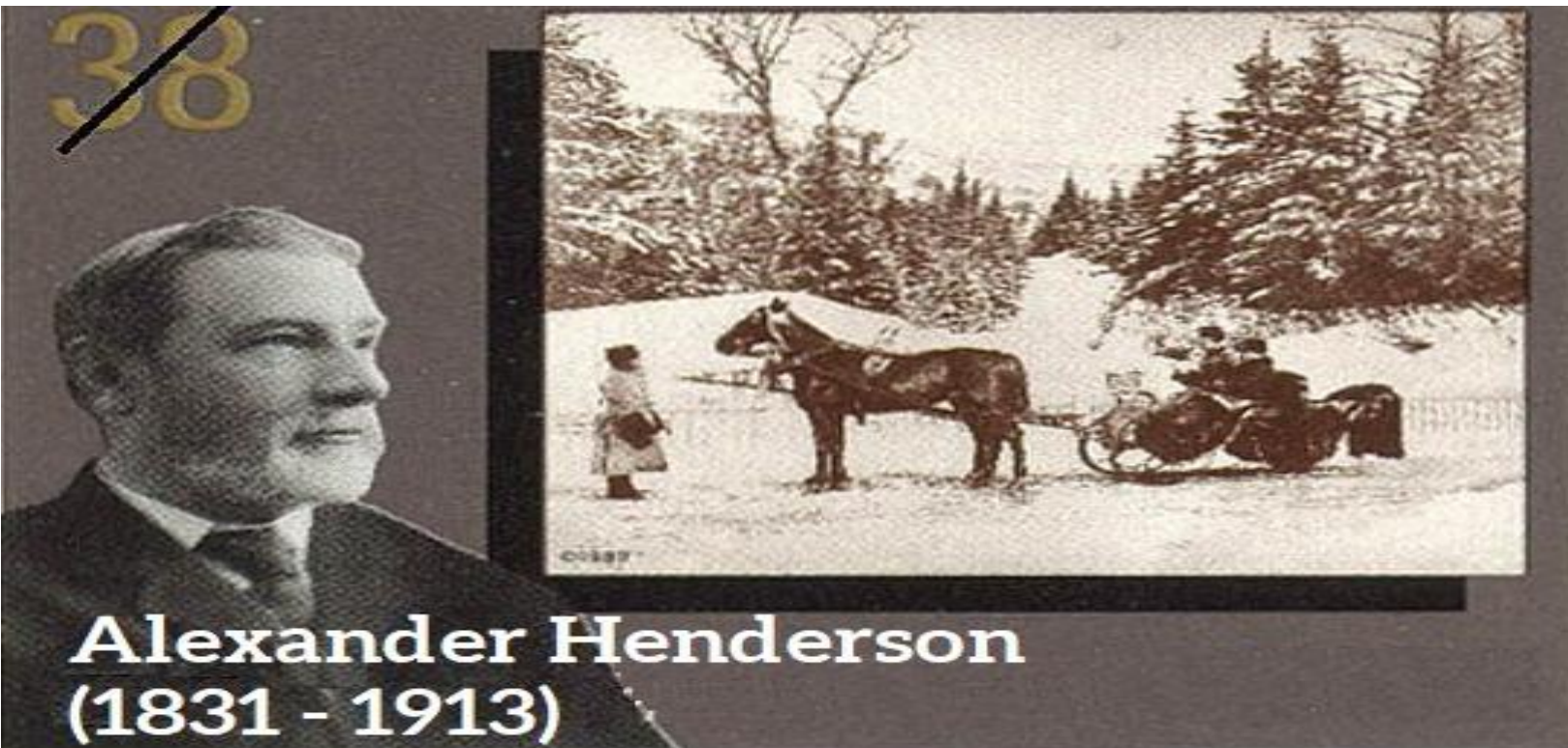


*Nếu học được một lượng từ vựng lớn thì các bạn sẽ không phải quan tâm đến tip này hay trick kia khi làm bài thi IELTS Reading. Mình tin là có những bạn 1 tuần đọc liên tục được 2 cuốn Boost your vocabulary, thậm chí là hơn. Truyện dài mấy trăm trang mà nhiều bạn có thể đọc xong trong 1 đêm, còn 1 cuốn Boost your vocabulary là khá mỏng, và lại toàn từ đã được tra sẵn. Vậy nên hãy cố gắng đọc thật nhanh nhé các bạn 😊*

*Đình Thắng*

## TEST 2

### READING PASSAGE 1



**Alexander Henderson**  
(1831 - 1913)

**B**orn in Scotland, Henderson **emigrated** to Canada in 1855 and became a **well-known** landscape photographer Alexander Henderson was born in Scotland in 1831 and was the son of a successful **merchant**. His grandfather, also called Alexander, had **founded** the family business, and later became the first **chairman** of the National Bank of Scotland. The family had **extensive** **landholdings** in Scotland. Besides its **residence** in Edinburgh, it owned Press Estate, 650 **acres** of farmland about 35 miles southeast of the city. The family often stayed at Press Castle, the large **mansion** on the northern **edge** of the **property**, and Alexander spent much of his childhood in the area, playing on the beach near Eyemouth or fishing in the **streams** nearby. Even after he went to school at Murcheston Academy on the **outskirts** of Edinburgh, Henderson returned to Press at weekends.

**emigrate** = migrate, relocate, move, abroad, leave your country, # return #immigrate. 'emigreɪt

**well-known** = famous, celebrated, renowned, legendary. 'wel nəʊn

**merchant** = seller, trader, wholesaler, dealer. 'mɜːtʃənt

**found** = create, start, establish, set up, #close found

**chairman** = chairperson, chair, chairwoman (someone who is in charge of a large company or organization) 'tʃeəməŋ

**extensive** = big, large, huge, massive, wide ɪk'stensɪv

**landholding** = the land that is own by someone 'lændhəʊldɪŋ

**residence** = house, home, dwelling (especially a large or official one) 'rezɪdəns

**acres** = a unit for measuring area, equal to 4,840 square yards or 4,047 square metres 'eɪkəz

**mansion** = hall, tower, castle 'mænjən

**edge** = rim, border, boundary edʒ

**property** = land, building, estate, belongings. 'prɒpəti

**stream** = watercourse, small river, torrent stri:m

**outskirts** = outer edge, border, suburb (that is furthest from its centre) 'aʊtskɜːts



In 1849 he began a three-year **apprenticeship** to become an **accountant**. Although he never liked **the prospect of** a business **career**, he stayed with it to **please** his family. In October 1855, however, he emigrated to Canada with his wife Agnes Elder Robertson and they **settled in** Montreal.

Henderson learned photography in Montreal around the year 1857 and quickly **took it up** as a serious **amateur**. He became a **personal friend** and colleague of the Scottish-Canadian photographer William Notman. The two men made a photographic **excursion** to Niagara Falls in 1860 and they **cooperated** on **experiments** with **magnesium flares** as a source of **artificial** light in 1865. They belonged to the same societies and were among the founding members of the Art **Association** of Montreal. Henderson acted as chairman of the association's first meeting, which was held in Notman's studio on 11 January 1860.

**In spite of** their friendship, their styles of photography were quite different. While Notman's landscapes were noted for their **bold realism**, Henderson for the first 20 years of his career produced romantic images, showing the strong **influence** of the British landscape tradition. His **artistic** and technical progress was rapid and in 1865 he published his first major collection of landscape photographs. The **publication** had limited **circulation** (only seven copies have ever been found), and was called Canadian Views and Studies. The contents of each copy **vary** significantly and have **proved** a useful source for **evaluating** Henderson's early work.

In 1866, he gave up his business to open a photographic studio, **advertising** himself as a **portrait** and landscape photographer. From about 1870 he **dropped portraiture** to **specialize** in landscape photography and other views. His **numerous** photographs of city life **revealed** in street scenes, houses, and markets are alive with human activity, and although his favourite subject was landscape he usually **composed** his scenes around

**apprenticeship**= traineeship, internship, training  
ə'prentɪʃɪp  
**accountant** = bookkeeper, auditor (someone whose job is to keep and check financial accounts, calculate taxes etc) ə'kaʊntənt  
**the prospect of** = possibility, vision, potential. ði:prə'spekt ɒv  
**please** = satisfy, give pleasure to, make happy, pli:z  
**settled in**= to begin to feel happy and relaxed in a new situation, home, job, or school 'setlɪd ɪn  
  
**take it up**= to start a new job or have a new responsibility 'teɪk 'ɪt ʌp  
**amateur** = layperson, beginner, apprentice, #professional #expert 'æməteɪ  
**personal friend**= someone who you know well, especially a famous or important person 'pɜ:sənəl 'frend  
**excursion**= trip, tour, expedition, journey. ɪk'skɜ:ʃən  
**cooperate** = work together, work as a team, collaborate kəʊ'ɒpəreɪt  
**experiments**= trial, test, research. ɪk'sperɪmənts  
**magnesium**= a chemical element (symbol: Mg) mæg'ni:ziəm  
**flare**= flash, blaze, sparkle fleə  
**artificial**= man-made, non-natural, synthetic, #natural, #real ɑ:'trɪʃiəl  
**association**= organisation, union, alliance ə,səʊʃi'eɪʃən  
  
**in spite of** = despite, although, regardless of, even though ɪn spaɪt ɒv  
**bold**= noticeable, showy, confident bəʊld  
**realism** = practicality, #impracticality  
#idealism #romanticism 'ri:əlizəm  
**influence**= effect, impact, repercussions 'ɪnfluəns  
**artistic**= creative, imaginative, inventive, arty ɑ:'tɪstɪk  
**publication** = journal, newspaper, magazine pʌblɪ'keɪʃən  
**circulation** = distribution, readership, sales sɜ:kju'leɪʃən  
**vary**= differ, change, diverge, be different 'veəri  
**prove**= show, demonstrate, evidence #disprove pru:v  
**evaluate**= assess, estimate, value, calculate ɪ'veljueɪt  
  
**advertise**= publicize, market, announce, promote 'ædvətaɪz  
**drop** = stop, give up, abandon, #maintain drɒp  
**portrait** = a drawing, painting, or photograph of a person 'pɔ:trɪt  
**specialize** = specify, concentrate, focus 'speʃəlaɪz  
**numerous** = many, plentiful, abundant 'nju:mərəs  
**reveal**= expose, uncover, bring to light ri'veɪl  
  
**compose** = produce, create, make, compile kəm'pəʊz

such human **pursuits** as farming the land, cutting ice on a river, or sailing down a woodland stream. There was **sufficient** demand for these types of scenes and others he took **depicting** the **lumber** trade, steamboats and waterfalls to **enable** him to make a living. There was little competing hobby or amateur photography before the late 1880s because of the **time-consuming** techniques involved and the weight of the equipment.

People wanted to buy photographs as **souvenirs** of a trip or as gifts, and **catering** to this market, Henderson had **stock** photographs on display at his studio for **mounting**, framing, or **inclusion** in albums. Henderson frequently **exhibited** his photographs in Montreal and abroad, in London, Edinburgh, Dublin, Paris, New York, and Philadelphia. He met with greater success in 1877 and 1878 in New York when he won first prizes in the exhibition held by E and HT Anthony and Company for landscapes using the Lambertype process. In 1878 his work won second prize at the world exhibition in Paris.

In the 1870s and 1880s Henderson travelled widely **throughout** Quebec and Ontario, in Canada, **documenting** the major cities of the two provinces and many of the villages in Quebec. He was especially **fond of** the **wilderness** and often travelled by **canoe** on the Blanche, du Lievre, and other noted eastern rivers. He went on several occasions to the Maritimes and in 1872 he **sailed** by **yacht** along the lower north **shore** of the St Lawrence River. That same year, while in the lower St Lawrence River region, he took some photographs of the construction of the **Intercolonial** Railway. This **undertaking** led in 1875 to a **commission** from the railway to **record** the **principal** structures along the almost-completed line connecting Montreal to Halifax. Commissions from other railways followed. In 1876 he photographed bridges on the Quebec, Montreal, Ottawa and Occidental Railway between Montreal and Ottawa. In 1885 he went west along the Canadian Pacific Railway (CPR) as far as Rogers Pass in British Columbia, where he took photographs of the mountains and the progress of construction.

In 1892 Henderson accepted a full-time position with the CPR as manager of a photographic department which he was to set up and

**pursuit**= pastime, interest, leisure activity *pə'sju:t*  
**sufficient** = enough, adequate, plenty, appropriate. *sə'fɪʃnt*  
**depict** = show, illustrate, describe, represent *dɪ'pɪkt*  
**lumber** = wood, logs, timber, planks *'lʌmbə*  
**enable** = allow, permit, support, assist, aid, facilitate, #prevent *ɪ'neɪbl*  
**time-consuming** = laborious, slow, timewasting, #timesaving *'taɪmkən'sju:mɪŋ*

**souvenir** = keepsake, memento, reminder, gift. *su:və'niə*  
**cater**= provide, supply, accommodate *'keɪtə*  
**stock**= keep, have, carry, sell, supply *stɒk*  
**mounting** = encasing, exhibiting, installing, framing. *'maʊntɪŋ*  
**inclusion** = insertion, attachment, addition, #absence, #exclusion *ɪn'klu:ʒn*  
**exhibit**= show, display, reveal, present *ɪg'zɪbɪt*

**throughout** = in or into every part of something *θru:'aʊt*  
**document**= record, keep a record, write down, provide evidence *'dɒkjʊmənt*  
**be fond of** = be keen on, be in love with, enjoy, find irresistible *bɪ fɒnd ɒv*  
**wilderness**= wild, wasteland, desert. *'wɪldənəs*  
**canoe** = kayak, outrigger, coracle, dugout, pirogue, piragua *kə'nu:*  
**sail**= cruise, travelling in a ship, go in a boat, set sail *seɪl*  
**yacht** = ship, vessel, cruiser, ferry *jɒt*  
**shore** = bank, the waterfront, riverside. *ʃɔ:*  
**Intercolonial Railway** = was a historic Canadian railway that operated from 1872 to 1918 *ɪntəkə'ləʊnjəl 'reɪlweɪ*  
**undertaking** = mission, duty, task *ʌndə'teɪkɪŋ*  
**commission**= committee, agency, board *kə'mɪʃn*  
**record** = document, chronicle, keep information *rɪ'kɔ:d*  
**principal**= main, major, prime, key *'prɪnsəpl*

**administer.** His **duties** included spending four months in the field each year. That summer he made his second trip west, photographing **extensively** along the railway line as far as Victoria. He continued in this **post** until 1897, when he **retired** completely from photography.

When Henderson died in 1913, his huge collection of **glass negatives** was stored in the **basement** of his house. Today collections of his work are held at the National Archives of Canada, Ottawa, and the McCord Museum of Canadian History, Montreal.

**administer** = manage, run, control, govern  
əd'mɪnɪstə  
**duty**= task, responsibility, undertaking 'dju:ti  
**extensively**= greatly, much, highly, considerably, significantly ɪk'stensɪvli  
**post** = position, placement, job, workplace pəʊst  
**retired** = stop working, give up work, be pensioned off, step down, rɪ'taɪəd

**glass negatives** = The term most commonly refers to two formats, collodion wet plate negatives and gelatin dry plate negatives. Both formats consist of a light sensitive emulsion fixed to a glass plate base with a binder gla:s 'negətɪvz  
**basement**= a part of a building that is below the level of the first floor 'beɪsmənt

## READING PASSAGE 2



**A**nswers to the problem of **excessive** electricity use by **skyscrapers** and large public buildings can be found in **ingenious** but forgotten architectural designs of the 19th and early-20th centuries.

