



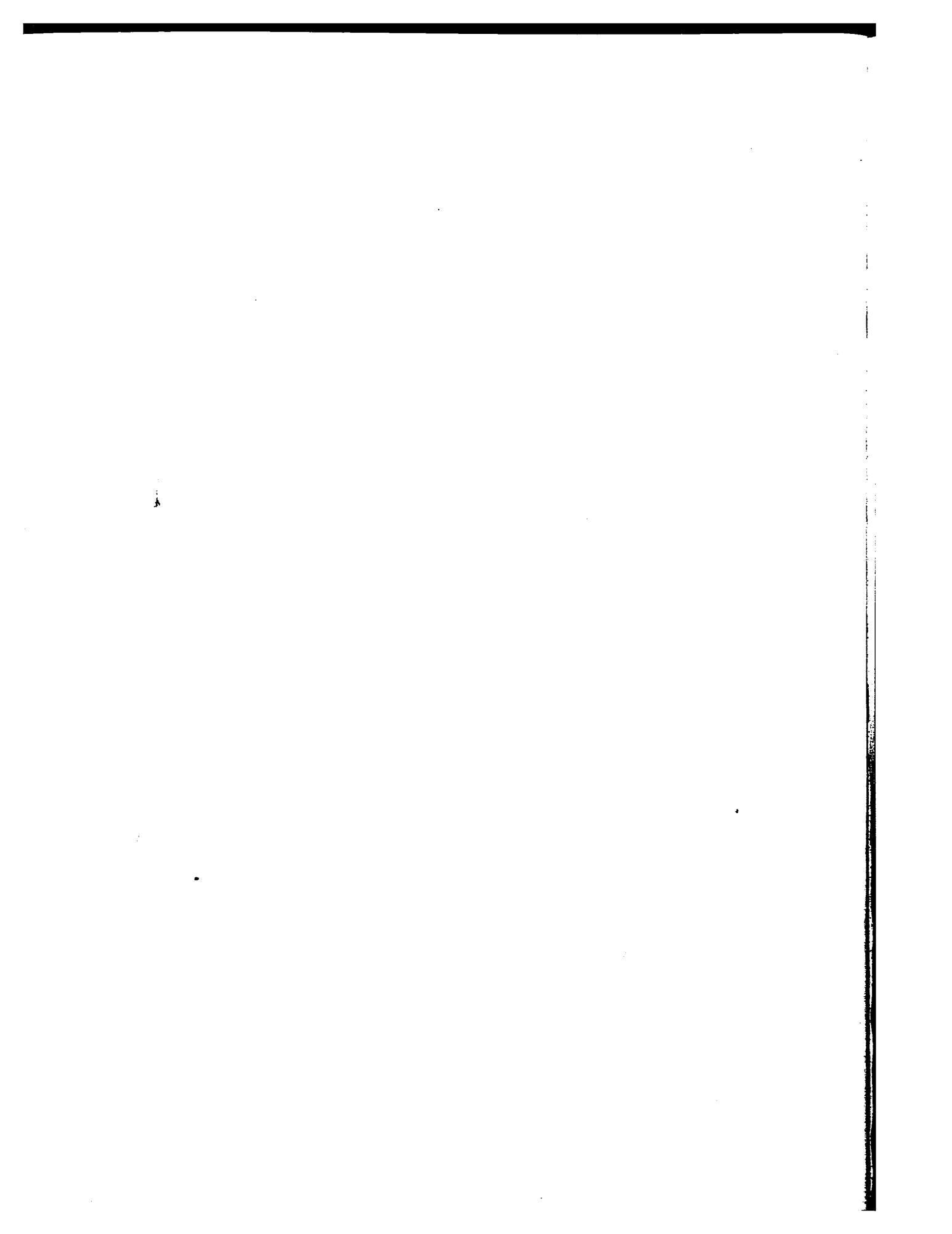
VIETNAM NATIONAL UNIVERSITY – HO CHI MINH CITY  
**ENGLISH TESTING CENTER**

A COMPLETE SKILL BUILDER  
for the  
**VNU-EPT TEST**

**Two Audio CDs Included**



VIETNAM NATIONAL UNIVERSITY - HO CHI MINH CITY  
PUBLISHING HOUSE





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the scope of the Project

**INNOVATING AND ENHANCING  
THE TEACHING AND LEARNING OF ENGLISH  
FOR UNDERGRADUATE AND GRADUATE PROGRAMS  
AT VIETNAM NATIONAL UNIVERSITY –  
HO CHI MINH CITY,  
2010-2015**

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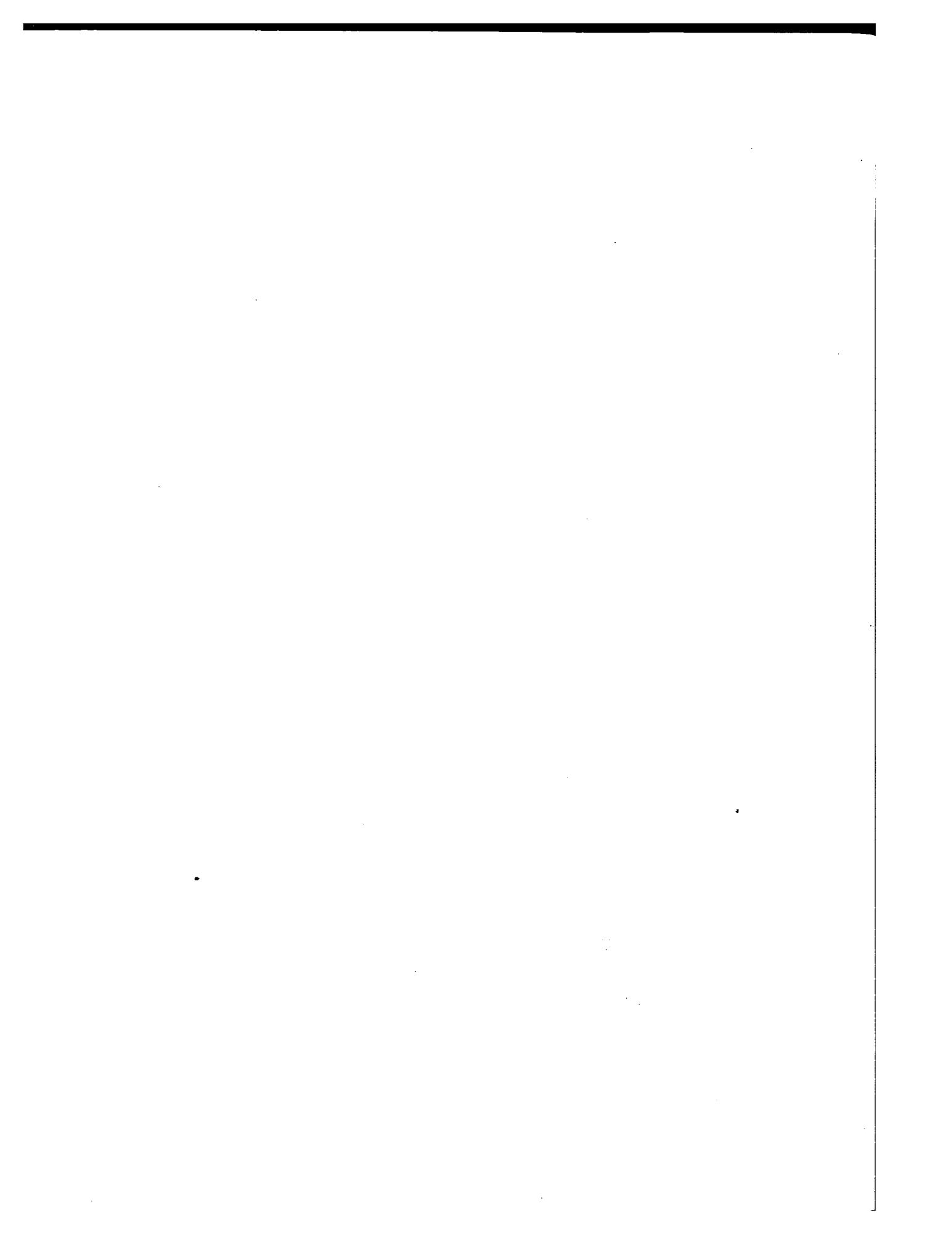
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## A COMPLETE SKILL BUILDER FOR THE VNU-EPT TEST

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# FOREWORD

Within the scope of Vietnam's National Foreign Language 2020 Initiative regulated by the Ministry of Education and Training, Vietnam National University - Ho Chi Minh City (VNU-HCM) has been improving the teaching, learning and assessment of its English programs in the last few years. Regarding assessment, VNU-HCM has developed its English Proficiency Test (VNU-EPT), which aims to assess students' language skills in accordance with the Common European Framework of Reference (CEFR). The VNU-EPT test consists of four sections – Listening, Reading, Writing, and Speaking – and lasts approximately three hours.

To help test takers prepare for the VNU-EPT test, VNU-HCM has issued a test preparation book entitled *A Complete Skill Builder for the VNU-EPT Test*. As its name suggests, the book will help test takers review their grammar knowledge as a foundation on which they can systematically build up the four macro language skills. With the Skill build-up, Follow-up exercises, and Progress test for each section as well as the summative Actual test, the authors of the book hope to help test takers build solid language skills and confidence before they take the VNU-EPT test.

Our special thanks go to the Board of Presidents of VNU-HCM, the Steering Board of the Project "Innovating and Enhancing the Teaching and Learning of English for Undergraduate and Graduate Programs at Vietnam National University - Ho Chi Minh City, 2010-2015", the Department of Academic Affairs, the Office of VNU-HCM, and some other departments of VNU-HCM, for their guidance and support in the completion of the book.

**VNU-HCM English Testing Center  
Director  
Truong Quang Duoc, Ph.D**



# INTRODUCTION

## PURPOSE OF THE BOOK

A Complete Skill Builder for the VNU-EPT Test is a good manual for the following users:

- Test takers who need to build solid test-taking skills to thoroughly prepare themselves for the VNU-EPT test outside the ESL/EFL classroom.
- Instructors and students of VNU-EPT test preparation classes.
- Learners of more general ESL/EFL courses.

## WHAT IS IN THE BOOK?

The book contains a variety of materials that aims to provide a comprehensive preparation for users:

- **Pre-test** measures students' level of performance and helps students determine their specific strengths and weaknesses.
- **Grammar Section** with a brief presentation of fifteen essential grammar points and follow-up exercises helps students review the basic grammar rules and apply them to appropriate contexts.
- **Listening, Reading, Writing, and Speaking sections** present all necessary steps for students' skill build-up, including instructions, controlled practice and free practice.
- **Test-taking strategies** for each section of the test give students useful guidelines to optimize their performance on the test.
- **Tips** for each question type provide students with suitable tactics to deal with all questions effectively.
- **Follow-up exercises** in a VNU-EPT format consolidate and enhance students' test-taking skills as well as language skills.
- **Progress test(s)** for each section of the test measure(s) the progress that students have made after working through the strategies and skills.
- **Actual test** puts all skills together and fully prepares students for the experience of taking the actual VNU-EPT test.
- **Audio CDs** contain all audios for the examples and exercises in the Listening section.

## HOW TO USE THIS BOOK

Following these steps can help you get the most out of this book:

- Take the Pre-test at the beginning of the book. When you take the test, try to simulate the conditions of an actual test room where you work under time pressure and with no references.
- After you have completed the test, check your answers using the key provided at the end of the book.

- Determine which language skills you have mastered and which need further study or practice.
- Work through the presentation and exercises for each section of the book. Especially, work harder on the section(s) which can help you improve your areas of weakness.
- When you have completed all the skill build-up exercises and progress tests, take the summative Actual Test to evaluate your English proficiency. Do not forget to reproduce the conditions and time pressure of an actual VNU-EPT test.

## VNU-EPT TEST STRUCTURE

The test structure is designed with increased difficulty (A1 to C2) based on the CEFR. All the tests compiled based on this test structure are consistent in the number of questions, question types, and levels of difficulty.

LISTENING	READING	WRITING	SPEAKING
<b>Part 1:</b> 10 short conversations <b>(10 MCQs)</b>	<b>Part 1:</b> Gap-filling passage <b>(10 lexical and 10 grammatical MCQs)</b>	<b>Part 1:</b> Summary paragraph	<b>Part 1:</b> Speaking about a prompt (pictures, mind maps, forms, etc)
<b>Part 2:</b> 1 conversation or discussion <b>(6 MCQs)</b>	<b>Part 2:</b> 1 passage <b>(6 MCQs)</b>	<b>Part 2:</b> Essay	<b>Part 2:</b> Speaking about personal experience/interest
<b>Part 3:</b> 1 talk or discussion <b>(8 MCQs)</b>	<b>Part 3:</b> 1 passage <b>(7 MCQs)</b>		<b>Part 3:</b> Making an argumentative presentation (quotes, public opinions, social issues, etc)
<b>Part 4:</b> 1 long lecture or talk <b>(8 MCQs)</b>	<b>Part 4:</b> 1 passage <b>(7 MCQs)</b>		
Total: <b>32</b> questions Time: 40-45 mins Score: 0-100	Total: <b>40</b> questions Time 60 mins Score: 0-100	Total: <b>2</b> questions Time: 60 mins Score: 0-100	Total: <b>3</b> questions Time: 10-12 mins Score: 0-100

# PRE-TEST

## LISTENING SECTION

---

The listening section, consisting of conversations and lectures, tests your English listening skills. There are four passages and 32 questions, which are based on either stated or implied information in the passages.

