

## Bài luyện: Đọc tổng hợp

### Map Legends

Somewhere on every good map there is a legend. A legend is a small drawing. It tell us how to read the map. It shows how the cartographer made the map. No single map can show everything. It would be too crowded. The legend tells us which things the **cartographer** chose to show. It shows which areas the map covers. [A] The map is only a flat piece of paper. The legend tells us how it shows the earth's **curve**. There is one very important thing on a legend. This is the map's scale. The scale has two parts. One part is called a verbal scale. It uses words. Here is an example: 1 millimeter equals 100 kilometers. [B] The other part of the scale is a line or a bar. This is called a graphic scale. On it, one small **mark**, usually a millimeter, stands for a real distance. In the previous example, the distance of a millimeter is 100 kilometers. Most of the scales on road maps are graphic scales. With the scale, you can tell the distance from place to place. The legend also tells what the symbols on the map mean. For example, the cartographer might use a star to show a big city. A red star inside a dot might show a country's capital city. A small, black dot might show a small town. Colors and lines are very important symbols. A river may be colored blue. A very busy highway might be a thick, red line. A small road might be a thin, black line. A footpath might be a thin, broken line on the map. [C] Some maps show places that don't have roads or cities. [D] These maps can show how high or steep mountains are. They can also show where the land is flat. The map will show these things with many different colors. This kind of map is called a topographical map. Its legend will tell how to read these things.

1. What does a legend on a map do?

A. It tells the names of countries on the map.

B. It shows which way is north.

C. It shows a good route for traveling.

D. It helps people use the map.

2. According to the reading, what does a scale help people know?

A. How high the mountains are

B. How much to weigh

C. How far to go

D. Where we are

3. According to the passage, a large blue-colored circle would probably be

A. A hospital

B. A lake

C. A highway

D. A city

4. In paragraph, what best paraphrases the sentence

**“Somewhere on every good map there is a legend.”?**

A. A poorly made map may or may not have a legend.

B. Only good maps have legends.

C. If a map is made well, you can find a legend on it.

D. Maps do not always put the legend in the same place.

5. What is the main idea of paragraph 4?

A. There are maps that show the ocean floor.

B. Some maps are made in black and white.

C. Some maps show the height of the land.

D. Maps only show places where there are roads.

6. Where would the sentence best fit?

**People who hike in the woods often use these maps.**

A. [A]

B. [B]

C. [C]

D. [D]

7. The word "**cartographer**," as seen in paragraph 1, could best be replaced by

A. Teacher

B. Mapmaker

C. Writer

D. Engineer

8. The word "curve" in paragraph 1 is closest in meaning to

A. Length

B. Height

C. Surface

D. Shape

9. The word "**mark**" in paragraph 2 is closest in meaning to

A. Grade

B. Year

C. Indication

## Marketing

Advertising makes an immense difference in the popularity of a product. Studies have shown that consumers usually pay more for advertised products than non-advertised products. As a result, the marketing and advertising industry is a multibillion-dollar-a-year business. Local commercials can cost as little as several hundred dollars to produce, while national companies have been known to spend hundreds of thousands of dollars on a single commercial. Interestingly, the source for these expensive commercials is the

consumers who view the advertisements from the comfort of their living rooms. Companies influence the prices that consumers pay in two ways. When consumers purchase any product, they are obviously paying for the cost of manufacturing the product. However, they are also paying for the advertising campaign devised to convince consumers to buy the product. The more costly the advertising campaign, the higher the price paid by consumers. Companies are allowed to set these high prices because consumers have shown that they will continue to pay them. For instance, a multinational chain of coffee shops significantly raised its prices a few years ago, due in no small part to an expensive national advertising campaign. While, regular customers noticed and were not fond of the hike, one was quoted as saying, "I doubt it will make an impact [on consumers]. It won't change my habit." Indeed, it did not; the company experienced record sales in spite of the fact its prices

were higher than its competitors'. Another way advertising tends to affect product pricing is seen in the arena of perceived value to the consumers. The perceived value is the worth that consumers assign to a product. Studies show that often the advertising for a product determines its value more than the quality or necessity of the product itself. One way a company may take advantage of this perceived value is by running commercials during prime time. These ads are usually much more expensive than others. For example, a national commercial that ran during a popular American show cost close to \$745,000 to run for thirty seconds. If people watching the show perceive that the product is more valuable simply because it was advertised during prime time, they are often willing to pay higher prices. So, whether it is seen in the cost of the commercials or the advertiser-assigned value, it is obvious that advertising drives product pricing and directly affects consumers.