**A**The **Recovery** of Natural Environments in Architecture by Professor Alan Short is **the culmination of** 30 years of research and award-winning green building design by Short and colleagues in Architecture, Engineering, Applied Maths and **Earth Sciences** at the University of Cambridge.

'The **crisis** in building design is already here,' said Short. 'Policy makers think you can solve energy and building problems with **gadgets**. You can't. As global temperatures continue to rise, we are going to continue to **squander** more and more energy **on** keeping our buildings **mechanically** cool until we have **run out of capacity**.'

**B**Short is calling for a **sweeping reinvention** of how skyscrapers and major public buildings are designed - to end the **reliance** on **sealed buildings** which exist **solely via** the 'life support'

**excessive**= extreme, too much, unnecessary ɪk'sesɪv  
**skyscraper** = tower, multistory building, high-rise building. 'skaɪskreɪpə  
**ingenious**= skillful, creative, effective, clever ɪn'dʒiːniəs

**recovery**= improvement, revival, retrieval, healing, rɪ'kʌvəri  
**the culmination of sth**= something, especially something important, that happens at the end of a long period of effort or development ðə ,kʌlmɪ'neɪʃn əv  
**Earth sciences** = the branch of science dealing with the physical constitution of the earth and its atmosphere. 'ɜːθ 'saɪənsɪz  
**crisis**= disaster, catastrophe, difficulty 'kraɪsɪs  
**gadget**= tool, gizmo, machine, device, appliance 'gædʒɪt  
**squander (on)**= waste, consume, spend 'skwɒndər ɒn  
**mechanically**= automatically, instinctively, unconsciously, without thinking #consciously mɪ'kænɪklɪ  
**run out (of)**= be used up, end, expire, finish, come to an end 'rʌn aʊt ɒv  
**capacity**= power, ability, volume, #inability kə'pæsɪti

**sweeping**= far-reaching, comprehensive, wide-ranging, widespread, #restricted 'swiːpɪŋ  
**reinvent** = reform, to make changes in order to improve it or make it more modern ,rɪˌɪn'vent  
**reliance** = dependence, support, #independence rɪ'laɪəns  
**sealed** = closed, stuck #opened siːld  
**solely**=exclusively, only, lone, merely, just 'səʊli  
**via** = through, thru, by, by means of, using 'vaɪə



system of **vast** air conditioning units. Instead, he shows it is entirely possible to **accommodate** natural **ventilation** and cooling in large buildings by looking into the past, before the widespread introduction of air conditioning systems, which were '**relentlessly** and **aggressively marketed**' by their inventors.

**C**

Short points out that to make most **contemporary** buildings **habitable**, they have to be **sealed** and air conditioned. The energy use and carbon **emissions** this generates is **spectacular** and largely unnecessary. Buildings in the West account for 40-50% of electricity usage, generating **substantial** carbon emissions, and the rest of the world is **catching up** at a **frightening** rate. Short regards glass, steel and air-conditioned skyscrapers as symbols of status, rather than practical ways of meeting our requirements.

**D**

Short's book **highlights** a developing and **sophisticated** art and science of ventilating buildings through the 19th and earlier-20th centuries, including the design of ingeniously ventilated hospitals. Of particular interest were those built to the designs of John Shaw Billings, including the first Johns Hopkins Hospital in the US city of Baltimore (1873-1889). 'We spent three years digitally modelling Billings' final designs,' says Short. 'We put **pathogens** in the **airstreams**, **modelled** for someone with **tuberculosis** (TB) **coughing** in the **wards** and we found the ventilation systems in the room would have kept other patients safe from harm.'

**E**

'We discovered that 19th-century hospital wards could **generate** up to 24 **air changes** an hour - that's similar to the performance of a modern-day, computer-controlled operating theatre. We believe you could build wards based on these principles now.

Single rooms are not **appropriate** for all patients. **Communal** wards appropriate for certain patients - older people with **dementia**, for example - would work just as well in today's hospitals, at a **fraction** of the energy cost.'

**vast** = massive, huge, immense, considerable, #small  
vɑːst

**accommodate**= supply, provide, assist əˈkɒmədeɪt

**ventilation**=the movement of fresh air around a closed space, or the system that does this ventɪˈleɪʃn

**relentless**= unstoppable, persistent, #gentle,

#moderate rɪˈlentləs

**aggressive**=forceful, strong, insistent #mild əˈɡresɪv

**market (verb)**= advertise, promote, sale ˈmɑːkɪt

**contemporary** = current, modern, latest, up-to-date

kənˈtempərəri

**habitable**= livable, comfortable, inhabitable, fit to,

#uninhabitable ˈhæbɪtəbəl

**sealed**= closed, wrapped, stuck down siːld

**emission**= a gas or other substance that is sent into the air ɪˈmɪʃn

**spectacular**= remarkable, outstanding, stunning,

impressive, #unimpressive spekˈtækjələ

**substantial**= significant, plentiful, abundant səbˈstænʃl

**catching up** = to come from behind and reach

someone in front of you by going faster ˈkætʃɪŋ ʌp

**frightening** = scary, making you feel afraid or nervous

ˈfraɪtɪŋ

**highlight**= underline, emphasize, stress, draw attention

to, bring to light ˈhaɪlaɪt

**sophisticated**= complex, advance, complicated

səˈfɪstɪkətɪd

**pathogen**= virus, bacterium, germ ˈpæθədʒən

**airstream**= a current of air ˈeəstriːm

**model** = show, demonstrate, display #show off ˈmɒdl

**tuberculosis** = a serious infectious disease that

can attack many parts of a person's body,

especially their lungs. tjuːˈbɜːkjʊˈləʊsɪs

**coughing**= to suddenly push air out of your throat with

a short sound, often repeatedly ˈkɒfɪŋ

**ward**= a large room in a hospital which is used for

treating people with similar illnesses or conditions wɔːd

**generate**= produce, make, form, create ˈdʒenəreɪt

**air change** = a measure of how many times the air within a defined space (normally a room or house) is replaced ˈeə tʃeɪndʒ

**appropriate**= fitting, suitable, applicable, #inappropriate

əˈprəʊprɪət

**communal**= shared, public, #private ˈkɒmjʊnəl

**dementia** = a medical condition that affects especially old people, causing the memory and other mental abilities to gradually become worse, and leading to confused behaviour dɪˈmenʃə

**fraction** = a small part, segment, part, section ˈfrækʃn

Professor Short **contends** the **mindset** and **skill-sets** behind these designs have been completely lost, **lamenting** the disappearance of expertly designed theatres, opera houses, and other buildings where up to half the **volume** of the building was given over to ensuring everyone got fresh air.

## F

Much of the **ingenuity** present in 19th-century hospital and building design was driven by a **panicked** public **clamouring** for buildings that could protect against what was thought to be the **lethal** threat of **miasmas** - **toxic** air that spread disease. Miasmas were feared as the **principal** **agents** of disease and **epidemics** for centuries, and were used to explain the spread of **infection** from the Middle Ages right through to the **cholera outbreaks** in London and Paris during the 1850s. **Foul** air, rather than **germs**, was believed to be the main **driver** of 'hospital fever', leading to disease and frequent death. The **prosperous** **steered** clear of hospitals. While miasma **theory** has been long since **disproved**, Short has for the last 30 years **advocated** a return to some of the building design principles produced **in its wake**.

## G

Today, huge amounts of a building's space and construction cost **are given over** to air conditioning. 'But I have designed and built a series of buildings over the past three decades which have tried to **reinvent** some of these ideas and then measure what happens. 'To go forward into our new low-energy, low-carbon future, we would be well advised to look back at design before our high-energy, high-carbon present appeared. What is surprising is what a rich **legacy** we have **abandoned**.'

## H

Successful examples of Short's approach include the Queen's Building at De Montfort University in Leicester. Containing as many as 2,000 staff and students, the entire building is naturally **ventilated**, passively cooled and naturally **lit**, including the two largest **auditoria**, each **seating** more than 150 people. The award-winning building uses a **fraction** of the electricity of **comparable** buildings in the UK.

**contend** = argue, claim, insist, declare kən'tend  
**mindset** = attitude, outlook, approach, belief, frame of mind, way of thinking 'maɪndset  
**skill-set** = the range of things that someone is good at, especially things that are useful in a particular job 'skɪl set

**lament**= to express sadness and feeling sorry about something lə'ment  
**volume**= amount, quantity, degree, number 'vɒlju:m

**ingenuity**= creativity, inventiveness, resourcefulness, imagination, initiative ɪndʒɪ'nju:ɪti

**panicked**= nervous, worried, frightened, 'pænikt  
**clamour**= demanding, call out, insisting, #whispering 'klæmə

**lethal**= deadly, fatal, mortal, poisonous, toxic 'li:θl

**miasma** = mist, fog, haze mɪ'æzmə

**toxic** = harmful, detrimental, damaging 'tɒksɪk

**principal**= main, major, key, primary 'prɪnsəpl

**agent** = cause, vehicle, driving force 'eɪdʒənt

**epidemic**= the appearance of a particular disease in a large number of people at the same time epi'demɪk

**infection**= disease, illness, virus ɪn'fekʃn

**cholera** = a serious disease that causes sickness and sometimes death. It is caused by eating infected food or drinking infected water. 'kɒlərə  
**outbreak**= suddenly starts to happen 'aʊtbreɪk

**foul**= unpleasant, stinking, disgusting, #clean faʊl

**germ**= bacteria, virus, bug dʒɜ:m

**driver** = cause, reason, source 'draɪvə

**the prosperous**= rich people, the rich, wealthy people, the wealthy ðə 'prɒspərəs

**steer clear** = to avoid sb or sth unpleasant or difficult. strə klɪə

**theory** = hypothesis, speculation, assumption 'θiəri

**disprove** = invalidate, negate, refute, show to be false, #prove dɪs'pru:v

**advocate**= support, back, suggest, promote 'ædvəkeɪt  
**in somebody's/something's wake**= behind or after someone or something ɪn 'səm,bə:di 'sʌmθɪŋz weɪk

**give over**= to stop doing or saying something that is annoying other people gɪv 'əʊvə

**reinvent** = remake, revive, reform. ri:ɪn'vent

**legacy**= heritage, inheritance, inheritance 'legəsi

**abandon** = discard, give up, stop. ə'bændən

**ventilate** = to let fresh air into a room, building etc 'ventɪleɪt

**lit** = past form of **light**

**light** = to provide light for a place laɪt

**auditorium- auditoria (plural)** = hall, theatre ɔ:'dɪ'tɔ:riəm - ,ɔ:'dɪ'tɔ:riə

**seat** = accommodate, contain, hold, take si:t

**fraction** = portion, segment, part, #whole 'frækʃn

**comparable** = similar, equivalent, equal, as good as, #dissimilar 'kɒmpərəbəl



Short **contends** that glass skyscrapers in London and around the world will become a **liability** over the next 20 or 30 years if climate modelling predictions and energy price rises come to pass as expected.

He is **convinced** that **sufficiently** cooled skyscrapers using the natural environment can be produced in almost any climate. He and his team have worked on **hybrid** buildings in the **harsh** climates of Beijing and Chicago - built with natural ventilation assisted by **back-up** air conditioning - which, surprisingly perhaps, can be **switched off** more than half the time on **milder** days and during the spring and autumn. "My book is a **recipe** book which looks at the past, how we got to where we are now, and how we might **reimagine** the cities, offices and homes of the future. There are **compelling** reasons to do this. The Department of Health says new hospitals should be naturally ventilated, but they are not. Maybe it's time we changed our **outlook**."

**contend (that)** = insist, to argue or state that something is true kən'tend ðæt  
**liability**= accountability, legal responsibility, obligation, charge laɪə'bɪlɪti

**convince**= persuade, prove, influence kən'vɪns  
**sufficiently** = adequately, satisfactorily, suitably, appropriately, #inadequately sə'fɪʃntli  
**hybrid** = combination, mixture, cross 'haɪbrɪd  
**harsh**= hard, severe, tough hɑːʃ  
**back-up** = something that you can use to replace something that does not work or is lost bæk ʌp  
**switched off**= to turn off a machine, light, radio etc using a switch swɪtʃt ɒf  
**milder**= warmer, pleasanter, clement 'maɪldə  
**recipe**= method, formula, guidelines, instructions, steps resəpi  
**reimagine**= reinterpret (an event, work of art, etc.) imaginatively; rethink. ri:ɪ'mædʒɪn  
**compelling**= convincing, powerful, persuasive, forceful, undeniable kəm'pelɪŋ  
**outlook**= viewpoint, attitude, view, point of view 'aʊtlʊk

## READING PASSAGE 3



# A

Organisation is big business. Whether it is of our lives - all those inboxes and calendars or how companies are **structured**, a multi-billion-dollar industry helps to meet this need. We have more **strategies** for time management, project management and self-organisation than at any other time in human history. We are told that we **ought to** organise our company, our home life, our week, our day and even our sleep, all as a **means** to becoming more **productive**. Every week, **countless seminars** and **workshops take place** around the world to tell **a paying public** that they ought to structure their lives in order to achieve this.

This **rhetoric** has also **crept into** the thinking of business leaders and **entrepreneurs**, much to the **delight** of self-**proclaimed perfectionists** with the need to get everything right. The number of business schools and graduates has **massively** increased over the past 50 years, essentially teaching people how to organise well.

**disorder** = chaos, disarrange, mess-up *dis'ɔ:də*  
**structured** = arrange, organize, build up *'strʌktʃəd*  
**strategy** = plan, scheme, approach, policy, line of attack *'strætədʒi*

**ought to** = should, had better, have to *'ɔ:t tu:*

**a means** = way, method, measure *ə mi:nz*

**productive** = energetic, generative, effective, profitable *prə'dʌktɪv*

**countless** = uncountable, limitless, immeasurable *'kaʊntləs*

**seminar** = workshop, meeting, discussion group *'seminɑ:*

**take place** = happen, occur ( especially after being planned or arranged) *'teɪk 'pleɪs*

**a paying public** = those who buy or purchase something (seminars/ workshops) *ə 'peɪɪŋ 'pʌblɪk*

**rhetoric** = speech or writing that is intended to influence people, but that is not completely honest or sincere *'retərɪk*

**creep** = walk quietly and slowly, tiptoe *kri:p*

**entrepreneur** = businessperson, founder *ˌɒntrəprə'nɜ:*

**delight** = enjoyment, pleasure, joy, gladness *dɪ'laɪt*

**proclaim** = announce, declare, assert, state, say publicly *prə'kleɪm*

**perfectionist** = person who likes to do things perfectly and is not satisfied with anything less *pə'fekʃənɪst*

**massively** = hugely, enormously, immensely, vastly *'mæsɪvli*

**B**

**Ironically**, however, the number of businesses that fail has also steadily increased. Work-related stress has increased. A large proportion of workers from all **demographics** claim to be dissatisfied with the way their work is structured and the way they are managed. This **begs the question**: what has gone wrong? Why is it that on paper the **drive** for organisation seems a sure **shot** for increasing productivity, but in reality **falls well short** of what is expected?