Each passage will be played **twice**. The questions will follow each passage. Each question has four answer choices. Select the best answer for each question.

You may take notes while you listen and use your notes to answer the questions.

**PART ONE** (20 pts)  (CD 1 - Tracks 2-22)

**Directions:** In Part 1 you will hear ten conversations between two people. After the second listening of each conversation, you will hear a question and there are four possible answers provided. Select the best answer for each question.

1. (A) At a romantic restaurant.  
(B) In a law company.  
(C) At Tom's house.  
(D) At a movie theater.
2. (A) In cash.  
(B) By debit card.  
(C) By credit card.  
(D) By check.
3. (A) Buy some birthday cards.  
(B) Send some postcards.  
(C) Send some gifts to his six relatives.  
(D) Send some birthday cards to Peru.
4. (A) Japan.  
(B) The U.S.  
(C) Kuwait.  
(D) Austria.
5. (A) They are worried, so they cannot eat.  
(B) They do not have enough time.  
(C) They are working.  
(D) They will leave work in ten minutes.
6. (A) \$29.  
(B) Nearly \$30.  
(C) \$39.99.  
(D) \$20.99.
7. (A) Interested.  
(B) Disappointed.  
(C) Annoyed.  
(D) Angry.
8. (A) The customer may be inexperienced.  
(B) The customer sends e-mail too often.  
(C) The customer has an important business e-mail.  
(D) He (the technician) knows what the problem is.
9. (A) Australia.  
(B) Ireland.  
(C) Scotland.  
(D) America.
10. (A) It was expensive.  
(B) It was cheaper.  
(C) It was his girlfriend's choice.  
(D) It was more interesting than the trip to Japan.

**PART TWO (20 pts) ♫ (CD 1 - Tracks 23-24)**

**Directions:** In Part 2 you will hear a conversation. After the second listening, there are six incomplete sentences and four possible options provided for each gap. Select the best option to complete each sentence.

11. The topic of the radio program probably is "\_\_\_\_\_".

- (A) Never think about past mistakes
- (B) How to be optimistic
- (C) Be positive in failures
- (D) Always use positive language

12. For Andy, \_\_\_\_\_ is very important.

- (A) living for today
- (B) keeping past memories
- (C) arranging for the future
- (D) avoiding mistakes

13. Julie says people have negative thoughts \_\_\_\_\_.  
\_\_\_\_\_.

- (A) if they fail in love
- (B) every time they fail
- (C) now and then
- (D) when they stop working

14. Julie probably tells herself "\_\_\_\_\_" if she learns to ride a bicycle.

- (A) It will take me too much time.
- (B) I'll fail again.
- (C) I'll never try again if I fail now.
- (D) I can ride it soon.

15. Miriam says that we should \_\_\_\_\_ to improve our bad feelings.

- (A) do good things to other people
- (B) list all the things for a good future
- (C) keep a list of good memories at hand
- (D) try to have a good time every week

16. Michael doesn't want to say "I'm sorry" because he thinks \_\_\_\_\_.

- (A) it's not good to admit a mistake
- (B) action is more important than words
- (C) it's better to say "I know my mistake"
- (D) positive language can encourage people better

**PART THREE (28 pts) ♫ (CD 1 - Tracks 25-26)**

**Directions:** In Part 3 you will hear a talk. After the second listening, there are eight questions. Select the best answer for each question.

**17. What is the conversation mainly about?**

- (A) Why and how a man lost his memory.
- (B) Things turn worse with a loss of memory.
- (C) Life of a man who lost his memory.
- (D) A lost memory: a broken family.

**18. Why did the man lose his memory?**

- (A) He had an accident.
- (B) He has a virulent disease.
- (C) He's getting old.
- (D) He has a genetic brain disease.

**19. What is a result of his problem?**

- (A) Everything continually gets refreshed to him.
- (B) He lives a sad life in a hospital.
- (C) He often gets lost and hurt.
- (D) His wife left him and remarried in the U.S.

**20. If he says hello to a person at 8:00, when will he probably say hello again?**

- (A) 8:07
- (B) 8:05:07.
- (C) 8:30
- (D) 8:00:07

**21. What did his wife do for him before she left?**

- (A) She did charity and prayed for him.
- (B) She took care of him for a long time.
- (C) She worked in a new center to take care of him.
- (D) She got good treatment for him in the U.S.

**22. What happens when he meets his children?**

- (A) Sometimes he calls their names.
- (B) They talk to him about their company.
- (C) He's happy to see them.
- (D) He tells them they do not need to come again.

**23. What is probably his favorite TV program?**

- (A) A football match.
- (B) A game show.
- (C) A comedy.
- (D) A movie.

**24. What will the female speaker probably do?**

- (A) Visit the sick man.
- (B) Bring the sick man a piano.
- (C) Playing the piano for the sick man.
- (D) Wait to see the sick man on TV.

**PART FOUR (32 pts) ♀ (CD 1 - Tracks 27-28)**

**Directions:** In Part 4 you will hear part of a lecture. After the second listening, there is a summary of the lecture with eight gaps. Select the best option for each gap to complete the summary.

The professor gives a/an (25) \_\_\_\_\_ of globalization, which emphasizes the acceleration and intensification of economic transactions among people, companies and (26) \_\_\_\_\_. He then cites the U.S., the International Monetary Fund and the World Bank as the examples of (27) \_\_\_\_\_ and two big international organizations that first involve globalization. The professor also names Coca Cola, McDonald, popular music and (28) \_\_\_\_\_ as representatives of U.S. cultural imperialism.

In the first point of the lecture, the professor indicates that critics object to globalization because poor countries are often badly (29) \_\_\_\_\_ by international organizations to (i) adjust currency, (ii) eliminate tariffs, (iii) respect patents and copyright laws, (iv) privatize (30) \_\_\_\_\_, and (v) not subsidize domestic goods. To illustrate his point, the professor gives an example of (31) \_\_\_\_\_, which suffered rather than prospered. The professor then cites the opinion of critics to globalization that these organizations do not have good intentions to help poor countries; they want to take advantage of these countries instead.

However, the professor suggests two more possible reasons for this practice. First, these rules are also implemented to some extent in rich countries. Second, poor countries which do not follow trade rules will not receive (32) \_\_\_\_\_ from rich countries.

...

- 25. (A) explanation  
(B) definition  
(C) clarification  
(D) argument
- 26. (A) leaders of different continents  
(B) different nations in many regions  
(C) governments of various countries  
(D) similar governments of some nations
- 27. (A) capitalism  
(B) imperialism  
(C) culturalism  
(D) popularism
- 28. (A) TV celebrities  
(B) computer programs  
(C) advertising programs  
(D) television shows
- 29. (A) supported  
(B) directed  
(C) advised  
(D) financed
- 30. (A) large corporations  
(B) all public businesses  
(C) the business sector  
(D) industry and banks
- 31. (A) South Korea  
(B) South Africa  
(C) Argentina  
(D) Indonesia
- 32. (A) investments  
(B) nonrefundable aids  
(C) technology transfer  
(D) economic counseling

## READING SECTION

---

The reading section tests your English reading skills. This section includes four reading passages and forty questions. Each question has four answer choices. Select the best answer choice. You have sixty minutes to complete this section of the test.

The first passage tests your grammar and vocabulary.

The last three passages test your comprehension of the passages.

You may take notes and use your notes to answer the questions.

**PART ONE (40 pts)**

***Read the passage carefully.***

## **TOURISTS IN A FRAGILE LAND**



- 1 As a scientist working in Antarctica, I spend most of (33) \_\_\_\_\_ time in the lab studying ice. I am trying to find out the age of Antarctic ice. All we know for certain is that it is the oldest ice in the world. The more we understand it, the more we will understand the (34) \_\_\_\_\_ weather of the Earth. Today, as with an increasing number of days, I had to leave my work to greet a group of tourists who were taking a vacation in this continent of ice. And even though I can appreciate their desire to experience this **vast** and beautiful **landscape**, I feel Antarctica should be closed to tourists.
- 2 Because Antarctica is the center of important scientific research, it must (35) \_\_\_\_\_ **preserved** for this purpose. Meteorologists are now looking at the effects of the ozone hole that was discovered above Antarctica in 1984. They are also trying to understand global warming. If the Earth's temperature continues to increase, the health and safety of every living thing on the planet will be affected. Astronomers have a unique view of space and are able to see it very (36) \_\_\_\_\_ from Antarctica. Biologists have a chance to learn more about the animals that **inhabit** the coastal areas of this frozen land. Botanists study the plant life to understand how it can live in such a **harsh** environment, and geologists study the Earth to learn more about how it was formed. There are even psychologists who study how people behave when they live and work together in such a **remote** location.
- 3 When tourist groups come here, they take us away from our research. Our work is difficult, and some of our projects can be damaged by such simple mistakes as opening the wrong door or bumping into a small piece of equipment. Tourists in Antarctica can also hurt the environment. Members of Greenpeace, one of the world's leading environmental organizations, (37) \_\_\_\_\_ that tourists leave trash on beaches and **disturb** the plants and animals. In a place as frozen as Antarctica, it can take 100 years for a plant (38) \_\_\_\_\_ back, and tourists can easily damage penguin eggs. Oil spills are another problem caused by tourism. Oil spills not only kill penguins but can also destroy scientific projects.

- 4 The need to protect Antarctica from tourists becomes even (39) \_\_\_\_\_ when we consider the fact that there is no government here. Antarctica belongs to no country. Who is making sure that the penguins, plants, and sea are safe? No one is responsible. In fact, we scientists are only **temporary** visitors ourselves. It is true that the number of tourists (40) \_\_\_\_\_ visit Antarctica each year is small compared to the number of those who visit other places. However, these other places are inhabited by local residents and controlled by local governments. They have an interest in protecting their natural environments. Who is concerned about the environment of Antarctica? The scientists, to be sure, but not necessarily the tour companies that make money from sending people south.
- 5 If we do not protect Antarctica from tourism, there (41) \_\_\_\_\_ be serious **consequences** for us all. We might lose the results of scientific research projects. It is possible that these results could teach us (42) \_\_\_\_\_ about the causes and effects of climate change. Some **fragile** plants and animals might die and disappear forever. This could damage the balance of animal and plant life in Antarctica. We know from past experience that when things get unbalanced, harmful changes can occur. Clearly, Antarctica should remain a place for careful and controlled scientific research. We cannot allow tourism to bring possible danger to the planet. The only way to protect this fragile and important part of the planet is to stop tourists from traveling to Antarctica.

**Task 1: Choose the best option A, B, C, or D for each gap.**

- |                         |                |                 |                         |
|-------------------------|----------------|-----------------|-------------------------|
| 33. (A) our             | (B) his        | (C) her         | (D) my                  |
| 34. (A) changed         | (B) change     | (C) changing    | (D) changes             |
| 35. (A) have            | (B) be         | (C) make        | (D) do                  |
| 36. (A) clearly         | (B) clarity    | (C) clear       | (D) unclearly           |
| 37. (A) complaining     | (B) complain   | (C) complaint   | (D) complained          |
| 38. (A) to grow         | (B) growing    | (C) grow        | (D) growth              |
| 39. (A) great           | (B) greater    | (C) greatest    | (D) most great          |
| 40. (A) which           | (B) whom       | (C) who         | (D) where               |
| 41. (A) would           | (B) need       | (C) ought to    | (D) may                 |
| 42. (A) important thing | (B) importance | (C) importantly | (D) something important |

**Task 2: Choose the best option A, B, C, or D for each gap.**

- 43.** The word **vast** in paragraph 1 is closest in meaning to \_\_\_\_\_.  
(A) very large  
(B) pretty  
(C) small  
(D) faraway
- 44.** The word **landscape** in paragraph 1 is closest in meaning to \_\_\_\_\_.  
(A) an area of land for living  
(B) a painting  
(C) an icy environment  
(D) the way an area of land looks
- 45.** The word **preserved** in paragraph 2 is closest in meaning to \_\_\_\_\_.  
(A) closed  
(B) explored  
(C) protected  
(D) changed
- 46.** The word **inhabit** in paragraph 2 is closest in meaning to \_\_\_\_\_.  
(A) avoid  
(B) cover  
(C) prefer  
(D) live in
- 47.** The word **harsh** in paragraph 2 is closest in meaning to \_\_\_\_\_.  
(A) unpleasantly difficult  
(B) mild  
(C) dry  
(D) cold
- 48.** The word **remote** in paragraph 2 is closest in meaning to \_\_\_\_\_.  
(A) ideal  
(B) isolated  
(C) hostile  
(D) lonely
- 49.** The word **disturb** in paragraph 3 is closest in meaning to \_\_\_\_\_.  
(A) make somebody/something happy  
(B) bring somebody/something comfort  
(C) annoy somebody/something  
(D) cause somebody/something to die
- 50.** The word **temporary** in paragraph 4 is closest in meaning to \_\_\_\_\_.  
(A) rich and adventurous  
(B) careful  
(C) lasting for a limited time  
(D) responsible
- 51.** The word **consequences** in paragraph 5 is closest in meaning to \_\_\_\_\_.  
(A) acquaintances  
(B) effects  
(C) causes  
(D) disasters
- 52.** The word **fragile** in paragraph 5 is closest in meaning to \_\_\_\_\_.  
(A) native  
(B) rare  
(C) useful  
(D) easily damaged

**PART TWO (14 pts)**

**Read the passage carefully.**

The white face, dark eyes and hair, and blood red lips: both foreigners and the Japanese are fascinated by these beautiful and mysterious women.