1. Which of the following can be inferred about pricing and advertising?

A. Products that are not advertised cost more than advertised products.

B. Customers will pay little for a non-advertised product.

C. Companies selling higher-priced products usually advertise more.

D. Local companies will not spend money on advertising.

2. How do companies determine the price they charge for a product?

A. By determining the overall costs of making the product

B. By basing their prices on advertising costs and competitor prices

C. By choosing perceived value or manufacturing costs

D. By including the cost of advertising in the overall costs

3. Which of the following is true about the effect of higher-priced ad campaigns?

A. They increase the price consumers must pay.

B. They are a response to consumer demand.

C. They result in competitor price matching.

D. They have positive effects on customers.

4. The author uses the chain of coffee shops as an example of

- A. the competitive nature of the advertising industry
- B. a means by which large businesses deceive consumers
- C. the acceptance of higher costs by consumers
- D. a costly advertising campaign that failed

5. According to the passage, which of the following is NOT true about the coffee chain's price increase?

- A. Many customers stopped buying their coffee there.
- B. The coffee chain raised prices so they could advertise more.
- C. Customers acknowledged the change in prices.
- D. The price increase did not change customers' drinking habits.

6. Which of the following can be inferred from paragraph 3?

- A. Price is not the only factor affecting buyer decisions.
- B. Consumers will pay less when they see expensive advertisements.
- C. The lowest-priced products are usually purchased the most.
- D. Consumers become angry when prices are raised too high.

7. The author mentions commercials running during prime time in order to

- A. contrast effective advertising with unsuccessful products

- B. provide a function of television advertising on a national level
  - C. refute the idea that consumers pay more for products they see on television
  - D. explain how consumers justify paying higher prices for products
8. Which of the following is NOT true about the perceived value of a product?
- A. It can be higher than the actual value.
  - B. It is influenced by advertising.
  - C. It is partially determined by the consumer.
  - D. It is the same as the true value.

### **Global Warming**

When carbon dioxide (CO<sub>2</sub>) is released into the air, it acts as a blanket. It keeps heat in the Earth's atmosphere and produces global warming. Global warming causes the Earth's ice to melt, sea levels to rise, and precipitation levels to change. What many do not know is that nature has its own method of counteracting the increased release of carbon into the atmosphere. This takes the form of what climatologists call the carbon sink effect. A carbon sink is anything that acts as a storage area or reservoir for carbon. Oceans and areas with vegetation are natural carbon sinks because they absorb carbon from the air. The Earth's oceans and areas with growing vegetation are natural carbon sinks. At least one-third of the anthropogenic carbon released on Earth is absorbed by the world's oceans. Young forests with actively growing trees are another area where the carbon sink effect is easily seen. Oceans and forests become carbon sinks



through the process of photosynthesis. Photosynthesis occurs when plants take in carbon dioxide for nutrients and, in turn, release oxygen back into the environment. Phytoplankton in the ocean and all the vegetation in the forests are responsible for absorbing carbon dioxide from the air. Carbon can also be absorbed into much of the Earth's soil in the form of organic material, especially in agricultural areas. Since it is important to reduce the amount of CO<sub>2</sub> in the air, scientists hope to increase nature's ability to form these carbon sinks rather than try to make artificial sinks. Artificial sinks require that carbon first be captured and stored, adding steps and expense to the process. Reforestation is a less expensive way to fight global warming with carbon sinks. The addition of iron oxide or iron sulphate to the world's oceans is another method of increasing carbon absorption. Adding these iron byproducts encourages the growth of plankton. Plankton boosts the amount of carbon absorbed through photosynthesis. As more carbon is absorbed back into nature, less is found in the atmosphere, and global warming attributed to carbon gas is greatly reduced.