**C**

This has been a problem for a while now. Frederick Taylor was one of the **forefathers** of scientific management. Writing in the first half of the 20th century, he designed a number of principles to improve the **efficiency** of the work process, which have since become **widespread** in modern companies. So the approach **has been around** for a while.

**D**

New research suggests that this **obsession** with efficiency is **misguided**. The problem is not necessarily the management **theories** or strategies we use to organise our work; it's the basic **assumptions** we hold in **approaching** how we work. Here it's the assumption that **order** is a necessary condition for productivity. This assumption has also **fostered** the idea that disorder must be **detrimental** to organisational productivity. The result is that businesses and people spend time and money organising themselves **for the sake of** organising, rather than actually looking at the end goal and usefulness of such an effort.

**E**

What's more, recent studies show that order actually has **diminishing returns**. Order does increase productivity to a **certain extent**, but **eventually** the usefulness of the process of organisation, and the benefit it **yields**, reduce until the point where any **further** increase in order reduces productivity. Some argue that in a business, if the cost of **formally** structuring something **outweighs** the benefit of doing it, then that thing ought not to be formally structured. Instead, the resources involved can be better used elsewhere.

**F**

In fact, research shows that, when **innovating**, the best approach is to create an environment **devoid** of structure and **hierarchy** and **enable** everyone involved to engage as one **organic** group. These environments can lead to new

**ironically**= paradoxically, oddly, poignantly, fatefully, unluckily *ai'ronikli*

**demographic**= data relating to the population and groups of people in it *deme'græfik*

**beg the question**= raise a question or point that has not been dealt with *beg ðə 'kwɛstʃən*

**drive** = motivation, effort, ambition *draɪv*

**shot** = try, attempt, chance *ʃɒt*

**fall short of sth**= to be less than the amount or standard that is needed or that you want *fɔ:l ʃɔ:t əv*

**forefather**= ancestor, forebear, precursor *'fɔ:fə:ðə*

**efficiency** = competence, productivity, effectiveness *i'fɪjnsi*

**widespread**= extensive, prevalent, common, well-known, general, #limited *'waɪdspred*

**have been around**= to have had experience of many different situations so that you can deal with new situations confidently *həv bi:n ə'raʊnd*

**obsession** = an extremely unhealthy interest in smth or worry about sth, which stops you from thinking about anything else. *əb'seʃn*

**misguided**= mistaken, unwise, foolish, wrong #wise *mis'gaɪdɪd*

**theory**= concept, hypothesis, philosophy *'θiəri*

**assumption**= belief, idea, guess, hypothesis, theory *ə'sʌmpʃn*

**approach**= move toward, come close to, come near to. *ə'prəʊtʃ*

**order** = well-organized state in which everything is controlled, well organized, and correctly arranged *'ɔ:də*

**foster**= encourage, promote, raise, #discourage *'fɒstə*

**detrimental**= harmful, damaging, negative, unfavorable, disadvantageous *detri'mentl*

**for the sake of smb/smith**= in order to help or bring advantage to smb/smith *fə ðə seɪk əv*

**diminish**= reduce, lessen, weaken, make smaller, #increase *dɪ'mɪnɪʃ*

**return**= profit, gain, earning *rɪ'tɜ:n*

**a certain extent** = partly, but not completely *ə 'sɜ:tən rɪk'stent*

**eventually** = finally, ultimately, sooner or later, in the end, #immediately *i'ventʃʊəli*

**yield**= produce, bear, generate, bring in *ji:ld*

**formally**= properly, correctly, officially, legally *'fɔ:mli*

**outweigh**= to be more important or valuable than something else *aʊt'wei*

**innovate**= to start to use new ideas, methods, or inventions *'ɪnəveɪt*

**be devoid of sth**= without, empty, barren (to be completely lacking in something) *#full be dɪ'vɔɪd əv*

**hierarchy**= grading, rank, order *'haɪəɜ:kɪ*

**enable** = allow, empower, aid, assist, facilitate, make possible, #prevent *i'neɪbl*

**organic** = natural, unprocessed, nonchemical, #inorganic, #artificial *ɔ:'gænɪk*



solutions that, under **conventionally** structured environments (filled with **bottlenecks in terms of** information flow, power structures, rules, and routines) would never be reached.

## G

In recent times companies have slowly started to **embrace** this **disorganisation**. Many of them embrace it in terms of **perception** (embracing the idea of disorder, **as opposed to** fearing it) and **in terms of** process (putting **mechanisms** in place to reduce structure).

For example, Oticon, a large Danish manufacturer of hearing **aids**, used what it called a 'spaghetti' structure in order to reduce the organisation's **rigid** hierarchies. This involved **scrapping** formal job titles and giving staff huge amounts of **ownership** over their own time and projects. This approach proved to be highly successful **initially**, with clear improvements in worker productivity in all **facets** of the business.

**In similar fashion**, the former chairman of General Electric embraced disorganisation, **putting forward** the idea of the 'boundary less' organisation. Again, it involves breaking down the barriers between different parts of a company and encouraging **virtual collaboration** and flexible working. Google and a number of other tech companies have embraced (at least in part) these kinds of flexible structures, **facilitated** by technology and strong company values which **glue** people together.

## H

A word of warning to others thinking of **jumping on this bandwagon**: the evidence so far suggests disorder, much like order, also seems to have diminishing **utility**, and can also have detrimental effects on performance if **overused**. Like order, disorder should be embraced only so far as it is useful. But we should not fear it - nor **venerate** one over the other. This research also shows that we should continually question whether or not our existing assumptions work.

**conventionally**= traditionally, conservatively, normally, # unconventionally, unusually kən'venʃənəli  
**bottleneck** = delay, postponement, putting off, hindrance, impediment 'bɒtnek  
**in terms of sth** = in relation to something ɪn tɜ:mz əv

**embrace**= accept, include, adopt, support, #exclude ɪm'breɪs  
**disorganisation**= disorder, incompetence, inefficiency, ineffectiveness, #organization, #efficiency dɪ'sɔ:ɡə.naɪ'zeɪ.ʃən  
**perception** = insight, awareness, view, opinion pə'sepʃən  
**as opposed to**= versus, contrasted with, as against, compared with əz ə'pəʊzd tu:  
**mechanism**= procedure, process, system, operation, vehicle 'mekənɪzəm

**aid** = assistance, service, support eɪd  
**rigid**= fixed, inflexible, strict, unbending 'rɪdʒɪd  
**scrap** = reject, eliminate, remove skræp  
**ownership**= the right or state of being an owner 'əʊnəʃɪp  
**initially**= firstly, originally, in the beginning, at first. ɪ'nɪʃəli  
**facet**= aspect, part, sid 'fæst

**in a ...fashion**= in a particular way ɪn ə 'fæʃən  
**putting forward** = propose, offer, state 'pʊtɪŋ 'fɔ:wəd  
**boundary**= border, limit, frontier 'baʊndri  
**virtual**= computer-generated, simulated, cybernetic, #actual 'vɜ:tʃʊəl  
**collaboration** = teamwork, partnership, association kə,læbə'reɪʃən  
**facilitate** = enable, assist, aid, make easy, make possible, #impede fə'sɪlɪteɪt  
**glue**= connect, link, join glu:

**jump/climb on the bandwagon**= to join others in doing or supporting something fashionable or likely to be successful dʒʌmp 'klaɪm 'ɒn ðə 'bænd,wægən  
**utility** = usefulness, effectiveness, efficiency, value ju:'tɪlɪti  
**overuse** = the act of using something too much or too often əʊvə'ju:z  
**venerate**= revere, respect, admire, look up 'venəreɪt

Nhiều bạn ngại là đọc cuốn này xong thì làm test không đánh giá đúng nữa? Thật ra câu trả lời là **KHÔNG PHẢI NHƯ VẬY**. Ở đầu sách đã ghi rất rõ là bạn cần phải làm test trước và sau đó thì dùng cuốn này để không phải mất công tra từ điển, cộng thêm với việc học synonym (từ đồng nghĩa) để hiểu đoạn văn nói gì.

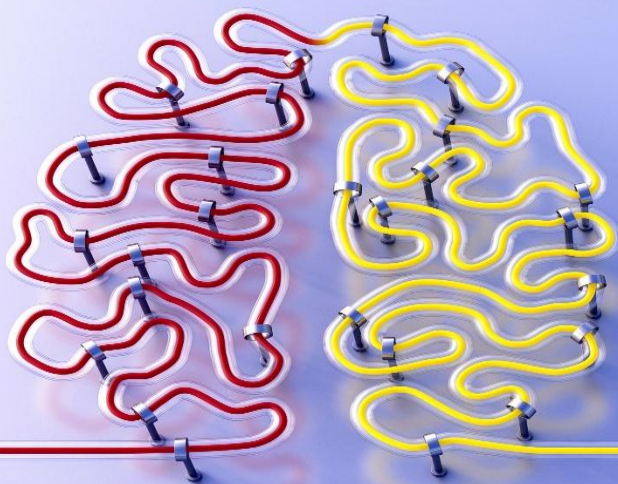
Tuy nhiên, với các bạn band Reading đã ở tầm 7.0-8.0 thì cũng không cần phải làm test quá nhiều nữa. Tập trung vào đọc bài cho thật hiểu, đến từ nào không biết thì nhìn sang cột bên phải quyển Boost này để xem nghĩa của từ và lại đọc tiếp. **ĐỌC, ĐỌC, ĐỌC. HIỂU, HIỂU, HIỂU**. Cứ thế đọc mấy cuốn này như đọc báo, **KHÔNG PHẢI LÀM TEST NHIỀU**. Tự khắc điểm sẽ lên 8.0-9.0. Vì nếu học từ vựng mà không hiểu nội dung bài đọc thật sâu thì cũng vô nghĩa.

Hy vọng là sách bộ Boost your vocabulary - Cambridge IELTS này sẽ tiếp tục giúp được nhiều bạn tiết kiệm thời gian & đạt kết quả thật cao trong Reading!

Đình Thắng

## TEST 3

### READING PASSAGE 1



# The Concept of Intelligence

## A

Looked at in one way, everyone knows what intelligence is; looked at in another way, no one does. In other words, people all have **unconscious notions** - known as 'implicit theories' - of intelligence, but no one knows **for certain** what it actually is. This chapter **addresses** how people **conceptualize** intelligence, whatever it may actually be.

But why should we even care what people think intelligence is, **as opposed** only **to** valuing whatever it actually is? There are at least four reasons people's **conceptions** of intelligence **matter**.

## B

First, implicit theories of intelligence **drive** the way in which people **perceive** and **evaluate** their own intelligence and that of others. To better understand the **judgments** people make about their own and others' abilities, it is useful to learn about people's implicit theories. For example, parents' implicit theories of their children's language development will

**unconscious** = unaware, insensible, senseless

#conscious ʌn'kɒnfəs

**notion** = idea, thought, concept, perception 'nəʊʃn

**implicit** = unspoken, indirect, implied, #explicit  
ɪm'plɪsɪt

**theory** = hypothesis, assumption, speculation 'θiəri

**for certain** = for sure, certainly, surely fə'sɜ:tən

**address** = solve, deal with, tackle ə'dres

**conceptualize** = to form an idea or principle in your mind (=theorize, hypothesize) kən'sep.tʃu.ə.laɪz

**as opposed to** = used to compare two things and show that they are different from each other, contrast with, əz ə'pəʊzd tu:

**conception** = belief, idea, view, thought, notion  
kən'sepʃn

**matter** = be important, have significant 'mætə

**drive(v)** = direct, lead, guide 'draɪv

**perceive** = sense, realise, feel, understand, become aware of pə'si:v

**evaluate** = assess, value, analyze, estimate ɪ'væljuet

**judgment** = assessment, view, decision, conclusion, opinion 'dʒʌdʒmənt



**determine** at what ages they will be **willing** to make **various** corrections in their children's speech. More generally, parents' implicit theories of intelligence will **determine** at what ages they believe their children are ready to **perform** various **cognitive** tasks. Job interviewers will make **hiring** decisions on the basis of their implicit theories of intelligence. People will decide who to be friends with **on the basis of** such theories. **In sum**, knowledge about implicit theories of intelligence is important because this knowledge is so often used by people to make judgments **in the course of** their everyday lives.

## C

Second, the implicit theories of scientific **investigators** **ultimately give rise to** their **explicit** theories. Thus, it is useful to find out what these implicit theories are. Implicit theories provide a **framework** that is useful in **defining** the general **scope** of a **phenomenon** - especially a not-well-understood phenomenon. These implicit theories can suggest what aspects of the phenomenon have been more or less **attended to** in previous investigations.

## D

Third, implicit theories can be useful when an investigator **suspects** that existing explicit theories are wrong or **misleading**. If an **investigation** of implicit theories **reveals** little **correspondence** between the **extant implicit** and explicit theories, the implicit theories may be wrong. But the **possibility** also needs to be **taken into account** that the explicit theories are wrong and **in need of** correction or **supplementation**. For example, some implicit theories of intelligence suggest the need for **expansion** of some of our explicit theories of the **construct**

## E

Finally, understanding implicit theories of intelligence can help **elucidate** developmental and **cross-cultural** differences. As mentioned earlier, people have **expectations** for **intellectual performances** that **differ** for children of different ages. How

**determine** = decide, resolve, influence *di'tɜ:mɪn*  
**willing** = ready, eager, keen, #reluctant, #unwilling *'wɪlɪŋ*  
**various** = several, numerous, many, a number of, #few *'veəriəs*  
**perform** = make, do, implement *pə'fɔ:m*  
**cognitive** = reasoning, mental, intellectual, rational *'kɒgnətɪv*  
**on the basis of** = based on, by reason of, because of, on account of *'ɒn ðə 'beɪsɪs ɒv*  
**in sum** = in brief, in short, in summary *ɪn sʌm*  
**in the course of** = during, throughout, in *ɪn ðə kɔ:s ɒv*

**investigator** = detective, researcher *ɪn'vestɪgeɪtə*  
**ultimately** = eventually, finally, in the end, at last, #at first #initially *'ʌltɪmətli*  
**give rise to** = to be the reason why something happens, especially something bad or unpleasant *ɡɪv raɪz tu:*  
**explicit** = clear, obvious, plain #implicit #vague *ɪk'splɪsɪt*  
**framework** = background, outline, context *'freɪmwɜ:k*  
**defining** = describing, outlining, explaining *dɪ'faɪnɪŋ*  
**scope** = range, scale, extent *skəʊp*  
**phenomenon** = occurrence, happening, event *fɪ'nɒmɪnən*  
**attend to** = deal with, tackle *ə'tend tu:*

**suspect** = doubt, question, be suspicious, be wary, #trust *sə'spekt*  
**investigation** = analysis, research, examination. *ɪn'vestrɪ'geɪʃn*  
**misleading** = deceptive, misrepresenting, deceiving, confusing, #truthful *mɪs'li:dɪŋ*  
**reveal** = expose, uncover, bring to light, #conceal. *rɪ'vi:l*  
**correspondence** = connection, association, correlation. *kɒrɪ'spɒndəns*  
**extant** = existent, present, existing, in existence, #lost. *ek'stænt*  
**possibility** = probability, chance, prospect *pə'sə'bɪlɪti*  
**take into account** = take into consideration, consider, keep in mind *'teɪk 'ɪntə ə'kaʊnt*  
**in need of** = need, require *ɪn ni:d ɒv*  
**supplementation** = the act of adding something to something else in order to improve or complete it. *sʌp.lɪ'men'teɪʃən*  
**expansion** = increase, extension, growth *ɪk'spænjən*  
**construct** = concept, hypothesis, theory *kən'strʌkt*

**elucidate** = explain, clarify, reveal, make clear, interpret, #confuse *ɪ'lu:sɪdeɪt*  
**cross-cultural** = multicultural, multiethnic, cosmopolitan *kros'kʌl.tʃər.əl*  
**expectation** = hope, prospect, probability, anticipation *ekspek'teɪʃən*  
**intellectual** = knowledgeable, academic, highbrow, intelligent. *ɪntə'lektʃʊəl*  
**performance** = the way that someone does their job, and how well they do it *pə'fɔ:məns*  
**differ** = vary, be different, diverge, be unlike *'dɪfə*

these expectations differ is in part a **function** of culture. For example, expectations for children who participate in Western-style schooling are almost certain to be different from those for children who do not participate in such schooling.