Makiko is training to be a geisha. Not many girls want to be a geisha in Japan today. Makiko's parents want her to go to university, study medicine and become a doctor. But Makiko's grandfather paid for her training and bought the kimonos she needed. It's very expensive to become a geisha. You have to have a different kimono for each month of the year, and today a kimono costs three million yen, that's about \$30.000.

It's a hard life for a trainee geisha. She has to leave her family and move to a special boarding house called a 'maiko house'. Here, she has to learn traditional Japanese arts such as playing instruments, performing the tea ceremony, arranging flowers, singing and dancing. She has to take many difficult tests and exams. Only the best will pass everything and become geishas many years later.

We asked Makiko to describe exactly what a geisha does.

'A geisha has to serve customers and also entertain them. She has to sing and dance, and make good conversations.'

Did she enjoy her life as a trainee geisha?

'I love it. But it's hard work. Sometimes I get tired of wearing the kimonos and I want to put on a pair of jeans and go to school like a normal teenager. But I can't have a normal life now. I don't mind. I feel very lucky.'

And what about later? Can she have a family?

'Of course. A geisha can have relationships like anybody else and she can get married when she chooses.'

In Japan today there are fewer than a thousand geishas, but they play an important role in preserving Japanese culture and history.



**Choose the best option A, B, C, or D.**

**53.** What is the main idea of the passage?

- (A) How to be a famous geisha.
- (B) Interesting life of geishas.
- (C) Life and work of geishas.
- (D) How geishas feel about their life.

**54.** Why is Makiko training to be a geisha?

- (A) Her parents want her to do so.
- (B) Her grandfather supported her financially.
- (C) She was lucky to be chosen.
- (D) Being a geisha is Makiko's dream.

**55.** What is NOT a requirement for a geisha?

- (A) She has to pass all difficult tests and exams.
- (B) She can't stay home during the training.
- (C) She has to learn music.
- (D) She has to play modern instruments.

**56.** The word **She** in the passage refers to \_\_\_\_\_.

- (A) Makiko
- (B) A trainee geisha
- (C) The writer
- (D) A family member

**57.** Why does the writer mention **tea ceremony**?

- (A) To express he/she likes tea.
- (B) To indicate that geishas love tea.
- (C) To give an example of Japanese traditional arts.
- (D) To show that all Japanese drink tea in a special way.

**58.** The word **them** in the passage refers to \_\_\_\_\_.

- (A) geishas
- (B) tests and exams
- (C) customers
- (D) conversations

**PART THREE (20 pts)**

***Read the passage carefully.***

- 1 Climate encompasses the statistics of temperature, humidity, atmospheric pressure, wind, rainfall, atmospheric particle count and other meteorological elements in a given region over a long period of time. Climate can be contrasted to weather, which is the present condition of these same elements and their variations over shorter time periods.
- 2 Climate may be inherently variable as evidenced by the irregularity of the seasons from one year to another. This variability is normal and may remain partially understood. It is related to changes in ocean currents, volcanic eruptions, solar radiation and other components of the climate system. In addition, our climate has its extremes (such as floods, droughts, hail, tornadoes and hurricanes), which can be devastating. However, in recent decades, a number of indicators and studies show more and more evidence of climate warming across the globe. It is a disturbing phenomenon challenging human habits and activities which are responsible for greenhouse gas emissions.
- 3 The greenhouse effect is the process by which absorption and emission of infrared radiation by gases in the atmosphere warm the planet's lower atmosphere and surface. It was proposed by Joseph Fourier in 1824 and was first investigated quantitatively by Svante Arrhenius in 1896. Naturally occurring greenhouse gases have a mean warming effect of about 33°C (59°F). But human activity since the Industrial Revolution has increased the amount of greenhouse gases in the atmosphere, leading to increased concentrations of CO<sub>2</sub> and methane. The concentrations of CO<sub>2</sub> and methane have increased by 36% and 148% respectively since 1750. These levels are much higher than at any time during the last 650,000 years. Over the last three decades of the 20<sup>th</sup> century, GDP (Gross Domestic Product) per capita and population growth were the main drivers of increases in greenhouse gas emissions. CO<sub>2</sub> emissions are continuing to rise due to the burning of **fossil fuels** and land-use change.
- 4 There are two major effects of global warming: the increase of temperature on the earth by about 3° to 5° C (5.4° to 9° F) by the year 2100, and the rise of sea levels by at least 25 meters (82 feet) by the year 2100. Other consequences are listed below:
  - Amounts and patterns of precipitation are changing.
  - The total annual power of hurricanes has already increased markedly since 1975 because their average intensity and average duration have increased.
  - Changes in temperature and precipitation patterns increase the frequency, duration, and intensity of other extreme weather events, such as floods, droughts, heat waves, and tornadoes.
  - Lower agricultural yields, further glacial retreat, reduced summer stream flows and species extinctions.
  - Diseases like malaria are returning to areas where they have been extinguished earlier.

**Choose the best option A, B, C, or D.**

**59.** What is the passage mainly about?

- (A) Differences between weather and climate.
- (B) Global warming and its effects.
- (C) Climate warming across the globe.
- (D) Consequences of global warming by 2100.

**60.** According to paragraph 1, what differentiates climate from weather?

- (A) Elements.
- (B) Temperatures.
- (C) Time periods.
- (D) Locations.

**61.** The word **It** in paragraph 2 refers to \_\_\_\_\_.

- (A) number
- (B) evidence
- (C) globe
- (D) climate warming

**62.** It can be inferred from paragraph 2 that \_\_\_\_\_.

- (A) climate changes from one year to another
- (B) scientists may not fully understand climate variability
- (C) climate extremes have just occurred in recent decades
- (D) humans produce more gases in greenhouses

**63.** Why does the author mention **fossil fuels** in paragraph 3?

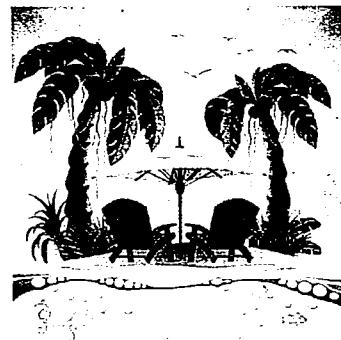
- (A) To give an example of a source of CO<sup>2</sup> emissions.
- (B) To indicate that fossil fuels burn well.
- (C) To confirm that fossil fuels are the only cause of CO<sup>2</sup> emissions.
- (D) To show the relation between fossil fuels and land-use change.

**64.** What can be inferred from paragraph 3?

- (A) The greenhouse gases in nature have a warming effect of about 33°C on average.
- (B) The concentrations of CO<sup>2</sup> and methane have increased by 36% since 1750.
- (C) The Industrial Revolution began in 1750.
- (D) Population growth caused serious gas emissions in the 19th century.

**65.** According to paragraph 3, what is a cause of the continued increase of CO<sup>2</sup> emissions?

- (A) The production of fuels.
- (B) The use of man-made fuels.
- (C) The changed use of land.
- (D) The clearing of land for living.



**PART FOUR (26 pts)**

***Read the passage carefully.***

- 1 The Columbian Exchange was the “exchange of plants, animals, foods, human populations (including slaves) communicable diseases, and ideas between the Eastern and Western hemispheres that occurred after 1492.” The term “Columbian Exchange,” coined in 1972 by historian Alfred Crosby, took hold and became not only standard shorthand for the phenomenon which it exemplified but also a perspective for witnessing societal and ecological events.
- 2 When Christopher Columbus made landfall with his crew in the Bahamas in October 1492, two worlds with separate evolutionary histories met. When Europeans began to settle America’s east coast, they brought with them and cultivated familiar crops – **wheat and apples** – as well as familiar weeds, such as dandelion and chickweed. In the 1600s, they introduced cattle and horses, which flourished in the New World climate.
- 3 Devastating diseases were introduced to the American population which had no resistance to them. John R. McNeill, professor of history at Georgetown University, points out that “when the first inhabitants of the Americas arrived across the Bering land bridge between 20,000 and 12,000 years ago, they brought few diseases with them because they had no domesticated animals, the original source of human diseases such as smallpox and measles. In addition, as they passed from Siberia to North America, the first Americans had spent many years in extreme cold, which eliminated many of the disease-causing agents that might have traveled with them.” Consequently, between 1492 and 1650, over 90% of the Native American population died in epidemic after epidemic of smallpox, measles, mumps, whooping cough, influenza, chicken pox, and typhus. The loss of labor caused by pathogens indirectly led to the establishment of African slavery among European immigrants in the Americas, resulting in the importation of malaria and yellow fever from Africa, causing even more destruction of the Native American population.
- 4 The export of American flora and fauna did not revolutionize the Old World as the influx of European agriculture altered the New World ecosystem. According to Crosby, the New World’s great contribution to the Old World was crop plants. Maize, white potatoes, sweet potatoes, various squashes, chilies, and manioc augmented and invigorated the European cuisine. Very few New World creatures traversed the ocean - the muskrat, the gray squirrel, and a few others - but they did not precipitate large scale changes in Old World ecosystems.
- 5 Although some diseases made the ocean voyage from New World to the Old World, they did not have appreciable effects on the European population. Crosby stated that although some deaths were attributed to ailments from America, the total was insignificant compared to Native American losses to smallpox alone.



- 6 In Crosby's original work, he eschewed ideological statements. He reminded his readers that neither the Old nor the New World was inferior or superior to the other, and the encounter between the two worlds was fundamentally an exchange. By 1988, he summarized his long view of the encounter in this way: "My point is that the impact of the Encounter is so massive that we should consider it with the same sense of scale as we do events connected with the endings and beginnings of the geological periods and eras and their influence on the direction of evolution on the planet."

**Choose the best option A, B, C, or D.**

66. What is the passage mainly about?

- (A) Exchanged things between Columbus and Native Americans.
- (B) Social and ecological development of the Americas after 1492.
- (C) Inferiority of the New World to the Old World.
- (D) Exchanges between the Americas and other continents since 1492.

67. Which sentence below best restates the meaning of the highlighted sentence in paragraph 2?

- (A) When Christopher Columbus reached the Bahamas in October 1492, he fell on the land.
- (B) When Columbus's group set foot on the Americas, the Old World and the New World encountered.
- (C) Christopher Columbus claimed the honor of discovering two separate evolutionary histories.
- (D) The Bahamas were the land where Christopher Columbus met the inhabitants of the New World.

68. Why does the author mention **wheat and apples** in paragraph 2?

- (A) To show the two familiar crops grown in the Americas.
- (B) To indicate that they are more familiar than weeds and cattle.
- (C) To give two examples of European crops brought to America.
- (D) To explain which crops Americans chose to cultivate.