1. Why does the author mention a blanket in paragraph 1?

A. To argue that CO<sub>2</sub> is responsible for the carbon sink effect

B. To give an explanation of the function of CO<sub>2</sub>

C. To note that the Earth has too much CO<sub>2</sub>

D. To illustrate how CO<sub>2</sub> affects Earth's temperature

2. According to paragraph 1, how does CO<sub>2</sub> contribute to global warming?

A. It causes the Earth's ice to melt and sea levels to rise.

B. It allows more of the sun's heat to enter the atmosphere.

C. It reduces precipitation in the air.

D. It traps heat in the atmosphere.

3. Which of the following can be inferred from paragraphs 1 and 2?

A. CO<sub>2</sub> is the only cause of global warming.

B. More carbon sinks would eliminate global warming.

C. Carbon sinks cannot form in cities.

D. Melting ice contributes to global warming.

4. Which of the following is NOT true about nature's method of carbon sink formation?

A. Oceans absorb over one third of the carbon released by human actions.

B. The soil in agricultural areas absorbs the majority of the Earth's carbon.

C. Forests with young vegetation absorb more carbon than older forests.

D. Photosynthesis allows plants to take carbon from the environment.

5. According to paragraph 3, what will reduce the amount of carbon in the air?

- A. Cutting down on harmful emissions
- B. Reducing effects of photosynthesis
- C. Cultivating healthy soil
- D. Creating more natural carbon sinks

6. All of the following are true about carbon sinks EXCEPT:

- A. They are storage areas for excess carbon.
  - B. They can reduce CO<sub>2</sub> in the environment.
  - C. They are found mainly in areas with rich soil.
  - D. They can be created through photosynthesis.
7. Which of the following can be inferred about creating artificial carbon sinks?

- A. Artificial sinks are more beneficial for the environment.
- B. Natural sinks are preferred over artificial sinks.
- C. Artificial sinks do not absorb as much carbon.
- D. Natural sinks absorb more than enough carbon.

8. The author discusses plankton in paragraph 3 in order to

- A. refute the effectiveness of artificial carbon sinks in the world's oceans

- B. explain the role of photosynthesis in removing carbon from the atmosphere
- C. illustrate how adding iron byproducts increases carbon absorption
- D. criticize the methods scientists are using to try to stop global warming

## Asteroids

Comets, asteroids, and meteors are part of a similar group of space objects. All pass through space, but are small and not part of a planet. These space objects, though, differ in what they are made of.

Comets are made mostly of ice and a little dust. When a comet travels near the sun, the sun melts some of its ice. The melted ice becomes a cloud of steam and dust. The comet could even blow up! The sun's wind blows the steam and dust. This gives the comet a tail. The tail can be 1.6 million kilometers long or even longer. Sometimes, we can see these near Earth. Each time a comet goes near the sun, its tail gets smaller. Finally, its tail **vanishes**. [A]

Asteroids, on the other hand, contain little ice but are mainly made of rock or dust. Asteroids are small, rocky pieces that travel in space. Many of the biggest asteroids orbit between Mars and Jupiter. The largest asteroid there is 933 kilometers across. Another group of asteroids travels the same **path** as Jupiter. Some asteroids are even near Earth. These sometimes hit the Earth. [B] The smallest asteroids are only ten or twenty meters across. There may be many others so small that we can't find them. All of the asteroids together are about the size of Earth's moon.

Every asteroid is different! Some are very light. They may be made of many small pieces. Others are made of metal or hard rock. Sometimes, asteroids have small moons. Sometimes, they move together in pairs. [C] Most asteroids have unusual shapes because they crash into other things. We can't see asteroids **without our naked eyes**. We can only see them through telescopes.

Meteors are similar to asteroids in composition. They are small pieces of dust and rock that fall to Earth. They fall very, very quickly into Earth's airspace. This makes them burn. Meteors make bright trails of light across the sky, which we call shooting stars. Most meteors are very small. Sometimes, many meteors fall together.

[D] These are called meteor showers. At other times, a bigger rock piece falls. It makes an even brighter trail. This is called a fireball. Sometimes, it doesn't finish burning before it hits the ground. This kind of rock is called a meteorite.

1. According to the passage, why do asteroids have unusual shapes?

A. They were made that way.

B. Things hit and break them.

C. The sun melts them.

D. They are made of gas.

2. Which of the following statements about meteors is true?

A. They fall so quickly that they burn.

B. They are made of ice.

C. They never hit the Earth.

D. They fall very slowly.

3. According to the passage, where are the biggest asteroids?

A. Between Earth and Venus

B. Near the Sun

C. Outside the Solar System

D. Between Mars and Jupiter

4. The key idea of the passage is best expressed by which of the following?

A. We can visit other planets.

B. Meteors and asteroids are very much the same.

C. Though comets, asteroids and meteors are different, they are much the same.

D. Comets are made of ice and/or dust. 5.

What is the main idea of paragraph 4?