## F

I have suggested that there are three **major** implicit theories of how intelligence relates to society **as a whole** (Sternberg, 1997). These might be called Hamiltonian, Jeffersonian, and Jacksonian. These views are not based **strictly**, but rather, **loosely**, on the **philosophies** of Alexander Hamilton, Thomas Jefferson, and Andrew Jackson, three great **statesmen** in the history of the United States.

## G

The Hamiltonian view, which is similar to the Platonic view, is that people are born with different levels of intelligence and that those who are less intelligent need the good offices of the more intelligent to **keep them in line**, whether they are called government officials or, in Plato's **term**, philosopher-kings. Herrnstein and Murray (1994) seem to have shared this belief when they wrote about the **emergence** of a cognitive (high-**IQ**) **elite**, which eventually would have to **take responsibility for the** largely **irresponsible masses** of non-elite (low-**IQ**) people who cannot take care of themselves. Left to themselves, the unintelligent would create, as they always have created, a kind of **chaos**.

## H

The Jeffersonian view is that people should have **equal** opportunities, but they do not **necessarily avail** themselves equally of these opportunities and are not necessarily equally rewarded for their **accomplishments**. People are rewarded for what they **accomplish**, if given equal opportunity. Low achievers are not rewarded to the same **extent** as high achievers. In the Jeffersonian view, the goal of education is not to favor or **foster** an elite, as in the Hamiltonian tradition, but rather to allow children the opportunities **to make full use of** the skills they have. My own views are similar to these (Sternberg, 1997).

The Jacksonian view is that all people are equal, not only as human beings but in terms of their **competencies** - that one person would serve as well as another in government or on a **jury** or in almost any position of responsibility. In this view of **democracy**, people are essentially **intersubstitutable** except

**function(n)** = purpose, role, utility 'fʌŋkʃn

**major** = main, prime, key, #minor 'meɪdʒə

**as a whole** = all together, as a group, as one, all in all əz ə həʊl

**strictly** = exactly, precisely, accurately 'stri:kli

**loosely** = freely, roughly, #firmly, #strictly 'lu:slɪ

**philosophy** = idea, viewpoint, belief fɪ'lɒsəfi

**statesman (plural: statesmen)** = an experienced politician, especially one who is respected for making good judgments. 'steɪtsmən

**keep somebody in line** = keep under control, govern, control kɪp 'sʌmbədi ɪn laɪn

**term** = word, phrase, expression tɜ:m

**emergence** = appearance, occurrence, development. ɪ'mɜ:dʒəns

**IQ** (intelligence quotient) = a total score derived from several standardized tests designed to assess human intelligence

**elite** = upper class, superior, first class (a group of people who have a lot of power and influence because they have money, knowledge, or special skills) eɪ'li:t

**take responsibility for the** = something that it is your job or duty to deal with 'teɪk rɪ'spɒnsə'bɪləti fə ði:

**irresponsible** = careless, imprudent # responsible ɪrɪ'spɒnsəbəl

**mass** = majority, main part, largest part mæs

**chaos** = disorder, confusion, mess #order 'keɪɒs

**equal** = equivalent, the same, alike #unequal 'i:kwəl

**necessarily** = essentially, automatically, certainly nesə'serəli

**avail one's self of smt** = to make use of smt ə'veɪl wʌnz self əv

**accomplishment** = achievement, triumph, success. ə'kʌmplɪʃmənt

**accomplish** = achieve, complete, finish, do, undertake, get done, carry out, pull off ə'kʌmplɪʃ

**extent** = level, range, degree, scope ɪk'stent

**foster** = promote, encourage, cultivate, #discourage 'fɒstə

**to make use of** = use, take advantage of, avail of, utilize tu 'meɪk 'ju:s əv

**competency** = capability, ability, skill, #inability 'kɒmpɪtənsɪ

**jury** = a group of 12 ordinary people who listen to the details of a case in court and decide whether someone is guilty or not 'dʒʊəri |

**democracy** = a situation or system in which everyone is equal and has the right to vote, make decisions etc dɪ'mɒkrəsi

**intersubstitutable** = capable of being substituted for each other. ɪn 'tɜ:-'sʌbstɪtju:təbəl

for **specialised** skills, all of which can be learned. In this view, we do not need or want any **institutions** that might lead to **favouring** one group **over** another.

**J**  
Implicit theories of intelligence and of the relationship of intelligence to society perhaps need to be **considered** more carefully than they have been because they often **serve** as **underlying** **presuppositions** for explicit theories and even **experimental** designs that are then taken as scientific contributions. Until **scholars** are able to discuss their implicit theories and thus their **assumptions**, they **are likely to miss the point of** what others are saying when discussing their explicit theories and their data.

**specialised** = particular, specific, focused, concentrated, #generalised. 'speʃ.əl.aɪzd

**Institution** = organization, foundation, school. ɪn'stɪ'tju:ʃən

**favour sth over sth** = choose, support, prefer, promote, benefit, #reject 'feɪvə 'sʌmθɪŋ 'əʊvə 'sʌmθɪŋ

**consider** = respect, take into account, bear in mind. kən'sɪdə

**serve** = function, work, perform sɜ:v

**underlying** = fundamental, basic, core, main ʌndə'laɪɪŋ

**presupposition** = assumption, supposition, hypothesis. pri:'sʌpə'zɪʃən

**experimental** = trial, new, tentative ɪk'sperɪ'mentl

**scholar** = professor, intellectual, researcher, specialist 'skɒlə

**assumption** = hypothesis, theory, supposition, belief ə'sʌmpʃən

**likely** = probable, possible, expected, prospective, #unlikely 'laɪkli

**miss the point of** = to not understand the main point of what someone is saying mɪs ðə pɔɪnt əv

## READING PASSAGE 2

# Saving Bugs To Find New Drugs

**Z**oologist Ross Piper looks at the potential of insects

in **pharmaceutical** research

**A**

More drugs than you might think are **derived** from, or inspired by, **compounds** found in living things. **Looking** to nature for the **soothing** and **curing** of our **ailments** is nothing new - we have been doing it for tens of thousands of years. You only have to look at other **primates** - such as the capuchin monkeys who **rub** themselves with **toxin-oozing millipedes** to **deter** mosquitoes, or the chimpanzees who use **noxious** forest plants **to rid themselves of intestinal parasites** - to realise that our **ancient ancestors** too probably had a basic **grasp** of medicine.

**bug**= insect, pest. bʌg

**potential**= prospect, possibility, capability. pə'tenʃl

**pharmaceutical**= medicinal, medical, therapeutic, curative. fɑ:mə'sju:tɪkəl

**derive**= originate, come from, develop, obtain, draw from. dɪ'raɪv

**compound** = complex, mixture, mix, combination. kəm'paʊnd

**look to sb for sth** = to hope that someone will provide something for you 'lʊk tu sb fə sth

**soothing** = reducing, alleviating, lessening, easing 'su:ðɪŋ

**curing** = healing, treating, alleviating, restore to health, #exacerbating 'kju:əreɪŋ

**ailment**= disease, illness, sickness 'eɪlmənt

**primate** = a member of the group of animals that includes humans and monkeys 'praɪmət

**rub** = apply, smear, spread rʌb

**toxin** = poison, venom, contaminant 'tɒksɪn

**ooze** = if a thick liquid oozes from something or if something oozes a thick liquid, that liquid flows from it very slowly u:z

**millipede (milledepe)** = a long thin creature with a very large number of legs 'mɪlɪpi:d

**deter** = prevent, discourage, put off, #encourage. dɪ'tɜ:

**noxious** = toxic, lethal, harmful # harmless 'nɒkjəs

**to rid themselves of**= overcome tu rɪd ðəm'selvz ɒv

**intestinal** = relating to the intestines (= a long tube through which food travels from the stomach and out of the body while it is being digested) ɪn'testɪnəl

**parasite**= a plant or animal that lives on or in another plant or animal and gets food from it 'pærəsəɪt

**ancient**= earliest, primeval, prehistoric, age-old, #modern, #contemporary 'eɪnʃənt

**ancestor**= predecessor, forefather, forebear, #descendant 'ænsesə

**grasp** = understanding, knowledge, awareness, perception, sense grɑ:sp



**B**

Pharmaceutical science and chemistry **built on** these ancient **foundations** and **perfected** the **extraction**, **characterisation**, **modification** and testing of these natural products. Then, for a while, modern **pharmaceutical** science moved its focus away from nature and into the **laboratory**, designing chemical compounds **from scratch**. The main cause of this **shift** is that although there are plenty of **promising** chemical **compounds** in nature, finding them is **far from easy**. **Securing sufficient** numbers of the **organism** in **question**, **isolating** and **characterising** the compounds of interest, and producing large quantities of these compounds are all significant **hurdles**.

**C**

**Laboratory-based drug** discovery has achieved **varying** levels of success, something which has now **prompted** the development of new **approaches** focusing once again on natural products. With the ability to **mine** **genomes** for useful **compounds**, it is now evident that we have **barely scratched the surface** of nature's **molecular diversity**. This realisation, together with several **looming** health **crises**, such as **antibiotic resistance**, has put **bioprospecting** - the search for useful compounds in nature - **firmly back on the map**.

**build on** = use your achievements as a base for further development 'bɪld ɒn

**foundation** = basis, groundwork, base, underpinning faʊn'deɪʃn

**perfect** = achieve, reach the summit of, top off, improve pə'fekt

**extraction** = the process of removing or obtaining something from something else. ɪk'strækʃn

**characterisation** = description, classification, account, categorisation. kær.ək.tə.raɪ'zeɪ.ʃən

**modification** = alternation, adjustment, variation, change mɒdɪfɪ'keɪʃn

**laboratory** = a room or building with equipment for doing scientific tests lə'bɒrətɪ

**from scratch** = from the beginning, square one, from the ground up, initially frəm skɹætʃ

**shift** = change, move, modification ʃɪft

**promising** = hopeful, shows potential, #disappointing 'prɒmɪsɪŋ

**far from easy** = difficult, challenging, tough, hard, complex, #simple, #easy 'fɑː frəm 'iːzi

**secure** = make safe, safeguard, lock. sɪ'kjʊə

**sufficient** = enough, adequate, # inadequate sə'fɪʃnt

**organism** = creature, life form, living thing 'ɔːgənɪzəm

**(smth) in question** = smth is being discussed ɪn 'kwɛstʃən

**isolate** = separate, set apart, segregate, detach, #include 'aɪsələt

**characterise** = distinguish, exemplify, indicate, set apart 'kær.ək.tə.raɪz

**hurdle** = obstacle, difficulty, barrier, block. 'hɜːdl

**laboratory-based drug** = drugs that are synthesized in laboratory lə'bɒr.ə.tər.i-beɪs 'drʌg

**varying** = changing, shifting, altering, changeable, erratic, #constant 'veərɪŋ

**prompt** = stimulate, urge, encourage, provoke, inspire, motivate, #prevent prɒmpt

**approach** = method, methodology, tactic ə'prəʊtʃ

**mine** = excavate, dig, extract maɪn

**genome** = all the genes in one cell of living thing. 'dʒɪ:nəʊm

**compound** = combination, mixture, complex kəm'paʊnd

**barely** = hardly, just, only, just about 'beəli

**scratch the surface** = to deal with only a very small part of a subject or problem 'skrætʃ ðə 'sɜːfɪs

**molecular** = relating to molecules, which are the simplest units of a chemical substance mə'lekjʊlə

**diversity** = variety, range, assortment, multiplicity. daɪ'vɜːsɪti

**looming** = threatening, alarming, frightening, scary, coming up 'luːmɪŋ

**crisis (plural: crises)** = disaster, catastrophe, trouble, emergency, calamity. 'kraɪsɪs

**antibiotic** = a drug that is used to kill bacteria and cure infections æntɪbaɪ'ɒtɪk

**resistance** = refusing, refusal to accept, refusal to go along with, # acceptance rɪ'zɪstəns

**bioprospecting** = the process of discovery and commercialization of new products based on biological resources. baɪəʊ'prɒspektɪŋ

**firmly** = strongly, decisively, determinedly, #loosely 'fɜːmli

**put smt back on the map** = to make a thing, person, or place famous 'put 'sɪmθɪŋ bæk 'ɒn ðə mæp

**D**

Insects are the **undisputed masters** of the **terrestrial domain**, where they **occupy** every possible **niche**. Consequently, they have a **bewildering array** of **interactions** with other organisms, something which has driven the **evolution** of an **enormous** range of very interesting **compounds** for **defensive** and **offensive** purposes. Their remarkable **diversity exceeds** that of every other group of animals on the planet combined. Yet even though insects are **far and away** the most **diverse** animals **in existence**, their potential as sources of **therapeutic** compounds is yet to be realised.

**E**

From the tiny **proportion** of insects that have been **investigated**, several **promising** compounds have been **identified**. For example, alloferon, an **antimicrobial** compound produced by **blow fly larvae**, is used as an **antiviral** and **antitumor agent** in South Korea and Russia. The **larvae** of a few other insect **species** are being investigated for the **potent antimicrobial** compounds they produce. Meanwhile, a compound from the **venom** of the **wasp** *Polybia paulista* has potential in cancer treatment.