69. The word **them** in paragraph 3 refers to \_\_\_\_\_.

- (A) inhabitants
- (B) Americans
- (C) the Americas
- (D) diseases

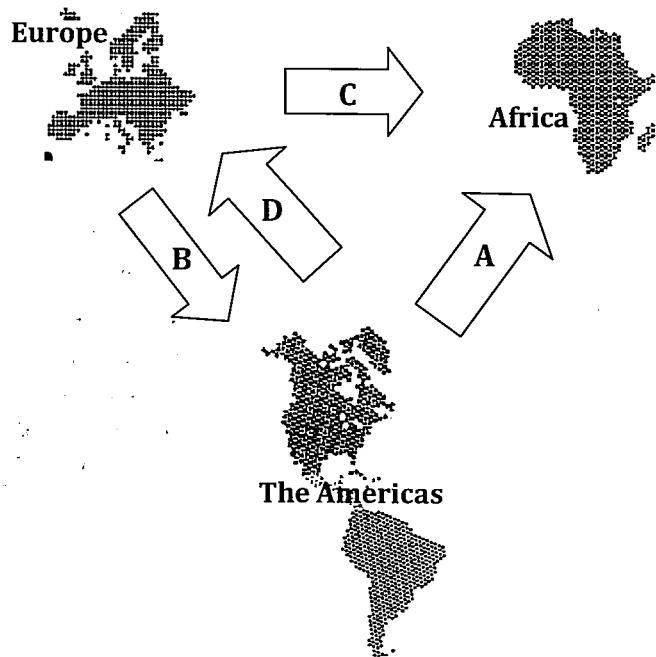
70. According to paragraph 3, between 1492 and 1650, Native Americans died of the following European epidemics **EXCEPT** \_\_\_\_\_.

- (A) mumps
- (B) influenza
- (C) malaria
- (D) chicken pox

71. It can be inferred from paragraph 4 that \_\_\_\_\_.

- (A) the Columbian Exchange had more important impact on the Americas than on Europe
- (B) more Europeans liked the Old World's crops
- (C) the New World animals did not change the Old World ecosystems
- (D) the muskrat and the gray squirrel were the Old World creatures

72. Which of the following best demonstrates the Columbian Exchange?



- (A) Malaria and yellow fever.
- (B) Crops, weeds, cattle and horses.
- (C) Disease-causing agents.
- (D) Smallpox and measles.

## WRITING SECTION

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The writing section tests your English writing skills. There are two parts in this section.

**Part One:** You have 5 minutes to read a passage and 20 minutes to write a paragraph summarizing the passage. You may take notes while you are reading and use your notes to write your summary.

**Part Two:** You have 35 minutes to plan and write an essay on a given topic.

**PART ONE: SUMMARY WRITING (40 pts)*****Read the passage carefully and take notes.*****CHILDREN AND TELEVISION**

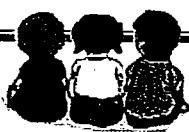
Television has been changing the way people live for thirty years. It influences nearly every aspect of modern life. Whereas television could be used as an educational tool for children, programs with little or no educational value are shown more often.

Experts are concerned about the view of the world that youngsters are learning from television. Parents, schools, and churches have traditionally been the social models and teachers for children. However, because television influences children's attitudes and behavior, its role in society is becoming increasingly more powerful – it is much more than a simple recreational activity. The medium "has changed childhood more than any other social innovation in the history of the world," declares child psychologist Robert M. Liebert.

Exposure to excessive violence is another influence of television. According to several studies, televised violence may cause children to become more aggressive. Also, because so much violence is seen by children on television, they become more used to it as the only solution to difficult situations. Children who watch a great deal of violence on television may become apathetic toward actual aggression. One study has shown that, compared to a control group, fifth-graders who watched an aggressive television broadcast were slower to ask for adult help when a fight broke out among younger children. This decreased sensitivity to human suffering is frightening, says psychologist Ronald S. Drabman.

Clever advertising aimed at children certainly influences them. "Exposing children to so much high-powered advertising of sugar-rich products on television puts their dental health at risk and is also, of course, a negative influence on proper nutrition," says Dr. Dale Roeck. Another expert asserts that "almost all the products that television sells to kids are products that people who care about kids feel shouldn't be consumed in the first place." Very young children don't even distinguish between commercials and programs. Is it fair to show advertising to young children?

Instructors at Horace Mann nursery school in New York noticed definite improvements in pupils' attitudes and behavior, including a decrease in their fighting, after the instructors asked parents to limit the youngsters' viewing to one hour daily. Educational experts also believe that parents could help by discussing both the good and bad aspects of television with their children and by helping them to select beneficial programs.



*Write a paragraph of about 100-150 words to summarize the passage above.*

**PART TWO: ESSAY WRITING (60 pts)****Question**

What is your view on the idea that it takes failure to achieve success?

Support your position with reasons and examples taken from your reading, experience, or observations.

*On your answer sheet, write an essay of about 300 words to develop your point of view.*

## SPEAKING SECTION

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The three-task speaking section tests your English speaking skills.

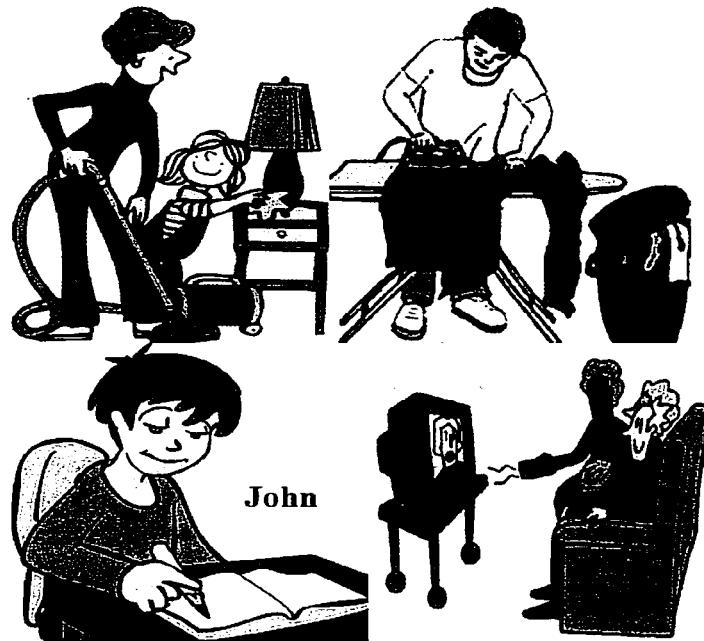
**Part One:** You are given a visual prompt, such as a picture, a mind map, or a form, and a question about the prompt. You have one minute to prepare a one-minute response. Include at least THREE main points in your response.

**Part Two:** You are asked to talk about a personal experience or interest. You have one and a half minute to prepare a one-and-a-half minute response. Be sure to include reasons and examples to support your answer. Include at least THREE main points in your response.

**Part Three:** You are asked to give your opinion about a quote, a public opinion, or a social issue. You have two minutes to prepare a three-minute argumentative presentation. Include reasons and examples in your response. Include at least THREE main points in your response.

### PART ONE: SPEAKING ABOUT A VISUAL PROMPT (20 pts)

*Look at the picture of John's family carefully. (1 minute)*



Where are John's family members and what are they doing? (1 minute)

### PART TWO: SPEAKING ABOUT A PERSONAL EXPERIENCE/INTEREST (30 pts)

*Preparation time : 1.5 minutes*

*Response time : 1.5 minutes*

What is the most memorable event that you have ever attended? Why is it memorable to you?  
Give reasons and examples to support your answer.

### PART THREE: MAKING AN ARGUMENTATIVE PRESENTATION (50 pts)

*Preparation time : 2 minutes*

*Response time : 3 minutes*

"A good friend sees the first tear, catches the second and stops the third."

Do you agree or disagree with this statement? Give reasons and examples from your reading, experience or observations to support your point of view.

# SECTION ONE - GRAMMAR

## A. GRAMMAR OVERVIEW

Although there is no separate Grammar section in the VNU-EPT Test, your comprehension of English grammar and usage suitable for standard written English is still measured via the first ten questions in passage 1 in the Reading section.

All of the questions are four-choice questions with a single answer. Major grammatical points that are tested in these questions include verb tenses, verb forms, subject-verb agreement, articles, possessives, pronouns, adjectives and adverbs, prepositions, verbs and complements, quantifiers, modal auxiliaries, conditional sentences, passive voice, relative pronouns, reported speech, and comparisons.

### 1 TENSES

#### 1. Present Tenses

	<b>Common Usage</b>	<b>Some Common Time Expressions</b>	<b>Examples</b>	<b>Notes</b>
<b>Simple Present</b>	1) Current habitual, regular actions	usually, every day, often, sometimes, rarely, never	I usually go home at the weekend.	– Replaces the simple future with the meaning "according to schedule or timetable." <i>The train arrives in the evening.</i>
	2) Facts, general truths, states or conditions		He lives in New York and works at a factory.	– Replaces the present continuous with stative verbs. <i>I hear a cry now.</i>
<b>Present Continuous</b>	1) On-going actions at the moment of speaking	now, right now, at the moment	She is cooking dinner now.	– Replaces the simple future with the meaning "pre-planned action." <i>I am leaving tomorrow.</i>

	<b>Common Usage</b>	<b>Some Common Time Expressions</b>	<b>Examples</b>	<b>Notes</b>
<b>Present Continuous (cont.)</b>	2) On-going actions around the moment of speaking	now, at present, today, this year	You are reading a good book now.	– Stative verbs such as know, understand, remember, like, love, hate, want, see, hear, seem, look, etc., are not used in the continuous tenses.
<b>Present Perfect</b>	1) Actions that have just ended.	already, just, yet	He has already washed the dishes.	– Can replace the present perfect continuous for the action that has lasted for some time by now. <i>He has worked in this company for ten years.</i>
	2) How things have developed by now.	by now, so far, never, ever, several times	I have read five books so far.	– Is used instead of the present perfect continuous with stative verbs. <i>She has known them for six years.</i>
	3) Actions that have lasted for some time by now.	for a year, since, lately	We have lived here since 1895.	
<b>Present Perfect Continuous</b>	1) Actions that have lasted for some time by now and are still going on.	for an hour, for a week, for five years, all day, since	He has been walking for two hours.	– Usage 2 is often seen without time expressions. <i>It has been raining very hard, and the ground is still wet.</i>
	2) Actions that have been going on lately.		All of them have been working very hard lately.	– Stative verbs such as know, understand, remember, like, love, hate, want, see, hear, seem, look, etc., are not used in the continuous tenses.

## 2. Past Tenses

	<b>Common Usage</b>	<b>Some Common Time Expressions</b>	<b>Examples</b>	<b>Notes</b>
<b>Simple Past</b>	Actions that happened (started and ended) in the past.	yesterday, last week, last year, in 1995, in 2009, two hours ago, four years ago	I called him an hour ago.	<ul style="list-style-type: none"> <li>– Used for completed past actions, including past actions that lasted for some time or happened one after another.</li> </ul> <p><i>He worked in the banks for two years, and then he retired in 1975.</i></p> <ul style="list-style-type: none"> <li>– Used instead of the past continuous with stative verbs.</li> </ul> <p><i>She sounded happy when I called her yesterday.</i></p>
<b>Past Continuous</b>	Actions that were going on (1) when another past action happened or (2) at some point of time in the past.	while, when, at five o'clock yesterday	(1) When he came in, I was reading a letter.  (2) We were watching TV at three o'clock yesterday.	
<b>Past Perfect</b>	Actions that happened before another past action or before some point of time in the past.	by the time, before, after, by 1998, by yesterday, by last Sunday	By the time he returned, she had already left.	<ul style="list-style-type: none"> <li>– Can replace the past perfect continuous for the action that lasted for some time before another action in the past.</li> </ul> <p><i>By the time he returned, I had worked for six hours.</i></p> <ul style="list-style-type: none"> <li>– Used instead of the past perfect continuous with stative verbs</li> </ul> <p><i>She had known him for five years by the time they got married.</i></p>

	<b>Common Usage</b>	<b>Some Common Time Expressions</b>	<b>Examples</b>	<b>Notes</b>
<b>Past Perfect Continuous</b>	Actions that lasted for some time before another past action or before some point of time in the past.	by the time, before, after, by yesterday, by 2005, for two hours, for a long time	By 2006, he had been living there for twenty years.	

### 3. Future Tenses

	<b>Common Usage</b>	<b>Some Common Time Expressions</b>	<b>Examples</b>
<b>Simple Future</b>	Actions that will happen in the future.	tomorrow, in a few days, next week, in 2025, in the future	I think he will come back next week.
<b>Future Continuous</b>	Actions that will be going on (1) when another future action happens or (2) at some point of time in the future.	at three tomorrow, at this time next year, when	(1) When you come to the library, I'll be sitting by the central window. (2) He'll be sleeping at two o'clock.
<b>Future Perfect</b>	Actions that will happen before another future action or before some point of time in the future.	by the time, by 2035, by tomorrow, before	By 2050, big cities will have been too polluted to live in.
<b>Future Perfect Continuous</b>	Actions that will last for some time before another future action or before some point of time in the future.	by the time, by 2030, before, for two hours	By the time he returns, I will have been working for nine hours.