A. Asteroids can have various characteristics.

B. All asteroids are the same.

C. Asteroids are the same as comets.

D. Some asteroids have moons.

6. Where would the sentence best fit?  
**The comet will then look more like an asteroid.**

A. [A]

B. [B]

C. [C]

D. [D]

7. Which of the following is closest in meaning to "vanishes" as used in paragraph 2?

A. Becomes larger

B. Appears

C. Falls

D. Disappears

8. The word "**path**" in paragraph 3 could best be replaced by which of the following?

A. Orbit

B. Trail

C. Streak

D. Road

9. Which of the following means most nearly the same as "**with our naked eyes**" as used in paragraph 4?

- A. Without glasses
- B. Looking using special equipment
- C. With contact lenses
- D. Looking without using any equipment

### Wild pigs

Throughout history, pigs have been useful to humans. Their bodies work much like **ours**. Doctors have used chemicals from pigs' bodies to help treat diseases in people. We also use pigs for food. We even make objects from their skin, such as bags and balls. Domestic pigs live on farms. These kinds are useful for people. Wild pigs live in the mountains and forests. They are causing big problems in the United States.

In the early 1900s, wild pigs - called boars - were brought from Europe to North Carolina. Boars have two sharp horns, or tusks, on each side of their mouth. They are aggressive and mean. At first, people kept the boars together in a forest. Hunters enjoyed trying to shoot them. But by the 1920s, some boars had **escaped**. Boars have lived in the mountains of North Carolina ever since. Problems began when the boars entered a national park. They dug holes in the soil and destroyed plants that other animals need for food.

California has the same problem. [A] Wild pigs in that state are not just hurting national parks. They are destroying the grass on golf courses and eating plants in people's gardens. [B] Some more of these pigs came from North Carolina in 1925. Some hunters brought them. They built a fence around the boars. However, several pigs escaped. [C] Later, some, of the wild pigs mated with



escaped domestic pigs. Today, the number of wild pigs keeps growing. [D] They are ruining lots of land. A scientist found 2,000 **rare** flowers in the stomach of one dead boar.

How can people stop these hungry pigs? There are no easy answers. One national park in Hawaii built a 15-meter fence around its **entire** 28,000 acres. Other states encourage hunters to kill the animals. However, pigs are intelligent, stubborn, and tough. We domesticated them for use on the farm. Now, our challenge is to control **them** when they leave the barnyard.

1. All of the following are mentioned in the passage EXCEPT

- A. How boars came to the US
- B. How boars got to Europe
- C. The types of damage boars cause
- D. The characteristics of boars

2. How long have wild pigs been a problem in the US, according to the passage?

- A. 50 to 55 years
- B. 70 to 85 years
- C. 85 to 120 years
- D. More than 120 years

3. What is the topic of paragraph 4?

- A. Differences between domestic pigs and wild pigs

B. How Californian pigs are different from other



pigs C. The problems pigs are making in one state



D. Why people in California like wild pigs 4.

The word "**ours**" in paragraph 1 refers to

A. People

B. Pigs

C. Bodies

D. Doctors

5. What does the word "**them**" in the last sentence refer to?

A. Hunters

B. National parks

C. Pigs

D. States

6. Which statement best reflects the author's opinion?

A. Wild pigs are a necessary part of nature.

B. All wild boars should be killed.

C. Domestic pigs are dangerous.

D. Controlling wild pigs is a difficult challenge.

7. From paragraph 3, we can infer that

A. There are many farms in North Carolina

B. Wild pigs first came from Europe

C. North Carolina is not very beautiful

D. Wild pigs eat flowers

8. The word "**escaped**" could best be replaced by which of the following?

A. Got away

B. Become lost

C. Rebelled

D. Died

9. The word "rare" in paragraph 3 is closest in meaning to which of the following?

A. Beautiful

B. Exquisite

C. Common

D. Special

10. The word "entire" in the last paragraph is closest in meaning

to A. Very large



B. Whole

C. Make sleepy

D. Hot

11. Where would the sentence best fit?

**Some of these boars are descendants of domestic pigs the Spanish settlers brought with them in the 1760s.**

A. [A]

B. [B]

C. [C]

D. [D]

## Constellations

Look at the stars in the night sky. Do some of them seem to form patterns or designs? Can you see animals, people, or objects?

These patterns are called constellations.

[A] Constellations are not real animals, people, or objects. We imagine them to help us make a map of the sky. On a dark night, you can see almost 1,500 stars. Trying to distinguish **which** is which can be difficult. Constellations make it easier for us to **identify** stars.

People began seeing patterns in the stars about 6,000 years ago.