**F**

Why is it that insects have received **relatively** little attention in **bioprospecting**? Firstly, there are so many insects that, without some **manner** of targeted approach, investigating this huge variety of species is a **daunting** task. Secondly, insects are generally very small, and the **glands** inside them that **secrete** potentially useful compounds are smaller still. This can make it difficult to **obtain** sufficient quantities of the compound for **subsequent** testing. Thirdly, although we consider insects to be everywhere, the **reality** of this **ubiquity** is

**undisputed**= unquestionable, undeniable, undoubted, acknowledged, #questionable. *ʌndɪˈspjuːtɪd*  
**master** = ruler, owner, chief *ˈmɑːstə*  
**terrestrial** = earthly, underground, relating to the earth. *trɪˈrestriəl*

**domain**= area, field, territory. *dəʊˈmeɪn*  
**occupy**= inhabit, live in, reside in, dominate, #vacate *ˈɒkjʊpaɪ*  
**niche** = place, position, area. *nɪʃ*  
**bewildering** = confusing, baffling, puzzling perplexing, mystifying, #clear *biˈwɪldərɪŋ*  
**an array of** = a wild range of, a number of, many, various, quite a lot *ən əˈreɪ ɒv*  
**interaction**= communication, collaboration relations, connection. *ɪntəˈrækʃn*  
**evolution**=development, growth, progress, advancement, #regression *iːvəˈluːʃn*  
**enormous** = huge, vast, giant, massive, gigantic, #tiny. *ɪˈnɔːməs*  
**defensive**= self-protective, defending, shielding, fortified *dɪˈfensɪv*  
**offensive**= attacking, violent, aggressive *əˈfensɪv*  
**exceed** = surpass, go over, go beyond, go above. *ɪkˈsiːd*  
**far and away** = used to say that something is much better, worse etc than anything else *ˈfɑːr ənd əˈweɪ*  
**in existence** = existing, extant, #lost *ɪn ɪgˈzɪstəns*  
**therapeutic** = healing, curative, #preventive *θerəˈpiːtɪk*

**proportion**= amount, quantity, percentage *prəˈpɔːʃn*  
**investigate**= look into something, explore, probe. *ɪnˈvestɪɡeɪt*  
**identified** = recognized, known, acknowledged *aɪˈdentɪfaɪd*  
**antimicrobial**= able to destroy harmful microbes which are small living things that can cause disease) *æn.ti.mi.aɪˈkreʊ.bi.əl*  
**blow fly** = a fly that lays its eggs on meat or wounds *ˈbləʊ flaɪ*  
**larvae**= young insect, worms, maggots *ˈlɑːviː*  
**antiviral** = an antiviral drug or treatment is used to cure an infection or disease caused by a virus. *æntiˈvaɪrəl*  
**antitumor** = inhibiting the growth of a tumor or tumors *ˈænti-ˈtjuːmə*  
**agent** = a chemical or substance that is used for a particular purpose or that has a particular effect *ˈeɪdʒənt*  
**potent**= strong, powerful, effective, #weak *ˈpəʊtənt*  
**venom**= poison, toxin, #antidote *ˈvenəm*  
**wasp** = bee, large bee *wɒsp*

**relatively** = comparatively, quite, somewhat *ˈrelatɪvli*  
**bioprospecting** = the scientific study of plants and other living things in order to discover new drugs that can be used as medicines *baɪəʊˈprɒspekʃɪŋ*  
**manner** = way, style, method, means *ˈmænə*  
**daunting**= difficult, tough. *ˈdɔːntɪŋ*  
**gland** = an organ of the body or of a plant that secretes liquid chemicals that have various purposes *ɡlænd*  
**secrete** = release, produce, ooze, #absorb. *sɪˈkriːt*  
**obtain** =gain, find, acquire, achieve, get hold of *əbˈteɪn*  
**subsequent** = following, successive, later *ˈsʌbsɪkwənt*  
**reality** = real life, actuality, the real world *riˈælɪti*  
**ubiquity**= popular, common, all over the place *juːˈbɪkwɪti*

**vast** numbers of a few extremely common species. Many insect species are infrequently **encountered** and very difficult to **rear** in **captivity**, which, again, can leave us with **insufficient** material to work with.

## G

My colleagues and I at Aberystwyth University in the UK have developed an **approach** in which we use our knowledge of **ecology** as a guide to **target** our efforts.

The **creatures** that particularly interest us are the many insects that **secrete** powerful **poison** for **subduing** **prey** and keeping it fresh for future **consumption**. There are even more insects that are masters of **exploiting** **filthy** **habitats**, such as **faces** and **carcasses**, where they are regularly challenged by thousands of **microorganisms**. These insects have many antimicrobial compounds for **dealing with** **pathogenic** bacteria and fungi, suggesting that there is certainly potential to find many compounds that can serve as or **inspire** new antibiotics.

## H

Although natural history knowledge **points us in the right direction**, it doesn't solve the problems **associated with** obtaining useful compounds from insects.

Fortunately, it is now possible to **snip out** the **stretches** of the insect's DNA that carry the codes for the interesting compounds and **insert** them into **cell lines** that allow larger quantities to be produced. And although the road from **isolating** and **characterising** compounds with **desirable** qualities to developing a **commercial** product is very long and full of **pitfalls**, the variety of successful animal-**derived** **pharmaceuticals** on the market demonstrates there is a **precedent** here that is worth exploring. With every bit of **wilderness** that disappears,

**vast** = massive, considerable, limitless, #small vɑːst  
**encounter** = meet, see, come across, run into, come upon, stumble upon, #avoided ɪnˈkaʊntə  
**rear** = raise, nurture, look after, take care of, #neglect rɪə  
**captivity** = cage, prison, custody, #freedom kæpˈtɪvɪti  
**insufficient** = not enough, inadequate, deficient, in short supply, lacking, #sufficient ɪnsəˈfɪʃnt

**approach** = method, methodology, technique, procedure, tactic əˈprəʊtʃ  
**ecology** = ecosystem, bionetwork, biology, environmental science, natural science iːˈkɒlədʒi  
**target** = direct, aim, point, focus ˈtɑːɡɪt  
**creature** = animal, living being, living thing ˈkriːtʃə  
**secrete** = release, produce, ooze sɪˈkriːt  
**poison** = toxin, venom, contagion, toxic substance ˈpɔɪzən  
**subdue** = defeat, control səbˈdjuː  
**prey** = quarry, victim, target #predator, #hunter. preɪ  
**consumption** = feeding, use, eating. kənˈsʌmpʃən  
**exploit** = use, utilize, make use of, take advantage of, make the most of, #waste ɪkˈsplɔɪt  
**filthy** = dirty, muddy, messy, grubby, #clean ˈfɪlði  
**habitat** = living environment, surrounding. ˈhæbɪtæt  
**faces** = mine = the part of a mine from which coal, stone, etc is cut ˈfeɪsɪz  
**carcass** = corpse, cadaver, dead body ˈkɑːkəs  
**microorganism** = germ, virus, bacteria maɪkrəʊˈɔːɡənɪzəm  
**deal with** = solve, tackle, cope with, handle diːl wɪð  
**pathogenic** = able to cause disease. ˈpæθədʒən  
**inspire** = motivate, encourage, stimulate ɪnˈspaɪə

**points someone in the right direction** = to give one advice or information that helps guide them toward a desired outcome or course of action pɔɪnts ˈsʌmwʌn ɪn ðə ˈraɪt dɪˈrekʃən  
**associate with** = relate to, accompany, mix, consort with əˈsəʊsiət wɪð  
**snip out** = extract, cut snɪp ˈaʊt  
**stretch** = part, section, bit streɪtʃ  
**insert** = add, include, make the addition of, #extract ɪnˈsɜːt  
**cell line** = a cell culture developed from a single cell and therefore consisting of cells with a uniform genetic makeup. sel laɪn  
**isolate** = separate, detach, cut off, set apart, #include ˈaɪsələɪt  
**characterise** = distinguish, typify, exemplify, set apart ˈkær.ək.tə.raɪz  
**desirable** = wanted, needed, necessary, required, #undesirable dɪˈzaɪərəbəl  
**commercial** = profitable, trade, marketable, saleable, profit-making, #charitable kəˈmɜːʃl  
**pitfall** = difficulty, trap ˈpɪtfɔːl  
**derive** = originate, develop, come from dɪˈraɪv  
**precedent** = something of the same type that has happened or existed before ˈpresɪdənt  
**wilderness** = a large area of land that has never been developed or farmed ˈwɪldənəs

we **deprive** ourselves of potential medicines. As much as I'd love to help develop a **groundbreaking insect-derived** medicine, my main motivation for looking at insects in this way is **conservation**. I **sincerely** believe that all species, however small and **seemingly** insignificant, have a right to exist **for their own sake**. If we can **shine a light on** the darker **recesses** of nature's medicine **cabinet**, exploring the useful chemistry of the most **diverse** animals on the planet, I believe we can make people think differently about the value of nature.

**deprive of** = take, remove, withdraw, take away, #provide  
dɪˈpraɪv ɒv  
**groundbreaking**= revolutionary, pioneering, innovative,  
leading-edge ˈgraʊndˌbreɪkɪŋ  
**conservation**= preservation, protection, maintenance,  
#destruction kɒnsəˈveɪʃn  
**sincerely** = genuinely, truthfully, seriously, earnestly,  
really, from the bottom of one's heart, #insincerely sɪnˈsɪəli  
**seemingly** = apparently, on the face of it, superficially  
ˈsiːmɪŋli  
**for one's own sake** = in order to help or bring advantage  
to someone (=for one's good or benefit) fə wʌnz əʊn seɪk  
**shine a light** = make it clear, brighten, give an explanation,  
investigate, clarify ʃaɪn ə laɪt  
**the recesses of** = a secret or hidden place ðə ɪˈsesɪz ɒv  
**cabinet**= piece of furniture with shelves, cupboards, or  
drawers, used for storing or showing things ˈkæbɪnət



## READING PASSAGE 3



**V**irtually every child, **the world over**, plays. The **drive** to play is so **intense** that children will do so in any **circumstances**, for instance when they have no real toys, or when parents do not actively **encourage** the behavior. **In the eyes of** a young child, running, **pretending**, and building are fun. Researchers and educators know that these playful activities benefit the development of the whole child across social, **cognitive**, physical, and emotional **domains**. **Indeed**, play is such an **instrumental component** to healthy child development that the United Nations High Commission on Human Rights (1989) recognised play as a **fundamental** right of every child.

Yet, while experts continue to **expound** a powerful argument for the importance of play in children's lives, the actual time children spend playing continues to decrease. Today, children play eight hours less each week than their **counterparts** did two decades ago (Elkind 2008). Under pressure of rising academic **standards**, play is being replaced by test preparation in **kindergartens** and **grade schools**, and

**virtually** = almost, nearly, practically 'vɜːtʃuəli  
**the world over** = everywhere in the world ðə 'wɜːld 'əʊvə  
**drive** = urge, desire, need, instinct, passion draɪv  
**intense** = strong, powerful, forceful, deep, passionate. ɪn'tens  
**circumstance** = situation, context, incident, case, event 'sɜːkəmstəns  
**encourage** = inspire, boost, urge, assist, promote, #discourage ɪn'kʌrɪdʒ  
**in the eyes of** = in the opinion of, in the view of ɪn ði aɪz  
**pretend** = imagine, fantasize, not real prɪ'tend  
**cognitive** = perceptive, rational, thinking, thought, mental, intellectual, reasoning. 'kɒgnətɪv  
**domain** = area, field. dəʊ'meɪn  
**indeed** = actually, in reality, in fact, as a matter of fact, in actual fact, in truth ɪn'diːd  
**instrumental** = influential, contributory, helpful ɪnstru'mentl  
**component** = part, element, piece, factor, section, #whole kəm'pəʊnənt  
**fundamental** = basic, essential, primary, necessary, vital, #secondary fʌndə'mentl  
**expound** = explain, develop, expand, give further details about ɪk'spaʊnd  
**counterpart** = colleague, corresponding person 'kaʊntəpɑːt  
**kindergarten** = a school for very young children = nursery school, playschool, pre-school playgroup 'kɪndəɡɑːtən  
**grade school** = elementary school, primary school greɪd skuːl

parents who **aim** to **give** their **preschoolers** a **leg up** are led to believe that flashcards and educational 'toys' are the **path** to success. Our society has created a false **dichotomy** between play and learning.

Through play, children learn to **regulate** their behavior, **lay** the **foundations** for later learning in science and mathematics, **figure out** the complex **negotiations** of social relationships, build a **repertoire** of creative problem-solving skills, and so much more. There is also an important role for adults in guiding children through playful learning opportunities.

Full **consensus** on a formal definition of play continues to **elude** the researchers and **theorists** who study it. Definitions **range from discrete** descriptions of various types of play such as physical, construction, language, or **symbolic** play (Miller & Almon 2009), to lists of **broad criteria**, based on observations and attitudes, that are meant to **capture** the **essence** of all play behaviors (e.g. Rubin et al. 1983).

A majority of the **contemporary** definitions of play focus on several key **criteria**. The founder of the National Institute for Play, Stuart Brown, has described play as 'anything that **spontaneously** is done **for its own sake**'. More **specifically**, he says it 'appears **purposeless**, produces **pleasure** and joy, [and] leads one to the next stage of **mastery**' (as **quoted** in Tippett 2008). Similarly, Miller and Almon (2009) say that play includes 'activities that are freely chosen and directed by children and **arise** from **intrinsic** motivation'. Often, play is defined along a **continuum** as more or less playful using the following **set of** behavioral and **dispositional** criteria (e.g.

**aim** = plan, intend, try, want, endeavor, aspire, strive for  
**give sb a leg up** = to help someone to improve their situation, especially at work  
**preschooler** = under-five, youngster, child  
**path** = way, route, direction  
**dichotomy** = contrast, opposition

**regulate** = control, adjust, set, standardize  
**lay** = place, put, set, pick up  
**foundation** = basis, base, footing, underpinning  
**figure out** = work out, understand, discover, solve, realise  
**negotiation** = cooperation, compromise, intervention, discussion, finding the middle ground, #confrontation  
**repertoire** = range, list, group, series

**consensus** = agreement, harmony, accord  
**elude** = escape, avoid.  
**theorist** = philosopher, theoretician, thinker, truth-seeker, #realist  
**range from** = vary from, differ from, diverge from  
**discrete** = separate, distinct, detached, isolated, unconnected.  
**symbolic** = representative, figurative, emblematic, representational  
**broad** = wide-ranging, wide, general, large, #restricted, #narrow  
**criterion – criteria (plural)** = principle, norm, standard, measure, condition.  
**capture** = catch, seize, get, acquire, obtain.  
**essence** = spirit, core, principle, fundamental nature

**contemporary** = modern, current, present-day, modern-day, up-to-date, existing, #old  
**criteria** = standards, principles, measures  
**spontaneously** = naturally, freely, unexpectedly, unprompted, all of a sudden, #deliberately  
**for one's own sake** = in order to help or bring advantage to someone  
**specifically** = particularly, specially, purposely, precisely,  
**purposeless** = senseless, meaningless  
**pleasure** = amusement, recreation, leisure, relaxation, happiness, enjoyment, satisfaction  
**mastery** = proficiency, knowledge, ability, capability  
**quoted** = repeated, refer to, recited, mentioned  
**arise from** = result from, be the result of, be caused by, stem from, come from  
**intrinsic** = natural, innate, genuine, fundamental, basic, inherent  
**continuum** = range, band, field  
**the set of smt** = a group of things that belong together or are used together  
**dispositional** = related to personality, character, instinct



Rubin et al. 1983): Play is **pleasurable**: Children must enjoy the activity or it is not play. It is intrinsically motivated: Children **engage in** play simply for the **satisfaction** the behavior itself brings. It has no **extrinsically** motivated function or goal. Play is process **oriented**: When children play, the means are more important than the ends. It is freely chosen, spontaneous and voluntary. If a child is pressured, they will likely not think of the activity as play. Play is actively engaged: Players must be physically and/or mentally involved in the activity. Play is **non-literal**. It involves **make-believe**.