## FOLLOW-UP EXERCISE

**Choose the best option A, B, C, or D.**

(1) \_\_\_\_\_ you \_\_\_\_\_ (fly) to America? Kevin is lucky - he (2) \_\_\_\_\_ (visit) his cousin Amy Baxter last year. Yesterday, while Kevin (3) \_\_\_\_\_ (read) a book, his mother (4) \_\_\_\_\_ (come) in and gave him a letter from Amy. He read: "Hi, Kevin, I hope you (5) \_\_\_\_\_ (not forget) me yet. I also hope you still (6) \_\_\_\_\_ (remember) the great fun we (7) \_\_\_\_\_ (have) last year. What (8) \_\_\_\_\_ you \_\_\_\_\_ (do) since then?"

Well, let me tell you the chaotic story of my trip to the Poconos. I (9) \_\_\_\_\_ (want) to spend a nice weekend with my friend Jane. She (10) \_\_\_\_\_ (live) in Manhattan for some months now.

"I'm sure we (11) \_\_\_\_\_ (have) lots of fun," Jane said while I (12) \_\_\_\_\_ (unpack) my things. "If the weather (13) \_\_\_\_\_ (be) fine tomorrow, we'll go on a trip to the Poconos." "I think this is a fantastic idea," I (14) \_\_\_\_\_ (agree). "I can't wait to climb the highest mountains."

When we (15) \_\_\_\_\_ (drive) along Interstate 95 the next day, we (16) \_\_\_\_\_ (notice) a red light in Jane's mother's car. "I think, if we (17) \_\_\_\_\_ (want) to reach the Poconos, we (18) \_\_\_\_\_ (need) to look for help first", Jane's mother said.

"I (19) \_\_\_\_\_ never (read) the handbook, so I (20) \_\_\_\_\_ (not have) any idea what's wrong."

We (21) \_\_\_\_\_ (leave) the expressway and soon saw the sign of a car repair garage. The mechanic quickly (22) \_\_\_\_\_ (check) the car and smiled. "Lady," he said, "I (23) \_\_\_\_\_ (see) this problem many times before. I'm sorry, but a mechanic is not what you need. If you (24) \_\_\_\_\_ (not fill) up the tank, you (25) \_\_\_\_\_ never (get) to the Poconos."

- |                      |                    |                  |                         |
|----------------------|--------------------|------------------|-------------------------|
| 1. (A) Do you fly    | (B) Have you flown | (C) Did you fly  | (D) Will you fly        |
| 2. (A) visits        | (B) was visiting   | (C) visited      | (D) has visited         |
| 3. (A) reads         | (B) was reading    | (C) would read   | (D) read                |
| 4. (A) comes         | (B) has come       | (C) came         | (D) was coming          |
| 5. (A) don't forget  | (B) didn't forget  | (C) won't forget | (D) haven't forgotten   |
| 6. (A) will remember | (B) remember       | (C) remembered   | (D) have remembered     |
| 7. (A) had           | (B) have           | (C) would have   | (D) would have had      |
| 8. (A) did you do    | (B) are you doing  | (C) would you do | (D) have you been doing |
| 9. (A) wanted        | (B) want           | (C) don't want   | (D) didn't want         |
| 10. (A) lives        | (B) is living      | (C) has lived    | (D) would live          |

- |                       |                    |                  |                   |
|-----------------------|--------------------|------------------|-------------------|
| 11. (A) would have    | (B) have           | (C) will have    | (D) have had      |
| 12. (A) am unpacking  | (B) unpacked       | (C) unpack       | (D) was unpacking |
| 13. (A) is            | (B) will be        | (C) would be     | (D) was           |
| 14. (A) agree         | (B) agreed         | (C) will agree   | (D) have agreed   |
| 15. (A) were driving  | (B) drove          | (C) are driving  | (D) drive         |
| 16. (A) notice        | (B) were noticing  | (C) noticed      | (D) had noticed   |
| 17. (A) wanted        | (B) will want      | (C) have wanted  | (D) want          |
| 18. (A) needed        | (B) need           | (C) would need   | (D) will need     |
| 19. (A) will... read  | (B) had... read    | (C) read         | (D) have... read  |
| 20. (A) didn't have   | (B) don't have     | (C) won't have   | (D) haven't had   |
| 21. (A) leave         | (B) will leave     | (C) left         | (D) would leave   |
| 22. (A) checked       | (B) checks         | (C) was checking | (D) had checked   |
| 23. (A) see           | (B) had seen       | (C) have seen    | (D) saw           |
| 24. (A) don't fill    | (B) didn't fill    | (C) won't fill   | (D) wouldn't fill |
| 25. (A) had... gotten | (B) have... gotten | (C) would... get | (D) will... get   |

## 2 SUBJECT-VERB AGREEMENT

1. If the subject is singular, the verb is singular; if the subject is plural, the verb is plural.

*Example:* Mr. Smith has fair hair.

The Smiths all have fair hair.

2. Subjects joined by *and* are plural and receive a plural verb.

*Example:* Jack and Jill love and support each other greatly.

3. Subjects joined by *or* or *nor* adopt the singularity or plurality of the last subject; accordingly, the verb matches the last subject.

*Example:* Either she or her parents have reported the theft to the police.

4. If the subject is separated from the verb by a prepositional phrase, this prepositional phrase has no effect on the verb.

*Example:* The actress, together with her husband and children, is going to the party tonight.

5. Gerunds (verb-ing), indefinite pronouns (everybody, nobody...) collective nouns (public, government, school of fish...), and nouns indicating time, money, and measurements take singular verbs.

*Examples:* Spending time talking to friends on Facebook makes her happy.

Nobody works harder than she does.

His family was very happy when he returned.

One hundred dollars is too much for such a watch!

6. *No/none* can take either a singular or plural verb, depending on the noun which follows it.

*Examples:* None of the girls like going swimming.

None of the lost money has been found.

No exercise is difficult.

No exercises are difficult.

7. *A number of* + plural noun + plural verb, but *the number of* + plural noun + singular verb

*Examples:* A number of students are going on a picnic now.

The number of hours in a day is twenty four.

8. *Scissors, glasses...* are always followed by plural verbs, but *a pair of scissors, a pair of glasses ...* are followed by singular verbs.

*Examples:* These scissors are dull.

This pair of scissors costs just one dollar.

9. Words that end in *-s* but are really singular require singular verbs.

*Example:* Measles is a respiratory disease caused by a virus.

**10.** *Each* and *every* are followed by singular verbs.

*Example:* Each of the students in the class is given an email address.

## ★ FOLLOW-UP EXERCISE

**Choose the best option A, B, C, or D**

1. They \_\_\_\_ living happily in France now, not knowing their family \_\_\_\_ so worried about them.  
 (A) is / is   (C) are / is  
 (B) is / are   (D) are / are
2. Either my colleagues or I \_\_\_\_ going to report to the managers, but none of us \_\_\_\_ prepared for it.  
 (A) are / have   (C) are / has  
 (B) am / has   (D) am / have
3. Ice cream and yogurt \_\_\_\_ his favorite desserts. In contrast, no ice cream \_\_\_\_ ever been my choice.  
 (A) are / have   (C) is / has  
 (B) are / has   (D) is / have
4. Everybody \_\_\_\_ surprised that \_\_\_\_ a large number of phone calls this morning just for Julie.  
 (A) are / there are                                     (C) is / there are  
 (B) is / there is   (D) are / there is
5. No student \_\_\_\_ fill in the form before using the lab, but all students \_\_\_\_ submit their student cards.  
 (A) has to / have to                                     (C) are / is  
 (B) have to / have to                                     (D) has to / has to
6. The number of students who \_\_\_\_ dropped out this semester \_\_\_\_ so high.  
 (A) has / is   (C) have / are  
 (B) have / is   (D) has / are
7. This pair of shoes \_\_\_\_ too big for me, but these shorts \_\_\_\_ well.  
 (A) is / fit   (C) are / fit  
 (B) are / fits   (D) is / fits
8. Neither Jane nor her classmates \_\_\_\_ seen that movie before, but none of them \_\_\_\_\_.  
 (A) has / wants to                                     (C) are / fit  
 (B) have / wants to                                     (D) is / fits
9. The crowd at the basketball game \_\_\_\_ excited because all players \_\_\_\_ professional.  
 (A) was / was   (C) were / was  
 (B) were / were   (D) was / were
10. Eating vegetables \_\_\_\_ necessary to maintain good health, but 2 kilos of vegetables a day \_\_\_\_ too much for anybody.  
 (A) is / is   (C) are / is  
 (B) is / are   (D) are / are

### 3 ARTICLES

Articles (*a*, *an*, *the*) help refer to a specific thing or idea, or a general one. The indefinite articles *a*, *an* are used before countable nouns and the definite article *the* is used before both countable or uncountable nouns. However, if the noun is modified by one or more adjectives, the article should go in front of the adjective(s).

#### 1. Indefinite article *a*:

*A* is used to refer to a non-specific countable noun that begins with a consonant sound or a non-specific countable noun modified by any adjective that begins with a consonant sound.

*Example:* I need a knife to cut the bread with.

#### 2. Indefinite article *an*:

*An* is used to refer to a non-specific countable noun that begins with a vowel sound or a voiceless *h* or a non-specific countable noun modified by any adjective that begins with a vowel sound or a voiceless *h*.

*Examples:* Can you please give me an apple? I need some fruit.

My brother is an honest man.

#### 3. Definite article *the*:

a. *The* is used to refer to a non-specific noun or noun phrase which is already mentioned.

*Example:* I need a book to read during my train journey. The book will be my friend.

b. *The* is used to refer to the noun or noun phrase that both the speaker and the listener know about (because it is identified, or it is the only thing, place, or person).

*Examples:* Please hand me the salt which is near you.

The moon is shining brightly.

The post office is not very far from my house.

He's the oldest man in the group.

c. *The* is used to refer to general things or ideas.

*Example:* The snake is a dangerous animal. = Snakes are dangerous animals.

d. *The* is used before musical instruments.

*Example:* I like playing the piano.

e. *The* is used with adjectives like rich, poor, elderly, or unemployed to talk about groups of people.

*Example:* There is a big gap between the rich and the poor.

- f. *The* is used before countries whose names include words like *kingdom, states or republic*.  
*Examples:* the United Kingdom, the Kingdom of Nepal, the United States, the People's Republic of China, etc.
- g. *The* is used before countries which have plural nouns as their names.  
*Examples:* the Netherlands; the Philippines, etc.
- h. *The* is used before geographical features, such as mountain ranges, groups of islands, rivers, seas, oceans and canals.  
*Examples:* the Himalayas, the Atlantic, the Atlantic Ocean, the Amazon, the Panama Canal, etc.
- i. *The* is used before newspapers.  
*Examples:* the Times; the Washington Post, etc.
- j. *The* is used before well-known buildings or works of art.  
*Examples:* the Empire State Building, the Taj Mahal, the Mona Lisa, the Sunflowers, etc.
- k. *The* is used before organizations.  
*Example:* the United Nations, etc.
- l. *The* is used before families.  
*Examples:* the Smiths, the Jacksons

#### 4. No articles: Ø

Articles are not used before the following nouns or noun phrases:

- a. things and ideas in general  
*Example:* I love ice-cream, but I hate apple pies for desserts.
- b. sports  
*Example:* My brother plays football very well.
- c. people  
*Example:* Bill Clinton is one of the best presidents of the U.S.A.
- d. most countries  
*Example:* France is a country for romance.
- e. continents  
*Example:* Asia is a good market for businesses in the years to come.