[B] Three of the first constellations they imagined were a lion, a bull, and a scorpion. In **ancient** times, farmers used constellations to know which month it was. We can see some constellations only one season each year. Farmers knew it was time to plant when they saw a certain constellation. They knew it was time to harvest

when they saw a different one. [C] People in different countries can look at the same constellation and imagine different things. Someone in China might think a constellation looks like a dragon. Someone in Australia might think the same pattern is a horse. Each country has its own ideas. Many constellations get their names from the myths of ancient Greece and Rome. A constellation called Aquarius is named after a Greek boy who carried water. A constellation called Taurus is named after a god who came to earth as a bull. Constellations are not stationary. The stars in them are gradually moving. It is difficult to know the **boundaries** of many constellations. In 1929, international astronomers, scientists who study stars, agreed on official boundaries for the 88 constellations that exist today. [D] However, by the time your children grow up, these boundaries could change. We might also find new constellations. We will always use our imaginations to help understand the world around us.

1. According to the passage, about how many constellations exist today?

A. 90

B. 100

C. 1,500

D. 6,000

2. All of the following are true EXCEPT that

A. Constellations have a long history

B. Scientists agree on constellation boundaries

C. Constellations are groups of stars

D. Constellations never change 3.

This passage mainly discusses

A. The names of constellations

B. The history of constellations

C. How to see constellations

D. Greek and Roman myths

4. What does the word "which" in paragraph 2 refer to?

A. Constellations

B. Maps

C. People

D. Stars

5. In paragraph 3, the word "**one**" in the last sentence refers to a

A. Farmer

B. Star

C. Season

D. Constellation

6. Based on information in paragraph 2, we can infer that

A. There are only 1,500 stars

B. We can see different numbers of stars depending on how bright the moon is

C. All constellations are animals

D. We need a map of the sky to see the stars

7. Based on the information in paragraph 3, what can we infer about ancient farmers?

A. They were not very intelligent.

B. They did not have calendars.

C. They worked very hard.

D. They grew food.

8. Which of the following could best replace the word "**identify**" as used in paragraph 2?

A. Recognize

B. Name

C. Count

D. Number

9. As used in paragraph 3, what is the meaning of the word "**ancient**"?



A. Old



B. Modern

C. Prehistoric

D. Good

10. The word "**boundaries**" as used in paragraph 5 is closest in meaning to which of the following?

A. Dimensions

B. Properties

C. Borders

D. Shapes

11. Where would the sentence best fit?  
**Some of these constellations were the same ones as recognized in ancient times.**

A. [A]

B. [B]

C. [C]

D. [D]

## Migration

A widely **held** theory today is that the ancestors of today's Native American peoples traveled to the Western Hemisphere from Asia

between 25,000 and 30,000 years ago, which was around the same time that Japan was being settled by Stone Age inhabitants. There is dental evidence and blood-type evidence to **support** this theory. A dental pattern that is found among most ancient human fossils in the Americas is consistent with the dental pattern of ancient human fossils in northeastern Asia. In blood type, the fact that blood type B is almost nonexistent among Native American populations but exists in Asian populations leads to the conclusion that migrations to the Americas from Asia took place before the evolution of blood type B, which is believed to have occurred around 30,000 years ago. In addition to the dental and blood-type evidence, more general evolutionary evidence suggests that it took more than 20,000 years for the variety of physical traits common to Native American populations to evolve, and linguists **broadly concur** that the development of the approximately 500 distinct languages of the Native Americans would require approximately 25,000 years.

The proposed migration from Asia to the Americas took place during the Ice Age that characterized the Pleistocene epoch. During that period of time, there were huge glaciers holding enormous volumes of water, and because of the huge glaciers, sea levels were as much as 100 meters lower than they are today. The reduced sea levels meant that Asia and North America were linked with a 750-mile-wide landmass, named Beringia after the Bering Straits that now cover it, and consisted of treeless grassland with warm summers and cold dry winters. Because of the geographical features of Beringia during the Pleistocene epoch, it was an environment **well-suited** to the large mammals of the time, such as mammoth, mastodon, bison, horse, and reindeer as well as to the Stone Age hunters who depended on these animals for their existence. The stone Age inhabitants of the area used these animals not only for food but also for shelter, clothing, and weapons; they were able to spread out and expand their hunting areas as their populations grew, and their populations most likely

grew at a very high rate because of the huge amount of territory available for expansion.