According to this view, children's playful behaviors can **range** in degree from 0% to 100% playful. Rubin and colleagues did not **assign** greater weight to any one **dimension** in **determining** playfulness; however, other researchers have suggested that process **orientation** and a **lack** of **obvious** functional purpose may be the most important **aspects** of play (e.g. Pellegrini 2009).

From the **perspective** of a continuum, play can thus **blend** with other **motives** and attitudes that are less playful, such as work. Unlike play, work is typically not viewed as enjoyable and it is extrinsically motivated (i.e. it is goal oriented). Researcher Joan Goodman (1994) suggested that **hybrid** forms of work and play are not a **detriment** to learning; rather, they can provide **optimal** contexts for learning. For example, a child may be **engaged in** a difficult, goal-directed activity set up by their teacher, but they may still be actively engaged and intrinsically motivated. At this **mid-point** between play and work, the child's motivation, **coupled with** guidance from an adult, can create **robust** opportunities for playful learning. **Critically**, recent research supports the idea that adults can **facilitate** children's learning while **maintaining** a playful **approach** in **interactions** known as

**pleasurable** = satisfying, enjoyable, good fun, pleasing, pleasant 'pleʒərəbəl

**engage in** = participate in, take part in, do, involve in in'geɪdʒ ɪn

**satisfaction**=fulfilment, enjoyment, pleasure, contentment, enjoyment, #dissatisfaction. sætsɪs'fækʃn

**extrinsically** = coming from outside or not directly relating to something eks'trɪnsɪkəli

**oriented** = directed towards or interested in something 'ɔ:riəntɪd

**literal** = factual, truthful, honest, exact #fictional 'lɪərəl  
**make-believe** = fantasy, pretense, role-playing, #reality 'meɪk bɪli:v

**range** = vary, alternate, fluctuate, extend reɪndʒ

**assign** = allocate, select and give a responsibility ə'saɪn

**dimension** = aspect, element, facet, feature, factor, component dɪ'menʃn

**determine** = identify, find out, specify dɪ'tɜ:mɪn

**process orientation** = emphasize or focus on process, system or procedure 'prəʊsɪs ɔ:'riən'teɪʃn

**lack** = dearth, shortage, deficiency, absence, insufficiency, #abundance #surplus læk

**obvious** = clear, noticeable, apparent, recognizable, #obscure. 'ɒbvɪəs

**aspect** = feature, facet, part. 'æspekt

**perspective** = view, viewpoint, thought, point of view pə'spektɪv

**blend** = mix, combine, merge. blend

**motive** = reason, purpose, motivation, intention, drive, #deterrent 'məʊtɪv

**hybrid** = cross, mixture, mix, fusion. 'haɪbrɪd

**detriment** = disadvantage, harm, damage, #advantage, #benefit 'detrɪmənt

**optimal** = finest, prime, most favorable, best possible, most advantageous, #worst. 'ɒptɪməl

**engage in**= involve, take part 'ɒptɪməl

**mid-point** = a point half the distance along something such as a line 'mɪd.pɔɪnt

**couple with** = together with, in addition to, as well as 'kʌpl wɪð

**robust** = healthy, vigorous, strong, forceful, #weak rəʊ'bʌst

**critically** = significantly, vitally, importantly, essentially, crucially, seriously, #insignificantly 'krɪtɪkəli

**facilitate** = aid, assist, accelerate, make easy, make possible, smooth the progress of, #impede. fə'sɪlɪteɪt

**maintain** = keep, sustain, conserve, preserve, #destroy meɪn'teɪn

**approach** = method, methodology, tactic. ə'prəʊtʃ

**interaction** = communication, contact, collaboration ɪn'tɜ:rækʃn

'guided play' (Fisher et al. 2011). The adult's **role** in play **varies** as a function of their educational goals and the child's developmental level (Hirsch-Pasek et al. 2009).

Guided play takes two forms. At a very basic level, adults can **enrich** the child's environment by providing objects or experiences that **promote** aspects of a **curriculum**. In the more direct form of guided play, parents or other adults can support children's play by joining in the fun as a **co-player**, raising **thoughtful** questions, **commenting** on children's **discoveries**, or encouraging further **exploration** or new **facets** to the child's activity. Although playful learning can be **somewhat** structured, it must also be child-**centered** (Nicolopolou et al. 2006). Play should **stem** from the child's own **desire**.

Both free and guided play are **essential elements** in a child-**centered approach** to playful learning. Intrinsically motivated free play provides the child with true **autonomy**, while guided play is an **avenue** through which parents and **educators** can provide more targeted learning experiences. In either case, play should be actively engaged, it should be **predominantly** child-directed, and it must be fun.

**role** = function, responsibility, task, part character rəʊl

**vary** = differ, diverge, be different, alter, fluctuate 'veəri

**enrich** = enhance, augment, improve. ɪn'ri:tʃ

**promote** = support, foster, encourage, help, #suppress prə'məʊt

**curriculum** = set of courses, program of study, syllabus kə'rɪkjʊləm

**co-player** = teammate, ally, partner fellow player 'kəʊ-pleɪ.ər

**thoughtful** = thorough, deep, considerate 'θɔ:tfəl

**comment** = remark, mention, state, point out 'kɒment

**discovery** = exploration, breakthrough, invention, finding dɪ'skʌvəri

**exploration** = discovery, adventure, searching. ɪksplə'reɪʃn

**facet** = aspect, feature, component, factor, side, surface 'fæsɪt

**somewhat** = partly, slightly, to some extent, to a certain degree 'sʌmwaɪt

**centered** = focused, concentrated, highlighted, examined, targeted 'sentəd

**stem from sth** = arise from, originate from, come from, derive from, develop from, be a result of, be caused by stem frəm 'sʌmθɪŋ

**desire** = wish, want, longing, craving dɪ'zaɪə

**essential** = vital, fundamental basic elemental crucial important unnecessary ɪ'senʃl

**element** = component, factor, part 'elɪmənt

**autonomy** = independence, self-rule, self-government, #dependence ɔ:'tɒnəmi

**avenue** = opportunity, possibility, chance 'ævenju:

**educator** = teacher, instructor, coach, mentor, educationalist 'edʒukeɪtə

**predominantly** = mainly, mostly, largely, principally, for the most part partially prɪ'dɒmɪnəntli



## TEST 4

### READING PASSAGE 1

# The Secret of Staying Young



**P***heidole dentata*, a **native** ant of the south-eastern U.S.,

isn't **immortal**. But scientists have **found** that it doesn't seem to show any signs of **aging**. Old worker ants can do everything just as well as the **youngsters**, and their brains appear just as **sharp**. 'We get a picture that these ants really don't **decline**,' says Ysabel Giraldo, who studied the ants for her doctoral **thesis** at Boston University. Such age-**defying** **feats** are **rare** in the animal kingdom. **Naked mole** rats can live for almost 30 years and **stay fit** for nearly their entire lives. They can still **reproduce** even when old, and they never get **cancer**. But the **vast majority** of animals **deteriorate** with age just like people do. Like the naked mole rat, ants are social **creatures** that usually live in highly organised **colonies**. 'It's this social **complexity** that makes

**native** = resident, local, aboriginal #foreign 'neɪtɪv  
**ant** = a small insect that lives in large groups ænt  
**immortal** = eternal, undying, endless. ɪ'mɔ:tl  
**aging** = the process of growing old 'eɪdʒɪŋ  
**youngster** = younger ants 'jʌŋstə  
**sharp** = intelligent #dull #stupid ʃɑ:p  
**decline** = fall, decrease, weaken #increase dɪ'klaɪn  
**thesis** = long piece of writing that you do as part of an advanced university degree such as an MA or a PhD 'θɪ:sts  
**defying** = disobey, break a law, flout f#obey dɪ'faɪɪŋ  
**feat** = achievement, accomplishment fi:t  
**rare** = uncommon, unusual, occasional #common reə  
**naked** = nude, unclothed, stripped, undressed  
**#covered** 'neɪkɪd  
**mole** = a small dark furry animal which is almost blind. moles usually live under the ground. məʊl  
**stay fit** = keep fit, keep in shape steɪ fɪt  
**reproduce** = breed, give birth to, procreate rɪ:'prɒ:dju:s  
**cancer** = a very serious disease in which cells in one part of the body start to grow in a way that is not normal 'kænsə  
**vast** = huge, enormous, immense, massive #small vɑ:st  
**majority** = popular, common #minority mə'dʒɔ:rtɪ  
**deteriorate** = decline, worsen, weaken dɪ'tɪərɪəreɪt  
**creature** = animal, insect, living thing 'kri:tʃə  
**colonies** = group, association, society 'kɒlənɪz  
**complexity** = intricacy, complication #simplicity kəm'pleksɪti

*P. dentata* useful for studying aging in people,' says Giraldo, now at the California Institute of Technology. Humans are also highly social, a **trait** that has been connected to healthier aging. **By contrast**, most animal studies of aging use mice, worms or **fruit flies**, which all lead much more **isolated** lives. In the **lab**, *P. dentata* worker ants **typically** live for around 140 days. Giraldo focused on ants at four age **ranges**: 20 to 22 days, 45 to 47 days, 95 to 97 days and 120 to 122 days. Unlike all **previous** studies, which only **estimated** how old the ants were, her work **tracked** the ants from the time the **pupae** became adults, so she knew their exact ages. Then she put them through a range of tests.

Giraldo **watched** how well the ants took care of the young of the **colony**, recording how often each ant **attended to**, **carried** and fed them. She compared how well 20-day-old and 95-day-old ants followed the **telltale scent** that the insects usually leave to mark a **trail** to food. She tested how ants responded to light and also measured how active they were by counting how often ants in a small dish walked across a line. And she experimented with how ants **react to** live **prey**: a **tethered** fruit fly. Giraldo expected the older ants to perform **poorly** in all these tasks. But the elderly insects were all good **caretakers** and trail-followers-the 95-day-old ants could track the scent even longer than their younger **counterparts**. They all responded to light well, and the older ants were more active. And when it came to reacting to prey, the older ants attacked the poor fruit fly just as **aggressively** as the young ones did, **flaring** their **mandibles** or pulling at the fly's legs.

Then Giraldo compared the brains of 20-day-old and 95-day-old ants, **identifying** any cells that were close to death. She saw no major differences with age, nor was there any difference in the location of the dying cells, showing that age didn't seem to affect **specific** brain **functions**.

**trait**= attribute, character, feature, personality **trɛɪt**  
**by contrast** = alternatively, on the other hand, as opposed to, different **'baɪ kən'trɑːst**  
**fruit fly**= a small fly that eats fruit or decaying plants **'fru:t flɑɪ**  
**isolated**= separated, lonely, solitary, friendless **'aɪsələɪtɪd**  
**lab**= laboratory, workroom, test center **læb**  
**typically**= commonly, usually, normally. **'tɪpɪkli**  
**range** = variety, series, collection **reɪndʒ**  
**estimate** = assess, value, appraise **'estɪmeɪt**  
**track**= follow, chase, pursue **træk**  
**pupa**= an insect at the stage before it becomes adult, when it is protected by a special cover **'pju:pə**

**watch** = observe, survey, examine **wɒtʃ**  
**colony**= a group of animals or plants of the same type that are living together **'kɒləni**  
**attend to sb/sth**= to deal with business or personal matters **ə'tend tu 'sʌmbədɪ/'sʌmθɪŋ**  
**carry** = to be pregnant with a child **'kæəri**  
**telltale** = revealing, divulging, indicative **#hidden 'telteɪl**  
**scent**= the smell of a particular animal or person that some other animals can follow **sent**  
**trail** = path, line, way **treɪl**  
**react to**= respond, alter, retort **#ignore rɪ'ækt tuː**  
**prey** = an animal that is hunted and eaten by another animal **#predator preɪ**  
**tether** = tie, fasten, secure, rope **#untie 'teðə**  
**poorly** = disappointingly, badly **#well 'puəli**  
**caretaker**= someone who looks after other people, especially a teacher, parent, nurse etc **'keəteɪkə**  
**counterpart** = equivalent, colleague, equal **'kaʊntəpɑːt**  
**aggressively**= violently, hostilely, forcefully **#mildly ə'gresɪvli**  
**flare** = if a person or animal flares their nostrils (=the openings at the end of the nose), their nostrils become wider because they are angry **fleə**  
**mandible**= jaw, jawbone, mouth, mouthpiece **'mændɪbl**

**identify**= find, recognize, classify **aɪ'dentɪfaɪ**

**specific** = particular, certain, exclusive **#general spə'sɪfɪk**

**function**= purpose, role, job **'fʌŋkʃn**

Ants and other insects have **structures** in their brains called mushroom bodies, which are important for **processing** information, learning and memory. She also wanted to see if aging affects the **density** of **synaptic complexes** within these structures-**regions** where **neurons** come together. Again, the answer was no. What was more, the old ants didn't experience any **drop** in the levels of either **serotonin** or **dopamine**-brain chemicals whose **decline** often **coincides with** aging. In humans, for example, a **decrease** in serotonin has been **linked to** Alzheimer's disease.

'This is the first time anyone has **looked at** both behavioral and neural changes in these ants so **thoroughly**,' says Giraldo, who recently **published** the **findings** in the *Proceedings of the Royal Society B*. Scientists have looked at some similar aspects in bees, but the results of recent bee studies were **mixed**-some studies showed age-related declines, which **biologists** call **senescence**, and others didn't. 'For now, the **study raises** more questions than it answers,' Giraldo says, 'including how *P. dentata* **stays in such good shape**.'

Also, if the ants don't **deteriorate** with age, why do they die at all? Out in the wild, the ants probably don't live for a full 140 days thanks to **predators**, disease and just being in an environment that's much **harsher** than the comforts of the lab. 'The lucky ants that do live into old age may **suffer** a **steep** decline just before dying,' Giraldo says, but she can't say **for sure** because her study wasn't designed to follow an ant's final moments.