## FOLLOW-UP EXERCISE

**Choose the best option A, B, C, or D.**

1. \_\_\_\_\_ big books on the desks are for my \_\_\_\_\_ biology class.  
 (A) Ø / the  
 (B) the / Ø  
 (C) Ø / Ø  
 (D) the / the
2. Please give me \_\_\_\_\_ cup of \_\_\_\_\_ tea with \_\_\_\_\_ milk.  
 (A) the / Ø / Ø  
 (B) a / Ø / Ø  
 (C) the / Ø / Ø  
 (D) a / Ø / the
3. On our trip to \_\_\_\_\_ USA, we crossed \_\_\_\_\_ Pacific Ocean.  
 (A) the / the  
 (B) Ø / the  
 (C) Ø / Ø  
 (D) the / Ø
4. John was admitted to \_\_\_\_\_ School of Technology at \_\_\_\_\_ northern university.  
 (A) a / a  
 (B) a / the  
 (C) the / a  
 (D) the / the
5. We saw \_\_\_\_\_ Indian village while we were in \_\_\_\_\_ America.  
 (A) a / the  
 (B) an / the  
 (C) the / the  
 (D) an / Ø
6. They play \_\_\_\_\_ basketball and \_\_\_\_\_ chess at \_\_\_\_\_ Boys' Club every summer.  
 (A) the / the / the  
 (B) a / a / Ø  
 (C) Ø / Ø / the  
 (D) Ø / Ø / Ø
7. I play \_\_\_\_\_ piano, and my brother plays \_\_\_\_\_ guitar. However, neither of us plays \_\_\_\_\_ sports.  
 (A) Ø / Ø / the  
 (B) Ø / Ø / Ø  
 (C) a / a / the  
 (D) the / the / Ø
8. I often eat \_\_\_\_\_ cereal for \_\_\_\_\_ breakfast, but I can't eat \_\_\_\_\_ cereal I bought yesterday.  
 (A) Ø / Ø / the  
 (B) Ø / Ø / Ø  
 (C) a / the / the  
 (D) a / Ø / the
9. \_\_\_\_\_ France is \_\_\_\_\_ European country, but \_\_\_\_\_ Asians live there in \_\_\_\_\_ great numbers, too.  
 (A) Ø / a / the / the  
 (B) Ø / an / Ø / the  
 (C) Ø / a / Ø / Ø  
 (D) Ø / a / Ø / the
10. My mother bought me \_\_\_\_\_ iPad when I entered \_\_\_\_\_ University of Science. However, \_\_\_\_\_ iPad was not \_\_\_\_\_ what I really wanted for my studies.  
 (A) an / Ø / the / Ø  
 (B) an / the / the / Ø  
 (C) the / the / Ø / Ø  
 (D) an / the / Ø / the

## 4 POSSESSIVES

### 1. With singular nouns: add an apostrophe and an 's' to the singular nouns.

*Examples:* the house's front yard  
Charles's girlfriend  
Nobita's bad marks  
a hard day's work

### 2. With plural nouns: add an apostrophe after the 's'.

*Examples:* the lions' cave  
the gases' odors  
the witches' brooms  
the babies' clothes

### 3. With irregular plurals: add an apostrophe followed by an 's' to create the possessive form.

*Examples:* a women's clothing store  
a children's book

### 4. With family names: first, pluralize the family name, then add an apostrophe.

*Examples:* the Smiths' car  
the Joneses' home (add 'es' to a name ending with the 's' sound to pluralize it)

### 5. With compound nouns: the apostrophe's placement depends on whether the nouns are acting separately or together.

*Examples:* Michael's and Jack's new bikes (their ownership is separate)  
Michael and Jack's new bikes (they share ownership)

### 6. Double possessives: 'of' is followed by a possessive case.

*Examples:* a friend of my sister's (one of my sister's friends)  
a picture of my mother's (one of the pictures that my mother owns)

## ◀ FOLLOW-UP EXERCISE

**Choose the best option A, B, C, or D.**

1. Our neighbors have a dog.
  - (A) our neighbor's dog
  - (B) our neighbors' dog
  - (C) a dog of our neighbors's
  - (D) a dog of our neighbor's
  
2. The tree house belongs to their children.
  - (A) their children's tree house
  - (B) their childrens' tree house
  - (C) a tree house of their childrens'
  - (D) a tree house of their children's
  
3. Diana has a younger sister.
  - (A) Dianas's younger sister
  - (B) Diana's younger sister's
  - (C) Diana's younger sister
  - (D) a younger sister of Diana's
  
4. The Olympic Games took place last year.
  - (A) the Olympic Games of last year's
  - (B) last year's Olympic Games'
  - (C) the Olympic Games of the last year
  - (D) last year's Olympic Games
  
5. Mr. Smith and all his family members had a trip to Italy.
  - (A) the trip of Mr. Smith's
  - (B) the Smiths' trip
  - (C) Mr. Smith's and his family member's trip
  - (D) Mr. Smith's trip and his family members
  
6. I enjoyed all stories written by Dennis.
  - (A) Dennis' stories
  - (B) Dennis's stories
  - (C) the stories of Dennis's
  - (D) the stories of Dennis'
  
7. The newspaper that came out this morning sold well.
  - (A) the newspaper of this morning's
  - (B) this morning's newspaper's
  - (C) this morning newspaper
  - (D) this morning's newspaper
  
8. The Johnsons have a garden.
  - (A) a garden of the Johnsons'
  - (B) the Johnson's garden
  - (C) the Johnsons' garden
  - (D) the garden of the Johnson's
  
9. One of his brother's friends is Italian.
  - (A) a friend of his brother
  - (B) his brother's friend
  - (C) a friend of his brother's
  - (D) his brother's friends
  
10. The puppy which belongs to my neighbor chewed a shoe which belongs to my sister.
  - (A) My neighbor's puppy chewed my sister's shoe.
  - (B) My neighbors' puppy chewed my sister's shoe.
  - (C) My neighbor's and my sister's shoe was chewed.
  - (D) My neighbor and my sister's shoe was chewed.

## 5 PRONOUNS

A pronoun is a word that takes the place of a noun. Pronouns can be in one of four cases: subject pronouns, object pronouns, possessive pronouns, and reflexive pronouns.

1. Subject pronouns are used when the pronoun is the subject of the sentence. Subject pronouns include *I, you, he, she, it, we, and they*.

*Example:* He ate the food.

2. Subject pronouns are also used in the structures with the false subject *It*. They follow "to be" verbs such as *is, are, was, were, am, and will be*.

*Example:* It is he who is painting the room.

\* In spoken English, most people tend to use object pronouns after *to be*.

*Example:* Who drank the coffee? It must be her.

3. Object pronouns are used as direct objects, indirect objects, and objects of prepositions. Object pronouns include *me, you, him, her, it, us, and them*.

*Examples:* I love him very much.

He gave the book to them.

I love my house. I have lived in it for 15 years.

4. In formal English, subject pronouns are used after the words *than* and *as*.

*Examples:* Jack is like his mother. He is as determined as she.

Dan is taller than I.

5. Possessive pronouns show ownership and never need apostrophes. Possessive pronouns include *mine, yours, his, hers, its, ours, and theirs*.

*Example:* This is your book, and that is mine.

6. Reflexive pronouns should be used when they refer back to the subject of the sentence or another noun or pronoun in the sentence. Reflexive pronouns include *myself, himself, herself, itself, themselves, ourselves, yourself, and yourselves*.

*Examples:* The children cannot take good care of themselves.

I did the job myself.

## FOLLOW-UP EXERCISE

**Choose the best option A, B, C, or D.**

1. \_\_\_\_\_ go to school with Jack every day, and \_\_\_\_\_ are close friends.
  - (A) Me / we
  - (B) I / we
  - (C) She / they
  - (D) They / we
  
2. I \_\_\_\_\_ see \_\_\_\_\_ at the Girls' Club twice a week.
  - (A) me / she
  - (B) myself / she
  - (C) myself / her
  - (D) myself / herself
  
3. Linda spoke to \_\_\_\_\_ happily, but then \_\_\_\_\_ suddenly cried.
  - (A) ourselves / she
  - (B) us / her
  - (C) us / she
  - (D) them / her
  
4. Jack and Tom told Mary the story \_\_\_\_\_, but \_\_\_\_\_ denied doing it when asked.
  - (A) themselves / they
  - (B) herself / they
  - (C) themselves / them
  - (D) herself / she
  
5. \_\_\_\_\_ don't know who hit \_\_\_\_\_ on my way home yesterday.
  - (A) I / myself
  - (B) We / ourselves
  - (C) I / mine
  - (D) I / me
  
6. I really like your mobile phone. \_\_\_\_\_ is not as beautiful as \_\_\_\_\_.
  - (A) My / your
  - (B) Mine / yours
  - (C) Mine / your
  - (D) My / yours
  
7. Susan has just been given a male dog. \_\_\_\_\_ loves \_\_\_\_\_ very much and takes \_\_\_\_\_ to the park every day.
  - (A) She / it / it
  - (B) He / her / her
  - (C) She / him / it
  - (D) He / it / it
  
8. \_\_\_\_\_ is the tallest girl in our class. No one is as tall as \_\_\_\_\_.
  - (A) Herself / her
  - (B) She / herself
  - (C) Her / she
  - (D) She / she
  
9. It's \_\_\_\_\_ who stole my shoes. \_\_\_\_\_ saw \_\_\_\_\_ wearing them last night.
  - (A) she / me / her
  - (B) she / I / her
  - (C) herself / I / her
  - (D) she / mine / her
  
10. Have \_\_\_\_\_ ever been to France? \_\_\_\_\_ is a wonderful country!
 

- Yes, I have.

  - (A) I / Itself
  - (B) you / Its
  - (C) you / It
  - (D) I / It

## 6 ADJECTIVES AND ADVERBS

1. Adjectives can be classified into these main kinds:

- a) Demonstrative: *this, that, these...*
- b) Distributive: *each, every, either, neither...*
- c) Quantitative: *some, no, little, few, many, one, twenty...*
- d) Interrogative: *which, what, whose...*
- e) Possessive: *my, your, his, her, its...*
- f) Qualitative: *beautiful, smart, hot, light...*

2. Adjectives from category (a) to category (e) are put before the nouns they describe.

*Example:* I have few friends. (before noun)

3. Qualitative adjectives (f) can be put either before the noun they describe or after linking verbs such as *appear, be, become, feel, get, seem...*

*Examples:* He may be a rich man. (before a noun)  
He seems rich. (after a linking verb)

4. The common order of qualitative adjectives is:

- opinion
- size
- shape
- age
- colour
- origin
- purpose (present participles/past participles)

*Example:* a beautiful small round black wooden walking stick.  
(opinion – size – shape – colour – material – purpose)

5. Some qualitative adjectives are seldom or never used before the nouns they describe. These include: 'a- adjectives' such as *afraid, alike, alive, alone, ashamed, asleep, awake, or aware*, and health-describing adjectives such as *fine, ill, upset, well...*

*Examples:* The two sisters are alike. NOT They are alike two-sisters.  
The general feels unwell. NOT He is an unwell general.

6. Present participles (ending in *-ing*) and past participles (ending in *-ed* or put in column 3) of verbs can be used as adjectives. Common pairs of *-ed/-ing* adjectives are *amazed/amazing, annoyed/annoying, bored/boring, excited/exciting, interested/interesting, pleased/pleasing, tired/tiring...*

Most of them can be used before the nouns they describe or after linking verbs. We often use *-ed* adjectives to describe people and *-ing* adjectives to describe things, events, etc.

*Examples:* It is such an interesting story. (before a noun, describing a thing)  
 Mia is interested in the story. (after a linking verb, describing people)

#### 7. We use an adverb, not an adjective

- to say how something happens or is done

*Example:* The man was driving the car recklessly.

- to modify adjectives, including participle adjectives

*Example:* The car is surprisingly cheap.

#### 8. Adverbs can be classified into these main kinds:

- Manner: *quickly, well, terribly...*
- Place: *here, there, near...*
- Time: *now, then, soon, yesterday...*
- Frequency: *sometimes, never, usually, at times...*
- Degree: *pretty, quite, very, too...*
- Comment: *apparently, definitely, surely, personally...*

#### 9. Adverbs of manner (a) are put after the verb or after the object if there is one.

*Examples:* They talked loudly in the hall.  
 She speaks English fluently.

#### 10. Adverbs of place (b) are usually put after the verb if there is no object; but if there is one, they come after the object.

*Examples:* Their baby is sleeping upstairs.  
 I looked for the wallet everywhere.

#### 11. Adverbs of time (c) are usually placed at the beginning or at the end of the clause.

*Examples:* Yesterday gasoline price went up sharply.  
 He came home eventually.

#### 12. Adverbs of frequency (d) and degree adverbs (e) are usually put between the subject and verb or immediately after the verb **be** as a main verb.

*Examples:* I completely forgot my wife's birthday.  
 Mary is always late.

#### 13. Most comment adverbs (f) can occur at the beginning, middle or end of a sentence.

*Examples:* Probably he will move to New York.  
 He will probably move to New York.  
 He will move to New York probably.

**\* FOLLOW-UP EXERCISE**

**Choose the best option A, B, C, or D.**

1. Everyone says that he is now \_\_\_\_ good at playing the piano.  
(A) remarkable  
(B) remarkably  
(C) surprised  
(D) surprisedly
2. Harriet looks \_\_\_\_ in the red wedding dress.  
(A) beautifully  
(B) strangely  
(C) strange  
(D) beauty
3. The small change in the course schedule is \_\_\_\_ acceptable.  
(A) quiet  
(B) too  
(C) pretty  
(D) complete
4. Daniel is looking for an old white Welsh harp \_\_\_\_.  
(A) from everywhere  
(B) anywhere  
(C) from anywhere  
(D) everywhere
5. The kids were all \_\_\_\_ at the magician's tricks.  
(A) amaze  
(B) amazed  
(C) amazing  
(D) amazingly
6. My grandmother handed me a small square \_\_\_\_ jewelry box.  
(A) woody  
(B) wood  
(C) wooden  
(D) wood-made
7. I haven't cleaned the apartment \_\_\_\_.  
(A) recently  
(B) yesterday  
(C) now  
(D) soon
8. We received a \_\_\_\_ glass of orange juice immediately when we arrived at the hotel.  
(A) welcome  
(B) welcomed  
(C) welcoming  
(D) welcomy
9. The students ask their professor not to speak as \_\_\_\_ as that.  
(A) slow  
(B) slowly  
(C) fastly  
(D) quick
10. The dog always does the tricks \_\_\_\_.  
(A) well  
(B) good  
(C) worse  
(D) bad

## 7 PREPOSITIONS

1. There are many ‘small words’ in English such as *up, down, by, etc.* In fact, these “small words” are used as prepositions or adverb particles.