[11A] In spite of the evidence, not all anthropologists are convinced that the migrations from Asia to the Americas took place as early as 25,000 to 30,000 years ago. [11B] There is general agreement that the migrations took place, but some believe that the migrations took place much later. [11C] No fossilized human bones have been found in what used to be Beringia; finding human bones dating from 25,000 to 30,000 years ago would be strong proof of the dates when the migrations took place. However, because what was once Beringia is submerged beneath ocean waters, it may be a formidable task to uncover fossil evidence of migration from Asia to the Americas through Beringia. [11D]

1. The word “**held**” in paragraph 1 could best be replaced by

- A. accepted
- B. possessed
- C. contained
- D. carried

2. The word “**support**” in paragraph 1 could best be replaced by

- A. hold
- B. finance
- C. confirm
- D. stiffen

3. Which of the following is NOT provided as evidence to support the hypothesis that the migration discussed in the passage occurred 25,000 to 30,000 years ago?

- A. Dental patterns common to Asians and Native Americans
- B. Variations in blood types between Asians and Native Americans
- C. The number of Native American languages in existence today
- D. The human bones found in Beringia

4. The phrase “**broadly concur**” in paragraph 1 is closest in meaning to

- A. have the contrary idea
- B. have extensive debates
- C. openly question
- D. are in general agreement

5. In paragraph 2, what best paraphrases the sentence “During that period of time, there were huge glaciers holding enormous volumes of water, and because of the huge glaciers, sea levels were as much as 10C meters lower than they are today.”?

- A. Since the Ice Age, the amount of water in the oceans has decreased dramatically.
- B. During the Ice Age, sea levels were low because of how much water was frozen.

C. Glaciers have grown tremendously since the last Ice Age.

D. During the Ice Age, huge glaciers displaced a lot of water, causing the oceans to rise.

6. It is stated in the passage that Beringia

A. was the source of the name Bering Straits

B. used to be covered with trees

C. is now submerged

D. was unable to support animal life

7. The phrase “**well-suited**” in paragraph 2 is closest in meaning to

A. equal to

B. appropriate for

C. flattering to

D. modified for

8. The word “**they**” in paragraph 2 refers to

A. Stone Age inhabitants

B. animals

C. weapons

D. their hunting areas

9. It is implied in the passage that the Stone Age inhabitants of Beringia were most likely

A. dependent on agriculture

B. poor hunters

C. involved in raising livestock

D. mobile

10. The author begins paragraph 3 with the expression *In spite of* to show that the fact that some anthropologists were not convinced by the evidence was

A. unexpected

B. a natural conclusion

C. unsurprising

D. logical

11. In which space (marked A, B, C and D in the passage) will the following sentence fit?

***Some, in fact, hypothesize that the migrations took place around 15,000 B.C.***

A. [11A]

B. [11B]

C. [11C]

D. [11D]

12. The word “**formidable**” in paragraph 3 is closest in meaning to

A. superior

B. maddening

C. powerful

D. difficult

### Birth Order

A considerable **body** of research has demonstrated a correlation between birth order and aspects such as temperament and behavior, and some psychologists believe that birth order significantly affects the development of personality. Psychologist Alfred Adler was a pioneer in the study of the relationship between birth order and personality. A **key** point in his research and in the hypothesis that he developed based on **it** was that it was not the actual numerical birth position that affected personality; instead, it was the similar responses in large numbers of families to children in specific birth order positions that had an effect. For example, first-borns, who have their parents to themselves initially and do not have to deal with siblings in the first part of their lives, tend to have their first socialization experiences with adults and therefore tend to find the process of peer socialization more difficult. In contrast, later-born children have to deal with siblings from the first moment of their lives and therefore tend to have stronger socialization skills.

Numerous studies since Adler's have been conducted on the effect of birth order and personality. These studies have tended to

classify birth order types into four different categories: first-born, second-born and/or middle, last, and only child.

Studies have consistently shown that first-born children tend to exhibit similar positive and negative personality **traits**. First-borns have consistently been linked with academic achievement in various studies; in one study, the number of National Merit scholarship winners who are first-borns was found to be equal to the number of second- and third-borns combined. First-borns have been found to be more responsible and assertive than those born in other birth-order positions and tend to rise to positions of leadership more often than others; more first-borns have served in the U.S Congress and as U.S. presidents than have those born in other birth-order positions. However, studies have shown that first-borns tend to be more subject to stress and were considered problem children more often than later-born.