'It will be important to **extend** these findings to other **species** of social **insects**,' says Gene E. Robinson, an **entomologist** at the University of Illinois at Urbana-Champaign. This ant

**structure** = constitute, construct, form 'strʌktʃə  
**process** = handle, deal with, manage 'prəʊses  
**density**= intensity, concentration, extent, degree 'densɪti  
**synaptic (adj)** = related to the place where nerve cells meet, especially in the brain 'sainæps  
**complex** = an emotional problem in which someone is unnecessarily anxious about something or thinks too much about something works, systems 'kɒmpleks  
**region**= area, zone, place 'riːdʒən  
**neuron** = a type of cell that makes up the nervous system and sends messages to other parts of the body or the brain 'njʊərɒn  
**drop** = reduction, decrease, decline drɒp  
**serotonin** = a chemical in the body that helps carry messages from the brain and is believed to make you feel happy sɪrə'təʊniːn  
**dopamine** = a hormone (= chemical substance) that is made naturally in the body and may also be given as a drug 'dəʊpəmiːn  
**coincide with** = to happen at the same time as something else, especially by chance kəʊɪn'saɪd wɪð  
**link to** = connect, relate, combine #separate 'lɪŋk tuː

**look at** = search, study, investigate, explore 'lʊk æt  
**thoroughly**= comprehensively, completely, carefully, meticulously 'θʌrəli  
**publish** = issue, print, distribute 'pʌblɪʃ  
**finding** = discovery, conclusion, result 'faɪndɪŋ  
**proceeding** = an event or a series of things that happen prə'siːdɪŋ  
**mixed** = varied, diverse, assorted mɪksɪd  
**biologist**= a scientist who studies or works in biology baɪ'ɒlədʒɪst  
**senescence** = becoming old and showing the effects of getting older sɪ'nes.əns  
**raise** = produce, create, cause reɪz  
**stay in good shape** = keep fit, get fit, keep in shape 'steɪ ɪn ɡʊd ʃeɪp

**deteriorate** = get worse, go down, degenerate, decline dɪ'tɪəriəreɪt  
**predator**= an animal that kills and eats other animals #prey 'predətə  
**harsh**=severe = harsh conditions are difficult to live in and very uncomfortable hɑːʃ  
**suffer** = experience, undergo, bear, endure 'sʌfə  
**steep**= dramatic, sharp, extreme stiːp  
**for sure** = certainly, definitely fə'ʃʊə

**extend**= spread, broaden, expand ɪk'stend  
**insect** = bug, pest, creature 'ɪnsekt  
**entomologist**= a scientist who studies insects ɛntə'mɒlədʒɪst

might be **unique**, or it might **represent** a **broad** pattern among other social bugs with possible **clues** to the science of aging in larger animals. Either way, it seems that for these ants, age really doesn't matter.

**unique**= sole, exclusive, distinctive #common ju:'ni:k  
**represent** = signify, characterize, denote, symbolize ri:'pri:'zent  
**broad** = wide, large, big brɔ:d  
**pattern**= example, modal, prototype 'pætə  
**clue**= sign, hint, cue, evidence klu:



## READING PASSAGE 2



**S**cientist David Hone **makes the case for** zoos

A

In my view, it is perfectly possible for many **species** of animals living in zoos or **wildlife** parks to have a quality of life as high as, or higher than, in the wild. Animals in good zoos get a varied and high-quality **diet** with all the **supplements required**, and any **illnesses** they might have will be **treated**. Their movement might be **somewhat restricted**, but they have a safe environment in which to live, and they are **spared bullying** and social **ostracism** by others of their kind. They do not **suffer from the threat** or stress of **predators**, or the **irritation** and pain of **parasites** or injuries. The average **captive** animal will have a greater **life expectancy** compared

**make a case for sth** = to argue that something is the best thing to do, giving your reasons 'meɪk ə keɪs fə sth

**species**= type, kind, sort, class, group 'spi:ʃi:z

**wildlife**= nature, natural world, environment 'waɪldlaɪf

**varied** = diverse, various, mixed #limited 'veəriəd

**diet**= food and drink, eating habits, pattern of eating. 'daɪət

**supplement**= addition, complement, enhancement

#deduction 'sʌplɪmənt

**require** = need, want, involve rɪ'kwaɪə

**treat**= cure, care for, heal, remedy tri:t

**somewhat** = to some extent, to a certain degree, rather 'sʌmwʌt

**restrict**= limit, prohibit, inhibit rɪ'strɪkt

**spare**= to prevent someone from having to experience something unpleasant spɛə

**bully** = frighten, intimidate, harass 'bʊli

**ostracism** = isolation, exclusion, keeping out #inclusion 'ɒstrəsɪzəm

**suffer from** = undergo, bear, endure, experience, put up with 'sʌfə frəm

**threat** = danger, risk, menace, hazard θreɪt

**predator** = an animal that kills and eats other animals 'predətə

**irritation**= nuisance, , annoyance (the feeling of being annoyed) ɪrɪ'teɪʃn

**parasite** = a small animal or plant that lives on or inside another animal or plant and gets its food from it 'pærəsart

**captive**= caged, imprisoned, in prison #free 'kæptɪv

**life expectancy**= lifespan, lifetime 'laɪf ɪk'spektənsi

with its wild **counterpart**, and will not die of drought, of **starvation** or in the **jaws** of a predator. A lot of very **nasty** things happen to truly 'wild' animals that simply don't happen in good zoos, and to view a life that is 'free' as one that is automatically 'good' is, I think, an error. Furthermore, zoos **serve** several key purposes.

B

Firstly, zoos **aid conservation**. **Colossal** numbers of species are becoming **extinct** across the world, and many more are increasingly **threatened** and therefore **risk extinction**. Moreover, some of these **collapses** have been **sudden**, **dramatic** and unexpected, or were simply discovered very late in the day. A species protected in **captivity** can be **bred up** to provide a **reservoir** population against a **population crash** or extinction in the wild. A good number of species only exist in captivity, with many of these living in zoos. Still more only exist in the wild because they have been **reintroduced** from zoos, or have wild populations that have been **boosted** by captive bred animals. Without these efforts there would be fewer species alive today. Although reintroduction successes are **few and far between**, the numbers are increasing, and the very fact that species have been saved or reintroduced as a result of captive breeding **proves** the value of such **initiatives**.

C

Zoos also provide education. Many children and adults, especially those in cities, will never see a wild animal **beyond** a fox or pigeon. While it is true that television **documentaries** are becoming ever more **detailed** and **impressive**, and many natural history **specimens** are **on display** in museums, there really is nothing to compare with seeing a living **creature in the flesh**, hearing it, smelling it, watching what it does and having the time to **absorb** details. That alone will bring a greater understanding and **perspective** to many, and hopefully

**counterpart** = colleague, equal, equivalent 'kauntəpɑ:t  
**starvation** = hunger, famine, food shortage, lack of food stɑ:'veɪʃn  
**jaws**= the mouth of a person or animal, especially a dangerous animal dʒɔ:z  
**nasty**= dangerous, painful, horrible #slight 'nɑ:sti  
**serve** = perform, do, achieve, fulfill sɜ:v

**aid** = support, help, encourage eɪd  
**conservation**= preservation, protection, maintenance kɒnsə'veɪʃn  
**colossal**= huge, massive, gigantic, enormous #tiny kə'ləsl  
**extinct** = inexistent, vanished, defunct, dead ɪk'stɪŋt  
**threaten** = frighten, intimidate, warn 'θreɪn  
**risk** = suffer from, endanger, jeopardize. rɪsk  
**extinction** = disappearance, loss, extermination, death ɪk'stɪŋkʃn  
**collapse** = illness, injury, breakdown kə'læps  
**sudden** = unexpected, rapid, quick #gradually 'sʌdn  
**dramatic** = remarkable, impressive, extraordinary drə'mætɪk  
**captivity** = when a person or animal is kept in a prison, cage #freedom kæp'tɪvɪti  
**breed** = have babies, reproduce, procreate, propagate brɪ:d  
**reservoir**= a large amount of something that is available and has not yet been used 'rezəvwa:  
**population crash** = a sudden decline in the numbers of individual members in a population pɒpjʊ'leɪʃn kræʃ  
**reintroduce** = restore, reinstate, bring back rɪ'ɪntro'dju:s  
**boost** = increase, improve, enhance #reduce bu:st  
**be few and far between** = to be rare bi'fju: ənd 'fɑ: brɪ'twi:n  
**prove**= show, demonstrate, confirm pru:v  
**initiative**= plan, program, project, scheme, idea ɪ'nɪʃetɪv

**beyond**= other than, beside brɪ'jɒnd  
**documentary** = film, movie, biography dɒkjʊ'mentəri  
**detailed** = thorough, comprehensive, complete di'teɪld  
**impressive** = remarkable, extraordinary, exciting ɪm'presɪv  
**#unimpressive** ɪm'presɪv  
**specimen**= sample, example, case 'spesɪmɪn  
**on display** = something that is on display is in a public place where people can look at it (= on show) 'ɒn dɪ'spleɪ  
**creature**= animal, living thing, being 'kri:tʃə  
**in the flesh** = in person, in real life, in actual life ɪn ðə'flesh  
**absorb** = learn, understand, get əb'zɔ:b  
**perspective**= aspect, viewpoint, perception pə'spektɪv

give them a greater **appreciation** for wildlife, conservation efforts and how they can **contribute**.

D

In addition to this, there is also the education that can **take place** in zoos through signs, talks and presentations which directly **communicate** information to visitors about the animals they are seeing and their place in the world. This was an area where zoos used to be **lacking**, but they are now increasingly **sophisticated** in their communication and **outreach** work. Many zoos also work directly to educate conservation workers in other countries, or send their animal **keepers** abroad to contribute their knowledge and skills to those working in zoos and **reserves**, **thereby** helping to improve conditions and reintroductions all over the world.

E

Zoos also play a key role in research. If we are to save wild species and **restore** and repair **ecosystems** we need to know about how key species live, act and react. Being able to **undertake** research on animals in zoos where there is less risk and fewer **variables** means real changes can be effected on wild populations. Finding out about, for example, the **oestrus cycle** of an animal or its **breeding rate** helps us manage wild populations.

**Procedures** such as **capturing** and moving at-risk or dangerous individuals are **bolstered** by knowledge gained in zoos about **doses** for **anaesthetics**, and by experience in **handling** and **transporting** animals. This can make a real difference to **conservation** efforts and to the **reduction** of human-animal **conflicts**, and can provide a knowledge **base** for helping with the increasing threats of **habitat destruction** and other problems

F

In conclusion, considering the many **ongoing global** threats to the environment, it is hard for me to see zoos as anything other than **essential** to the **long-term survival** of **numerous** species. They are **vital** not just in **terms of** protecting animals, but as a means of learning

**appreciation** = thankfulness, gratitude, recognition, gratefulness əˈpriːʃiˈeɪʃn  
**contribute** = support, aid, impact, participate kənˈtrɪbjʊːt

**take place** = happen, occur ˈteɪk ˈpleɪs  
**communicate** = reveal, transmit, convey kəˈmjuːnɪkeɪt  
**lacking** = absent, missing #present ˈlækɪŋ  
**sophisticated** = complicated, advanced, complex, detailed səˈfɪstɪkeɪtɪd  
**outreach** = when help, advice, or other services are provided for people who would not otherwise get these services easily ˈaʊtriːtʃ  
**keeper** = guard, caretaker, ranger ˈkiːpə  
**reverse** = an area of land where wild animals and plants are protected rɪˈvɜːs  
**thereby** = as a result, consequently, by that ðeəˈbaɪ

**restore** = bring back, recover, reestablish rɪˈstɔː  
**ecosystem** = environment, bionetwork, ecology ˈiːkəʊsɪstəm  
**react** = respond, answer, reply rɪˈækt  
**undertake** = accept, embark on, carry on, take on ʌndəˈteɪk  
**variable** = change (n) ˈveəriəbəl  
**oestrus cycle** = the period in the sexual cycle of female mammals, except the higher primates, during which they are in heat—i.e., ready to accept a male and to mate ɪˈstrəs ˈsaɪkl  
**breeding rate** = birth rate ˈbrɪdɪŋ reɪt  
**procedure** = method, process, course of action prəˈsiːdʒə  
**capture** = arrest, detain, imprison ˈkæptʃə  
**bolster** = boost, strengthen, improve, enhance, fortify ˈbəʊlstə  
**dose** = the amount of a medicine or a drug that you should take dəʊs  
**anaesthetic** = a substance that makes you unable to feel pain: ænəsˈθetɪk  
**experience** = knowledge, skill, practice, understanding ɪkˈspɪəriəns  
**handle** = control, treat, manage, deal with ˈhændl  
**transport** = move, bring, carry, transfer trænsˈpɔːt  
**reduction** = decrease, drop, fall, decline rɪˈdʌkʃn  
**conflict** = disagreement, dispute, oppose kənˈflɪkt  
**base** = foundation, root, source, origin beɪs  
**habitat** = home, territory, locale, environment ˈhæbɪtæt  
**destruction** = ruin, damage, devastation #construction dɪˈstrʌkʃn

**ongoing** = continuing, constant, incomplete #finished ɒnˈɡəʊɪŋ  
**global** = worldwide, international #local ˈɡləʊbəl  
**essential** = fundamental, basic, main, principal ɪˈsenʃl  
**long-term** = long-standing, lasting, durable #short-term ˈlɒŋ tɜːm  
**survival** = existence, persistence #death səˈvaɪvəl  
**numerous** = many, various, several #few ˈnjuːmərəs  
**vital** = essential, crucial, critical ˈvaɪtəl  
**in terms of** = with regard to, as to, in connection with. ɪn tɜːmz ɒv



about them to **aid** those still in the wild, as well as educating and **informing** the general population about these animals and their world so that they can **assist** or at least **accept** the need to be more environmentally **conscious**. Without them, the world would be, and would increasingly become, a much poorer place.

**inform** = tell, notify, update, apprise in'fɔ:m

**assist** = help, support, aid ə'sist

**accept** = consent, acknowledge #reject # deny ək'sept

**conscious**= aware, understanding, mindful 'kɒnʃəs



## READING PASSAGE 3



**C**helsea Rochman, an **ecologist** at the University of California, Davis, has been trying to answer a **dismal** question: Is everything **terrible**, or are things just very, very bad? Rochman is a member of the National Center for Ecological **Analysis** and **Synthesis**'s **marine debris** working group, a **collection** of scientists who study, among other things, the growing problem of marine **debris**, also known as ocean trash. Plenty of studies have **sounded alarm bells** about the **state** of marine debris; in a recent **paper** published in the **journal** *Ecology*, Rochman and her colleagues **set out** to **determine** how many of those **perceived** risks are real.

Often, Rochman says, scientists will end a paper by **speculating** about the **broad**er impacts of what they've found. For example, a study could show that **certain** seabirds eat plastic bags, and **go on to warn** that whole bird populations are **at risk** of **dying out**. 'But the truth was that nobody had yet tested those perceived

**ecologist** = a scientist who studies ecology, environment i:'kɒlədʒɪst

**dismal**= miserable, gloomy, depressing 'dɪzməɪl

**terrible**= awful, dreadful, appalling #wonderful 'terəbəl

**analysis** = examination, study, investigation ə'naɪləsɪs

**synthesis** = mixture, combination, blend #separation 'sɪnθəˌsɪs

**marine**= nautical, maritime, sea, ocean mə'ri:n

**debris**= wreckage, rubbish, trash, waste, fragment 'deɪbrɪ

**collection** = group, assembly, gathering kə'leɪʃn

**sound alarm bells** = if something rings/sounds alarm bells, it makes you start to worry because it is a sign that there may be a problem 'saʊnd əlɜ:m belz

**state** = condition, situation, circumstance steɪt

**paper** = newspaper, article, document 'peɪpə

**journal** = newsletter, magazine, periodical 'dʒɜ:nəl

**set out** = start, begin, embark set 'aʊt

**determine**= verify, establish, uncover, reveal dɪ'tɜ:mɪn

**perceive**= understand, comprehend, realize, become aware of pə'si:v

**speculate**= guess, consider, think, contemplate 'spekjuleɪt

**broad** = wide, large, big, comprehensive brɔ:d

**certain** = particular, specific, precise 'sɜ:tən

**go on to do**= to do something after completing something else 'gəʊ 'ɒn tu: du:

**warn** = caution, inform, alert, tell, notify wɔ:n

**at risk** = in a dangerous situation ət rɪsk

**die out** = vanish, perish, become extinct 'daɪ 'aʊt

**threats,**' Rochman says. 'There wasn't a lot of information.'

Rochman and her colleagues **examined** more than a hundred papers on the impacts of marine debris that were published through 2013. Within each paper, they asked what threats scientists had studied-366 perceived threats in all - and what they'd **actually** found.