- A preposition must have an object, so it is always related to a noun.

*Example:* The bookstore is across the road.

- An adverb particle does not need an object, so it is more related to a verb.

*Example:* The boy climbed down very quickly.

- Some words can be used as either prepositions or adverb particles: *about, above, across, after, along, before, behind, below, between, beyond, by, down, in, inside, near, off, on, opposite, outside, over, past, round, through, under, up, without...*

*Examples:* The price goes up. (adverb particle)

The plumber goes up the ladder. (preposition)

- Some words are used only as prepositions: *against, among, at, beside, during, except, for, from, into, of, onto, on top of, out of, since, till, until, to, towards, upon, with...*

*Example:* The dog sits beside his owner quietly.

### 2. Prepositions of movement and place:

- We use *to/from* and *into/out of* to show direction with movement.

*Examples:* She has gone to Italy

She has come from France.

- We use *at* to talk about a place we think of as a point rather than an area, and about an event where there is a group of people: *at the cinema, at the library, at the office, at the bank, at school...*

*Examples:* I arrived at Tan Son Nhat International Airport at 8:00 pm.

There will be a band singing at Hermione’s birthday party.

- We use *on* to talk about a position touching a flat surface or on something we think of as a line such as a road or river.

*Examples:* Is that a lizard on the ceiling?

My house is on 15<sup>th</sup> Avenue.

- We use *in* with large areas, towns or parts of towns, outside areas, rooms and nouns without articles.

*Examples:* Samantha has been in Europe.

She stayed in Paris for 2 months.

When she is on vacation, she enjoys being in the mountains.

There are a lot of books in her bedroom.

On Sundays, she sings in church.

- We use *at* before an address and *in* or *on* before the name of a road.

*Examples:* We have lived at 31 Roma Street for 15 years.

We have lived on Roma Street for 15 years.

### 3. Prepositions of time:

- We use *at* for exact time and meal times.

*Examples:* The class begins at 8 o'clock in the morning.

We will meet at lunch.

- We use *in* for longer periods of time such as parts of the day, seasons, months, years, decades, centuries...

*Examples:* We help our mom with a lot of chores in the evening.

In the winter, there is so much snow that you cannot see very clearly.

There is a lot of snow here in February.

- We use *on* when we talk about a particular day, date, or part of a particular day.

*Examples:* We'll have a meeting on Friday.

My birthday is on the 6<sup>th</sup> of June.

His wedding is on Sunday evening.

### 4. Prepositions used with adjectives:

Certain adjectives can be followed by a preposition.

Usually particular adjectives require particular prepositions, which can be found by consulting a good dictionary.

according to	accustomed to	afraid of	anxious for/about	ashamed of
aware of	bad at/for	capable of	confident of	due to/for
fit for	fond of	frightened of/at	good at/for	interested in
involved in	keen on	owing to	pleased with	prepared for
proud of	ready for	responsible for/to	scared of	sorry for/about
successful in	suspicious of	terrified of	tired of	used to
...				

### 5. Prepositions used with verbs:

We often combine certain verbs with particular prepositions or adverb particles to form phrasal verbs.

accuse sb of	apologize to sb for sth	apply to sb/for sth	ask for/about
attend to	beg for	believe in	beware of
blame sb for	consist of	deal with	depend on
dream of	fight with sb	hope for	insist on
long for	object to	occur to	persist in
prepare for	punish sb for	quarrel with sb about	refer to
rely on	remind sb of	resort to	succeed in
suspect sb of	think of/about	wait for	warn sb of/about sth
wish for	...		

Note: Verbs that immediately follow prepositions must be in the gerund form.

*Examples:* The baby is afraid of being in the dark.

He insists on paying the bill.

**FOLLOW-UP EXERCISE**

**Choose the best option A, B, C, or D.**

1. Accidentally we met him \_\_\_\_ the tennis stadium last night.  
(A) on  
(B) in  
(C) at  
(D) to
2. Not many people know that bronze is made \_\_\_\_ copper and tin.  
(A) of  
(B) at  
(C) up  
(D) from
3. She has just moved to her new flat \_\_\_\_ 161 Orchard Road.  
(A) in  
(B) at  
(C) on  
(D) about
4. Please enter the auditorium \_\_\_\_ making a noise.  
(A) without  
(B) about  
(C) in  
(D) with
5. When she was a student, she used to work in the post office \_\_\_\_ weekends.  
(A) in  
(B) from  
(C) to  
(D) at
6. The CEO didn't agree \_\_\_\_ the proposal.  
(A) on  
(B) to  
(C) with  
(D) at
7. I lived \_\_\_\_ Sydney for three years during the 1980s.  
(A) in  
(B) at  
(C) on  
(D) to
8. My friend has asked me to look \_\_\_\_ her children tonight.  
(A) for  
(B) at  
(C) up  
(D) after
9. He has a lot of cows and sheep \_\_\_\_ his farm.  
(A) on  
(B) in  
(C) at  
(D) for
10. The man is famous \_\_\_\_ taking breathtaking pictures.  
(A) of  
(B) about  
(C) at  
(D) for

## 8 VERBS AND COMPLEMENTS

### 1. Verbs with and without objects

- Some verbs are followed by an object. These are called *transitive verbs*, such as: *arrest, avoid, do, enjoy, find, force, get, give, grab, hit, like, pull, report, shock, take, tell, touch, want, warn*, etc.

*Example:* I warn you not to touch the safe.

- Some verbs are not followed by an object. These are called *intransitive verbs*, such as: *appear, arrive, come, cough, fall, go, happen, matter, sleep, swim, wait*, etc.

*Example:* The princess sleeps in the wood.

- Some verbs can be both transitive and intransitive, such as: *break, burn, empty, increase, open, shut, spoil*, etc.

*Examples:* He shuts the door hard and leaves the room.

Suddenly, the door shuts because of the strong wind.

### 2. Verbs + to-infinitive or Verbs + bare infinitive

- Verb + (object) + to-infinitive:

- After some verbs, we need to include an object before a to-infinitive. These include *allow, believe, cause, command, enable, encourage, entitle, force, invite, order, persuade, show, teach, tell*, etc.

*Example:* We all proposed him to be the team leader.

- After some verbs we cannot include an object before a to-infinitive. These include *agree, decide, fail, hope, pretend, start*, etc.

*Example:* The man refused to sing without his band.

- Verb + (object) + bare infinitive

- Some verbs are followed by a bare infinitive after an object. These include *feel, hear, make, observe, overhear, see, watch, have, let*, etc.

*Example:* The teacher saw him go out of class without permission.

#### Note:

- + Some of these verbs can be followed by a present participle (V-ing)

→ They saw me running out of the house yesterday morning.

I heard your dog barking last night.

- + In passive sentences with these verbs, we use a to-infinitive.

→ He was seen to go out of class without permission.

- A few verbs can be followed directly by a bare infinitive in fairly idiomatic phrases, including *hear, tell, make believe*, etc.

*Example:* He made believe that he passed the exam. (= pretended)

### 3. Verbs + to-infinitive or present participle (V-ing)

- Some verbs are followed by a *to-infinitive* but not a *present participle*. These include *agree, aim, ask, decline, demand, fail, hesitate, hope, hurry, manage, offer, plan, prepare, refuse, want, wish, etc.*

*Example:* He finally managed to book the flight ticket home.

- Some verbs are followed by a *present participle* but not a *to-infinitive*. These include *admit, avoid, consider, delay, deny, feel like, finish, imagine, miss, recall, risk, suggest, etc.*

*Example:* Please avoid standing near the fence.

- Some verbs can be followed by either a *to-infinitive* or a *present participle*. These include *begin, cease, start, and continue.*

*Examples:* She continues questioning her son about the lost money.

She continues to question her son about the lost money.

- The verbs *advise* and *encourage* are followed by a *present participle* when there is no object and a *to-infinitive* when there is one.

*Examples:* The teacher encourages contributing more in class.

The teacher encourages us to contribute more in class.

- Other verbs can be followed by either a *to-infinitive* or a *present participle*, but there can be a difference in meaning. These include *come, go on, mean, regret, remember, stop, try, etc.*

*Examples:* I regret to inform you that the show has been cancelled.

(to say that we are about to do something that we are not happy about)

I regret not telling you about Jane's leaving.

(to say we have already done something that we are not happy about)

### 4. Verbs + wh-clauses

- Some verbs can be followed by a *wh-clause*. These include *arrange, calculate, check, choose, consider, debate, decide, determine, discover, discuss, establish, explain, find out, forget, guess, imagine, know, learn, notice, plan, realize, remember, say, see, talk about, think about, understand, wonder, etc.*

*Example:* I do not understand why he behaved that way.

- Some verbs require an object before the *wh-clause*. These include *remind, tell, advise, inform, instruct, teach, warn, etc.*

*Example:* The guard instructs the guests how to pass the security check.

**★ FOLLOW-UP EXERCISE**

**Choose the best option A, B, C, or D.**

1. My family always encourages \_\_\_\_ hard in life.  
(A) work  
(B) to work  
(C) working  
(D) not work
2. On the way home, they stopped \_\_\_\_ some milk.  
(A) to buy  
(B) buying  
(C) buy  
(D) us to buy
3. I remember him \_\_\_\_ the plate without returning it.  
(A) borrow  
(B) borrowing  
(C) to borrow  
(D) borrows
4. They had to decide \_\_\_\_ the project or not.  
(A) why to proceed  
(B) whether to proceed  
(C) when to proceed  
(D) who to proceed
5. His parents allow him \_\_\_\_ to the club as long as he returns by 10 pm.  
(A) to go  
(B) going  
(C) that he goes  
(D) go
6. We regret \_\_\_\_ you that your application has been turned down.  
(A) inform  
(B) informing  
(C) informed  
(D) to inform
7. He always makes me \_\_\_\_ when I am upset.  
(A) laughs  
(B) laugh  
(C) to laugh  
(D) laughing
8. I tried \_\_\_\_ her a couple of times to tell her about the news, but she didn't answer the phone.  
(A) calling  
(B) to call  
(C) call  
(D) to calling
9. Jack persuaded \_\_\_\_ in his studio, but I couldn't accept it.  
(A) working  
(B) to work  
(C) me to work  
(D) me working
10. Men cannot help \_\_\_\_ in love with her.  
(A) falling  
(B) fall  
(C) to fall  
(D) falls

## 9 QUANTIFIERS

**1.** *Some* and *any* are used with plural and uncountable nouns to describe uncertain amounts or numbers of things.

- *Some* is used in affirmative sentences and in questions where we expect the answer 'Yes'.

*Examples:* The little boy handed his friend some marbles.

They've got some money, so they decided to travel around their country.

Could you please give me some stamps?

- *Any* is used in sentences with a negative meaning and in other questions.

*Examples:* He never bought her any gifts on her birthday.

We haven't got any coffee.

Do you have any questions?

**2.** *Some* and *any* can also be used to talk about a particular person or thing without mentioning them specifically.

*Example:* I want to have dinner with you some day.

(I want to have dinner with you one day, but I don't know which date it is yet.)

**Note:** A number of compound words begin with *some* and *any* such as *someone*, *anyone*, *somebody*, *anybody*, *something*, *anything*, *somewhere*, *anywhere*, etc. These are used the same way as that of *some* and *any* but are followed by a singular verb.

*Example:* Someone is knocking at the door; please go and check!

**3.** *Much* is used with uncountable nouns, and *many* is used with plural countable nouns. They are often used in negative sentences to emphasize the small quantities or amounts or in questions to ask about quantities or amounts.

*Examples:* Children do not read many books these days.

I don't have much money to lend you.

Do you have many friends?

Have you got much experience about this field?

**4.** In affirmative sentences, to describe large quantities or amounts, we can use *a lot of*, *lots of*, *plenty of*, *a great deal of*, *a large amount of*, *a large number of*, etc. followed by either uncountable nouns or plural countable nouns.

*Examples:* There are a lot of kids in the park near my house.

I accidentally put a great deal of sugar into this coffee.

5. *All* or *all of* are used to talk about the total number or amount of something. For negative sentences with *all*, we use *not all* or *none of*.

*Examples:* I deposit all of my money into my bank account.

Not all her friends went to her birthday. (Some of her friends did, some didn't.)

None of her friends went to her birthday. (Not one of her friends)

6. *Both (of)* is used to talk about two things or two people together. For negation, we use *neither (of)* instead.

*Examples:* I like both the red and pink dresses.