[9A] Second-born and/or middle children demonstrate markedly different tendencies from first-borns. [9B] They tend to feel inferior to the older child or children because it is difficult for them to comprehend that their lower level of achievement is a function of age rather than ability, and they often try to succeed in areas other than those in which their older sibling or siblings excel. [9C] They tend to be more trusting, **accepting**, and focused on others than the more self-centred first-borns, and they tend to have a comparatively higher level of success in team sports than do first-borns or only children, who more often excel in individual sports. [9D]

The last-born child is the One who tends to be the eternal baby of the family and thus often exhibits a strong sense of security. Last-borns collectively achieve the highest degree of social success and demonstrate the highest levels of self-esteem of all the birth-order positions. They often exhibit less competitiveness than older brothers and sisters and are more likely to take part in less



competitive group games or in social organizations such as sororities and fraternities.

Only children tend to exhibit some of the main characteristics of first-borns and some of the characteristics of last-borns. Only children tend to exhibit the strong sense of security and self-esteem exhibited by last-borns while, like first-borns, they are more **achievement oriented** and more likely than middle- or last-borns to achieve academic success. However, only children tend to have the most problems establishing close relationships and exhibit a lower need for affiliation than other children.

1. The word “**body**” in paragraph 1 could best be replaced by

- A. corpse
- B. amount
- C. organization
- D. skeleton

2. The word “**key**” in paragraph 1 could best be replaced by

- A. locked
- B. secret
- C. studied
- D. significant

3. The word “**it**” in paragraph 1 refers to

- A. personality

B. component

C. research

D. hypothesis

4. What is stated in paragraph 1 about Adler?

A. He was one of the first to study the effect of birth order on personality.

B. He believed that it was the actual birth order that affected personality.

C. He had found that the responses by family members had little to do with personality.

D. He was the only one to study birth order.

5. The author includes the idea that *These studies have tended to classify birth order types into four different categories* in paragraph 2 in order to

A. announce what ideas will be presented in the following paragraphs

B. show how other studies differed from Adler's

C. explain how Adler classified his work

D. describe the various ways that different studies have categorized birth order groups

6. The word "**traits**" in paragraph 3 is closest in meaning to

A. stresses

B. marks

C. characteristics

D. tears

7. In paragraph 3, what best paraphrases the sentence *“First-borns have been found to be more responsible and assertive than those born in other birth-order positions and tend to rise to positions of leadership more often than others; more first-borns have served in the U.S Congress and as U.S. presidents than have those born in other birth-order positions”*?

A. In spite of certain characteristics that first-borns possess, many of them become leaders.

B. An interesting fact that is difficult to explain is that many first-borns have served in high government positions.

C. Because first-borns tend to be very assertive, they are uncomfortable serving in government positions.

D. Several examples support the idea that first-borns have characteristics that make them leaders.

8. The word “**accepting**” in paragraph 4 is closest in meaning to

A. tolerant

B. affectionate

C. admissible

D. respectable

9. In which space (marked A, B, C and D in the passage) will the following sentence fit?

***Thus, second-borns tend to be better at soccer, football, volleyball, and baseball than at tennis, diving, gymnastics, or archery.***

A. [9A]

B. [9B]

C. [9C]

D. [9D]

10. Which of the following is NOT true, according to the passage?

A. First-borns tend to do well in individual sports.

B. Middle children tend to have a preference for team sports.

C. Last-borns tend to prefer games with fierce competition.

D. Only children tend to prefer individual over team sports.

11. The phrase more “**achievement oriented**” in paragraph 6 is closest in meaning to

A. more directly involved

B. more focused on accomplishments

C. more skilled as leaders

D. more aware of surroundings

12. Which of the following would be most likely to have a successful career but few close friendships?

A. A second-born

B. A middle child

C. A last-born

D. An only child

### Ketchup

The sauce that is today called ketchup (or catsup) in Western cultures is a tomato-based sauce that is quite distinct from the Eastern **ancestors** of this product. A sauce called *ke-tiap* was in use in China at least as early as the seventeenth century, but the Chinese version of the sauce was made of pickled fish, shellfish, and spices. The popularity of this Chinese sauce spread to Singapore and Malaysia, where it was called *kechap*. The Indonesian sauce *ketjab* derives its name from the same source as the Malaysian sauce but is made from very different ingredients. The Indonesian *ketjab* is made by cooking black soy beans, fermenting them, placing them in a salt brine for at least a week, cooking the resulting solution further, and sweetening **it** heavily; this process results in a dark, thick, and sweet variation of soy sauce.