In 83 percent of cases, the perceived dangers of ocean **trash** were **proven** true. In the **remaining** cases, the working group found the studies had **weaknesses** in design and content which affected the **validity** of their conclusions - they lacked a control group, for example, or used **faulty statistics**.

**Strikingly**, Rochman says, only one well-designed study failed to find the effect it was looking for, an **investigation** of **mussels** **ingesting microscopic** plastic bits. The plastic moved from the **mussels'** stomachs to their **bloodstreams**, scientists found, and stayed there for weeks - but didn't seem to **stress out** the **shellfish**.

While mussels may be fine eating trash, though, the analysis also gave a clearer picture of the many ways that ocean debris is **bothersome**.

Within the studies they **looked at**, most of the proven threats came from plastic debris, rather than other materials like metal or wood. Most of the dangers also **involved** large pieces of debris animals getting **entangled** in trash, for example, or eating it and **severely injuring** themselves.

But a lot of ocean debris is '**microplastic**', or pieces smaller than five millimeters. These may be **ingredients** used in **cosmetics** and **toiletries**, **fibers shed** by **synthetic** clothing in the wash, or

**threat** = risk, danger, peril, menace θret

**examine** = investigate, check, research, explore  
ɪg'zæmɪn

**actually** = really, truly, in fact, in reality 'æktʃuəli

**trash** = garbage, waste, rubbish, junk træʃ

**prove** = show, demonstrate, verify pru:v

**remaining**= the remaining people or things are those that are left when the others have gone, been used, or been dealt with rɪ'meɪnɪŋ

**weakness** = limitation, drawback, flaw, fault  
'wi:knəs

**validity**= a conclusion, reason...that is based on what is reasonable or sensible və'lɪdɪti

**faulty**= incorrect, defective, flawed. 'fɔ:lti

**statistic**= number, figure, measurement, fact  
stə'tɪstɪk

**strikingly** = noticeably, outstandingly, unusually  
'straɪkɪŋli

**investigation**= study, search, examination, analysis  
ɪn'vestɪ'geɪʃn

**mussel** = a small sea animal, with a soft body that can be eaten and a black shell that is divided into two parts 'mʌsl

**ingest**= swallow, consume, absorb, eat ɪn'dʒest

**microscopic** = tiny, minute, atomic, mini #gigantic  
maɪkrə'skɒpɪk

**bloodstream** = the blood flowing in your body  
'blʌdstri:m

**stress out** = worry, bother, hassle #relax 'stres  
'aʊt

**shellfish** = an animal that lives in water, has a shell, and can be eaten as food, for example, crabs, lobsters, and oysters 'ʃelfɪʃ

**bothersome**= annoying, troublesome, inconvenient  
'bɒðəsəm

**look at** = study, investigate, examine 'lʊk æt

**involve**= contain, include, consist of ɪn'vɒlv

**entangle**= (to cause something to become caught in something such as a net or ropes) twist, tangle, trap ɪn'tæŋɡl

**severely**= harshly, strictly, brutally, #gently sɪ'vɪəli

**injure** = hurt, harm, wound, damage ɪndʒə

**microplastic** = extremely small pieces of plastic that are harmful to the environment  
'maɪ.krəʊ.plæstɪk

**ingredient**= component, element, thing, part  
ɪn'ɡri:diənt

**cosmetic**= creams, powders, etc that you use on your face and body in order to look more attractive  
kɒz'metɪk

**toiletries**= things such as soap and toothpaste that are used for cleaning yourself 'toɪlətrɪz

**eroded remnants** of larger debris. Compared to the number of studies investigating large-scale debris, Rochman's group found little research on the effects of these tiny bits. 'There are a lot of open questions still for microplastic,' Rochman says, though she notes that more papers on the subject have been published since 2013, the **cutoff** point for the group's analysis.

There are also, she adds, a lot of open questions about the ways that ocean debris can lead to sea-**creature** death. Many studies have looked at how plastic affects an individual animal, or that animal's **tissues** or **cells**, rather than whole populations. And in the **lab**, scientists often use higher **concentrations** of plastic than what's really in the ocean. None of that tells us how many birds or fish or sea **turtles** could die from plastic pollution - or how deaths in one species could affect that animal's predators, or **the rest of** the ecosystem.

'We need to be asking more ecologically **relevant** questions,' Rochman says. Usually, scientists don't know exactly how **disasters** such as a **tanker** accidentally **spilling** its whole **cargo** of oil and polluting huge areas of the ocean will affect the environment until after they've happened. 'We don't ask the right questions early enough,' she says. But if ecologists can understand how the slow-moving effect of ocean trash is damaging ecosystems, they might be able to **prevent** things from getting worse.

Asking the right questions can help policy makers, and the public, **figure out** where to focus their **attention**. The problems that look or sound most **dramatic** may not be the best places to start. For example, the name of the 'Great Pacific Garbage **Patch**' - a collection of marine debris in the northern Pacific Ocean - might **conjure up** a **vast floating** trash island. **In reality** though, much of the debris is tiny or below the **surface**; a person could **sail** through the area without seeing any trash at all. A Dutch group called 'The Ocean Cleanup' is currently working on plans to put **mechanical** devices in the Pacific Garbage Patch and similar areas to suck up plastic. But a recent paper used **simulations** to

**fiber** = a mass of threads used to make rope, cloth, etc 'faɪbə  
**shed**= drop, cast, discard 'dʒed  
**synthetic** = artificial, fake, manmade #natural sɪn'tetɪk  
**erode** = corrode, destroy, wear down ɪ'reʊd  
**remnant** = remainder, leftover, residue 'remnənt  
**investigate** = look into something, explore, probe ɪn'vestɪgeɪt

**cutoff** = limit, end. 'kəʊtɒf

**creature** = animal, living thing, being 'kri:tʃə  
**individual**= singular, personal, characteristic ɪndɪ'vɪdʒʊəl  
**tissue** = the material forming animal or plant cells 'tɪʃu:  
**cell** = group, unit, section sel  
**lab** = laboratory, workshop, test center læb  
**concentration**= the amount of a substance in a liquid or in another substance kɒnsən'treɪʃn  
**turtle** = a large reptile with a hard round shell, that lives in the sea 'tɜ:təl  
**the rest of** = what is left after everything or everyone else has gone, been used, dealt with, or mentioned ðə 'rest ɒv

**relevant**= related, pertinent #unrelated 'reləvənt  
**disaster** = tragedy, catastrophe, calamity dɪ'zɑ:stə  
**tanker** = a vehicle or ship specially built to carry large quantities of gas or liquid, especially oil 'tæŋkə  
**spill** = leak, drop, fall, drip #absorb spɪl  
**cargo**= the goods carried in a ship or plane 'kɑ:gəʊ  
**prevent**= stop, avoid, block, inhibit #permit prɪ'vent

**figure out** = understand, discover, work out, solve 'fɪɡə 'aʊt  
**attention** = mind, concentration, awareness, consideration ə'tenʃn  
**dramatic** = impressive, extraordinary, remarkable drə'mætɪk  
**patch** = area, space, plot of land pætʃ  
**conjure st up**= to make something appear as a picture in your mind = evoke. 'kʌndʒə snt ʌp  
**vast** = huge, massive, enormous #small vɑ:st  
**float** = to stay or move on the surface of a liquid without sinking fləʊt  
**in reality** = really, actually, in fact ɪn rɪ'ælɪti  
**surface** = outside, shell, façade 'sɜ:fɪs  
**sail** = to travel on or across an area of water in a boat or ship seɪl  
**mechanical** = affecting or involving a machine mɪ'kænɪkəl  
**simulation**= model, imitation, virtual reality sɪmjʊ'leɪʃn

show that **strategically** positioning the cleanup devices closer to **shore** would more effectively reduce pollution over the long term.

'I think **clearing up** some of these **misperceptions** is really important,' Rochman says. Among scientists as well as in the media, she says, 'A lot of the images about strandings and entanglement and all of that cause the **perception** that plastic debris is killing everything in the ocean.' **Interrogating** the existing scientific **literature** can help ecologists figure out which problems really need **addressing**, and which ones they'd **be better off** - like the mussels - **absorbing** and ignoring.

**strategically**= deliberately, intentionally, purposefully *stre'ti:dʒɪkli*  
**shore** = coast, seashore, coastline *ʃɔ:*

**clear up** = explain, elaborate, solve. *'kliə ʌp*  
**misperception**= misunderstanding, confusion *mɪspə'sepʃən*

**perception** = view, opinion, assessment *pə'sepʃən*  
**interrogate** = question, interview, probe= to ask someone a lot of questions for a long time in order to get information, sometimes using threats *ɪn'terəgeɪt*

**literature**= all the books, articles, etc on a particular subject *'lɪtrətʃə*

**address** = tackle, focus, deal with **ignore** *ə'dres*

**be better off** = to be in a better situation, if or after something happens *bɪ 'betər ɒf*

**absorb** = if something absorbs light, heat, energy, or noise, it takes it in. *əb'zɔ:b*



# 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=0B2TloHBJIsvnXzRhR29MN25FSFFiWDVGcDc4SVhrYmc3cU4w>

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

Dinhthangielts  
This test is from Test 4 Cam 9 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	Solution
1	Không hiểu câu chứa thông tin quan trọng vì quá dài	Phân tích cấu trúc ngữ pháp câu, lược bỏ phần không quan trọng
2	TRUE FALSE NOT GIVEN bị sai nhiều (40%)	Cần đọc kỹ hơn thông tin và chú ý các từ bẫy như ONLY, ALL, v.v...

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

	1	2	3	21	22	23
1	✓ 1 ✗	✓ 2 ✗	✓ 3 ✗	✓ 21 ✗	✓ 22 ✗	✓ 23 ✗
2						
3						

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

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

**Dinhthangielts**  
This test is from  
Sheet glass / 41  
NOTES (Time 15')

**Gras - jill : Cam 8**

Date

Xác định sai thông tin (4)  
Xác định đúng thông tin những câu sai (6)

Xác định ngược pháp của thông tin tìm để 2 trong câu hỏi  
Học thêm các từ, note key word

(1-8)

Chức năng của hệ thống / 48 (Time 8')  
9-13)

Chăm chú quá khứ của Ng ta  
tìm hiểu lịch sử của hệ thống & vận hành  
(tìm chủ yếu công, chủ yếu cây rêu > <)

Biết nghĩa của từ trong câu  
(điền vào chỗ trống của câu)

uống nước at  
trung với lasers  
(65; time 12)  
14-20)

Xác định sai thông tin trong tâm  
Biết từ các "key word"

Đọc tổng thể cả bài

đọc về biological  
size / 75 (time 12)  
(21-24)

Tìm thời gian

Tìm chủ vào "key word"

Marker use only	Marker use only
1 Spinning	21 physical chemistry
2 unbleached	22 thermodynamics
3 labour intensive	23 adapt
4 hot rollers thickness	24 Immortality
5 marked	25
6 molten tin molten glass	26
7 bottom upper molten tin	27
8 molten glass rollers	28
9	29
10 B C	30
11	31
12	32
13 G	33
14 power companies	34
15 solely	35
16 no hefty size	36
17 B	37
18 DC	38
19 HG	39
20 CD	40

Marker 2 Initials

Marker 1 Initials

Band Score

Reading Total

**RẤT CẢM 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 đấy. Sau 3 quyển thì mình đã học được khá khá cặp từ đồng nghĩa. mình có thể định vị đoạn văn có câu trả lời nhanh hơn bằng việc tìm từ đồng nghĩa với keyword trong câu hỏi, đặc biệt với dạng matching information.

Và sau 1 tháng học theo bộ sách thì mình đã cải thiện được điểm Reading từ 7.5-8.0 lên 9.0. Hi vọng chia sẻ của mình sẽ phần nào giúp các bạn trong quá trình ôn thi

Em cũng xin cảm ơn anh Thắng cùng các bạn biên tập sách vì bộ sách tuyệt vời. Mong mọi người tiếp tục ra những tài liệu hữu ích để giúp các bạn ôn thi sớm được giải thoát khỏi ielts như em ạ 😊))




 You, Kieu Nga, Duong Nguyen and 79 others

13 Comments
 13 Shares



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**Test Report Form** ACADEMIC

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

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

**Candidate Details**

Family Name [REDACTED]  
 First Name PHUONG ANH  
 Candidate ID 174519469

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

Country or Region of Origin [REDACTED]  
 Country of Nationality VIETNAM  
 First Language VIETNAMESE

**Test Results**

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

[REDACTED]

Centre stamp: VIETNAM BRITISH COUNCIL  
 Validation stamp: IELTS

Administrator's Signature [REDACTED]  
 Date 03/07/2018 Test Report Form Number 18VN003312LEP002A

BRITISH COUNCIL idp Cambridge Assessment English

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

<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:

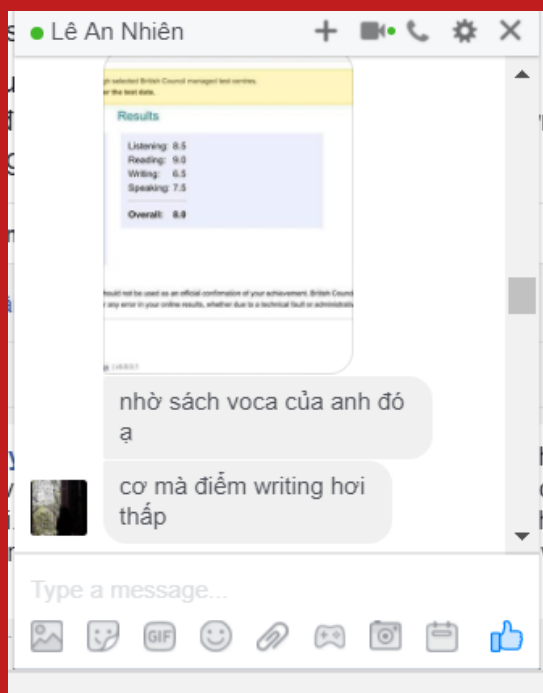
Vd: Tuition=teaching=guidance=training.

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 quyển sách boost.



gh selected British Council managed test centres.  
er the test date.

### Results

Listening: 8.5  
Reading: 9.0  
Writing: 6.5  
Speaking: 7.5

**Overall: 8.0**

<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 tính điểm là 5.5 tới test 4 cuốn 11 đã lên 7.5. Giải các cuốn từ 6-10 vẫn đều đều 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 khỏe 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 · 15w



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 các tài liệu Boost your vocabulary cuốn 9, 10, 11, 12 tại

**Facebook Group IELTS Việt**

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

Hoặc

**facebook.com/dinhthangielts**

**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!

**Đinh Thắng**

[thangwrm@gmail.com](mailto:thangwrm@gmail.com)