Early in the eighteenth century, sailors from the British navy **came across** this exotic sauce on voyages to Malaysia and Singapore and brought samples of it back to England on return voyages. English chefs tried to recreate the sauce but were unable to do so

exactly because key ingredients were unknown or unavailable in England chefs ended up substituting ingredients such as mushrooms and walnuts in an attempt to recreate the special taste of the original Asian sauce. Variations of this sauce became quite the **rage** in eighteenth-century England, appearing in a number of recipe books and featured as an exotic addition to menus from the period,

**The English version** did not contain tomatoes, and it was not until the end of the eighteenth century that tomatoes became a main ingredient, in the ketchup of the newly created United States. It is quite notable that tomatoes were added to the sauce in that tomatoes had previously been considered quite dangerous to health. The tomato had been cultivated by the Aztecs, who had called it *tomatl*; however, early botanists had recognized that the tomato was a member of the *Solanaceae* family, which does include a number of poisonous plants. The leaves of the tomato plant are poisonous, though of course the fruit is not.

[A]Thomas Jefferson, who cultivated the tomato in his gardens at Monticello and served dishes containing tomatoes at lavish feasts, often receives credit for changing the reputation of the tomato. [B] Soon after Jefferson had introduced the tomato to American society, recipes combining the newly fashionable tomato with the equally fashionable and exotic sauce known as *ketchup* began to appear. [C]By the middle of the nineteenth century, both the tomato and tomato ketchup were staples of the American kitchen.[D]

Tomato ketchup, popular though it was, was quite time-consuming to prepare. In 1876, the first mass-produced tomato ketchup, a product of German-American Henry Heinz, went on sale and achieved immediate success. From tomato ketchup, Heinz **branched out** into a number of other Products, including various sauces, pickles, and relishes. By 1890, his company had expanded to include sixty-five different Products but was in need of

a marketing slogan. Heinz settled on the slogan “57 Varieties” because he liked the way that the digits 5 and 7 looked in print, in spite of the fact that this slogan understated the number of Products that he had at the time.

1. The word "**ancestors**" in paragraph 1 is closest in meaning to

A. predecessors

B. descendants

C. creators

D. ingredients

2. It is NOT stated in paragraph 1 that

A. the Chinese sauce was in existence in the seventeenth century

B. the Malaysian sauce was similar to the Chinese sauce

C. the Chinese sauce was made from seafood and spices

D. the Indonesian sauce was similar to the Chinese sauce

3. The word "**it**" in paragraph 1 refers to

A. a salt brine

B. a week

C. the resulting solution

D. this process

4. The expression “**came across**” in paragraph 2 could best be replaced by

- A. traversed
- B. discovered
- C. transported
- D. described

5. It can be inferred from paragraph 2 that mushrooms and walnuts were

- A. difficult to find in England
- B. not part of the original Asian recipe
- C. not native to England
- D. transported to England from Asia

6. The word rage in paragraph 2 could best be replaced by

- A. anger
- B. distinction
- C. misunderstanding
- D. fashion

7. The author mentions “**The English version**” at the beginning of paragraph 3 in order to



- A. indicate what will be discussed in the coming paragraph
  - B. explain why tomatoes were considered dangerous
  - C. make a reference to the topic of the previous paragraph
  - D. provide an example of a sauce using tomatoes
8. According to paragraph 3, the tomato plant

- A. was considered poisonous by the Aztecs
  - B. is related to some poisonous plants
  - C. has edible leaves
  - D. has fruit that is sometimes quite poisonous
9. The word “**staples**” in paragraph 4 could best be replaced by

- A. Standard elements
- B. Strong attachments
- C. Necessary utensils
- D. Rare alternatives

10. In which space (marked A, B, C and D in the passage) will the following sentence fit?

***It turned from very bad to exceedingly good.***

- A. [A]
- B. [B]

C. [C]

D. [D]

11. The expression "**branched out**" in paragraph 5 is closest in meaning to

A. contracted

B. stemmed

C. converted

D. expanded

12. In paragraph 3, what best paraphrases the sentence "*Heinz settled on the slogan "57 Varieties" because he liked the way that the digits 5 and 7 looked in print, in spite of the fact that this slogan understated the number of Products that he had at the time.*"?

A. Heinz selected a certain slogan even though it was inaccurate because he liked the look of it.

B. Heinz was eventually able to settle a dispute about which slogan would be the best for his company.

C. Heinz was unable to print out the actual number of varieties, so he printed out a different number.

D. Heinz's company actually had far fewer Products than the slogan indicated that it did.