Neither of the songs interests the producer.

7. *Each (of)* and *every* are used with singular countable nouns to talk about all things or people in a group.

*Examples:* She gave each child a good-night kiss and closed the door.

Every student is required to take part in an extracurricular activity. (= All students are required to take part in an extracurricular activity.)

8. To talk about a small amount or quantity, we use *(a) few* followed by plural countable nouns or *(a) little* followed by uncountable nouns.

*A few* and *a little* are used to talk about a small amount or quantity with a positive meaning, indicating that this is enough.

*Few* and *little* are used with a negative meaning, suggesting that the small amount or quantity is not enough.

*Examples:* I have a few friends. (*I have enough friends.*)

I have few friends. (*I don't have enough friends.*)

She has a little knowledge of stock exchange.

(*She has enough knowledge of stock exchange.*)

She has little knowledge of stock exchange.

(*She doesn't have enough knowledge of stock exchange.*)

## FOLLOW-UP EXERCISE

**Choose the best option A, B, C, or D.**

1. 'Can you lend me \$100?' 'I'm sorry. I have \_\_\_\_\_ money.'  
(A) few  
(B) a few  
(C) little  
(D) a little
2. \_\_\_\_\_ football team has 11 players.  
(A) All  
(B) Each  
(C) Some  
(D) Both
3. Football, badminton, and tennis are \_\_\_\_\_ popular in Vietnam.  
(A) both  
(B) every  
(C) all  
(D) many
4. He's going to the swimming pool with \_\_\_\_\_ of his friends.  
(A) any  
(B) some  
(C) no  
(D) much
5. He spends \_\_\_\_\_ his time watching TV and playing games.  
(A) much of  
(B) much  
(C) many of  
(D) many
6. In order to educate a child well, \_\_\_\_\_ teachers and parents have to be involved.  
(A) all  
(B) every  
(C) whole  
(D) both
7. A lot of applications were applied, but \_\_\_\_\_ were selected.  
(A) no  
(B) any  
(C) few  
(D) little
8. In recent years, scientists have had \_\_\_\_\_ interest in researching second language acquisition in children.  
(A) a lot  
(B) many  
(C) much  
(D) any
9. Although I have \_\_\_\_\_ days off left, I can still take leave to take care of you.  
(A) few  
(B) a few  
(C) little  
(D) a little
10. On average, children should not spend more than 2 hours watching TV \_\_\_\_\_ day.  
(A) all  
(B) each  
(C) some  
(D) many

## 10 MODAL AUXILIARIES

The modal auxiliaries in English are *can*, *could*, *had better*, *may*, *might*, *must*, *ought to*, *shall*, *should*, *will*, and *would*. They express speakers' attitudes. They are always followed by a bare infinitive.

- Expressing necessity:** When we want to express that it is necessary to do something, we use *must*, or *have (got) to*.

Note: *Have (got) to* suggests that someone else makes something necessary while *must* suggests that the speaker himself thinks it is necessary.

*Examples:* I have to take care of my little sister. (*My parents asked me to do so.*)  
I must take care of my little sister. (*I think it is my duty.*)

Note: The negation of *have (got) to* means lack of necessity while the negation of *must* means prohibition.

*Examples:* We don't have to go to class tomorrow.  
You must not tell anyone about my secret.

- Giving advice:** When we want to give advice or make a recommendation, we often use *should*, *ought to*, or *had better*.

Note: *Had better* indicates a piece of stronger advice.

*Examples:* You should talk to your parents about this.  
Young people ought to limit their time using the Internet.  
You had better take care of the wound soon or it will get worse.

- Degrees of certainty in present time:** When we want to express how sure we are about something, we can use *must*, *may*, *might*, or *could*. *Must* expresses a strong degree of certainty while *may*, *might*, *could* express a weaker degree of certainty.

*Examples:* Why doesn't Dylan go to the birthday party?  
He must be sick. (95% sure)  

- He may be sick.
- He might be sick.
- He could be sick.

} less than 50% sure

- Degrees of certainty in past time:** To express how sure we are about something in the past, we can use *must have*, *may have*, *might have*, or *could have*.

*Examples:* Why didn't Dylan go to the birthday party?  
He must have been sick. (95% sure)  

- He may have been sick.
- He might have been sick.
- He could have been sick.

} less than 50% sure

**5. Degrees of certainty in future time:** To express how sure we are about something in the future, we can use *should*, *ought to*, *may*, *might*, or *could*.

*Examples:* Ben should pass the exam.  
 Ben ought to pass the exam.  
 Ben may pass the exam.  
 Ben might pass the exam.  
 Ben could pass the exam.

} 90% sure (The speaker is almost sure.)

} less than 50% sure (The speaker is guessing.)

**6. Expressing ability:** When we want to say someone or something has the ability to do something, we can use *can* for the present and *could* for the past.

*Examples:* I can swim.  
 He could swim before he was 5 years old.

Note:

- We can use *be able to* instead of *can/could*; however, it usually refers to a specific achievement, particularly difficult and effort-requiring one, rather than a general ability.
- *Be able to* can't be used when we talk about something that is happening at the moment of speaking.

*Example:* Finally, I am able to install the program on my PC successfully.

**7. Asking for permission:** When we want to ask for permission to do something, we can use *can* or *could*.

*Example:* Can/Could I have another cup of tea, please?  
 (Could is used with a higher level of politeness.)

**8. Giving offers:** When we want to offer to do something, we can use *can*, *could*, *shall*, *should*, or *would (you) like*.

*Examples:* Can/Could I help you with your luggage?  
 Shall/Should I arrange a baby cot for your room?  
 Would you like me to clean your room?

## FOLLOW-UP EXERCISE

**Choose the best option A, B, C, or D.**

1. It is advised that people \_\_\_\_ go to the hospital to have a health check-up every 6 months.
  - (A) may
  - (B) can
  - (C) shall
  - (D) should
  
2. I am definitely out of shape; I \_\_\_\_ do more exercise in the morning.
  - (A) shall
  - (B) must
  - (C) am able to
  - (D) might
  
3. I knew Diana was sick; Jack \_\_\_\_ very worried about her.
  - (A) must be
  - (B) must have been
  - (C) may be
  - (D) may have been
  
4. It was very nice yesterday, so I \_\_\_\_\_ walk my dog in the park.
  - (A) can
  - (B) may
  - (C) should
  - (D) could
  
5. According to my professor, to make my writings better, I \_\_\_\_ make them more concise and coherent.
  - (A) can
  - (B) shall
  - (C) might
  - (D) should
  
6. I was supposed to do my homework, but I didn't do it because I \_\_\_\_ understand it.
  - (A) could
  - (B) couldn't
  - (C) can
  - (D) can't
  
7. I always sleep through my alarm clock; therefore, my husband \_\_\_\_ wake me up.
  - (A) should
  - (B) has to
  - (C) may
  - (D) could
  
8. \_\_\_\_\_ you sweep the floor for me, please?
  - (A) Can
  - (B) Should
  - (C) Shall
  - (D) May
  
9. Don't eat too fast; you \_\_\_\_ have a stomachache.
  - (A) should
  - (B) might
  - (C) will
  - (D) must
  
10. The medicine \_\_\_\_ be put in the refrigerator immediately.
  - (A) should
  - (B) is able to
  - (C) can
  - (D) could

## 11 CONDITIONAL SENTENCES

### 1. Type 1 Conditionals:

In conditional sentences that express things possibly true in the present or future, the simple present is used in the if-clause. In the main clause, we can use either *will* to express certainty or another modal to say what is possible, necessary, or desirable.

*Examples:* If he finishes his homework early, he will be allowed to watch TV for 30 minutes before bed. (His parents promise to do so.)

If he finishes his homework early, he may be allowed to watch TV for 30 minutes before bed. (His parents are considering.)

Note: In order to make the condition more doubtful or very polite, we use *if + should* instead of *if + present verb*.

*Example:* If you should see her, please give her this letter for me.

### 2. Type 2 Conditionals:

In conditional sentences that express things untrue (contrary to the fact) in the present or future, we use the simple past in the if-clause and *would* or *could* in the main clause.

Notice: In if-clause, for "to-be" verb, *were* is used for both singular and plural subjects.

*Examples:* If I were you, I would meet her to tell her everything.

If I had enough money, I could open a kindergarten in my neighborhood.

### 3. Type 3 Conditionals:

In conditional sentences that express things untrue (contrary to the fact) in the past, we use the past perfect in the if-clause and *would have* or *could have* + past participle in the main clause.

*Example:* If he had studied harder, he could have passed the final exam.

### 4. Mixed type:

Frequently the time in the if-clause and the time in the main clause are different: one clause may be in the present and the other in the past. Notice that past and present times are mixed in these sentences.

*Examples:* I didn't pay attention in class, so I can't understand the lesson.

→ If I had paid attention in class, I could understand the lesson.

He is not a good son. He didn't take care of his mother when she was in hospital.

→ If he were a good son, he would have taken care of his mother when she was in hospital.

### 5. If not and unless:

We can use *if... not* or *unless* when we are saying except if.

*Example:* If you do not make up your mind quickly, I will sell the car to another person.

→ Unless you make up your mind quickly, I will sell the car to another person.

6. We can omit *if* by putting *were*, *had*, or *should* at the beginning of the sentence.

Examples: Were I him, I would accept that offer.

Should anyone call, please take a message.

Had I known about it, I would have noticed you.

## ★ FOLLOW-UP EXERCISE

**Choose the best option A, B, C, or D.**

1. If I \_\_\_\_\_ him, I \_\_\_\_\_ tell her the true story.  
 (A) am / will  
 (B) was / would  
 (C) were / would  
 (D) will be / will
2. I \_\_\_\_\_ you up last night if I \_\_\_\_\_ that your car broke down.  
 (A) will pick / know  
 (B) would pick / know  
 (C) would pick / had known  
 (D) would have picked / had known
3. If you \_\_\_\_\_ your mind, please let me know as soon as possible.  
 (A) will change  
 (B) should change  
 (C) may change  
 (D) might change
4. The child is crying because his mother isn't here. If his mother \_\_\_\_\_ here, the child \_\_\_\_\_ be crying.  
 (A) is / will  
 (B) is / will not  
 (C) were / would  
 (D) were / would not
5. If she \_\_\_\_\_ by noon tomorrow, I myself \_\_\_\_\_ pick her up.  
 (A) arrive / will  
 (B) arrives / will  
 (C) arrived / would  
 (D) had arrived / would
6. The weather is cold today, but if it \_\_\_\_\_ warm today, I \_\_\_\_\_ have a picnic.  
 (A) were / would  
 (B) was / would  
 (C) is / will  
 (D) had been / would
7. If you \_\_\_\_\_ to bed early last night, you \_\_\_\_\_ so tired this morning.  
 (A) went / would not be  
 (B) had gone / wouldn't have been  
 (C) had gone / would not be  
 (D) went / wouldn't have been
8. \_\_\_\_\_ they realized the danger, they would have called the police immediately.  
 (A) Should  
 (B) Were  
 (C) Had  
 (D) If
9. We \_\_\_\_\_ move to our new flat this weekend if they \_\_\_\_\_ finish painting it.  
 (A) Ø / will  
 (B) will / Ø  
 (C) should / will  
 (D) Ø / should
10. My grandfather is no long alive, but if he \_\_\_\_\_, he \_\_\_\_\_ proud of me.  
 (A) is / will be  
 (B) is / is  
 (C) was / would be  
 (D) were / would be

## 12 PASSIVE VOICE

### 1. Forming passive sentences:

Verbs which take an object (transitive verbs) can have a passive form.

*Example:* Active: Jane writes a letter.  
 Passive: The letter is written by Jane.

In the passive, the object of an active verb (a letter) becomes the subject of the passive verb. The subject of the active verb (Jane) follows *by* in a passive sentence and is called the *agent*.

Verbs which do not take an object (intransitive verbs) do not have passive forms.

**Note:** Verbs that can be followed by either *object + object* or *object + prepositional object* in active clauses can have two corresponding passive forms. The passive form you choose depends on which is more appropriate in a particular context.

*Example:* Active: She gives me the envelope.  
 Passive: I am given the envelope.  
 Or: The envelope is given to me.

### 2. Using passive:

- Passive sentences allow us to present the same information in a different order.
- Passive sentences are typically used rather than active sentences when the agent is not known, is people in general, is unimportant, or is obvious.

*Examples:* My neighbor's house was broken into last night. (unknown agent)

The application can be submitted online. (people in general)

These gifts are wrapped nicely. (unimportant agent)

My daughter was taught how to count from 1 to 10 in school. (obvious agent; presumably 'teachers')

- In process essays describing a process or a procedure, passive sentences are preferable.
- Passive sentences allow us to put old information at the beginning of the sentence and new information at the end.
- Passive sentences are used when the agents (subjects) consist of long expressions.

*Example:* I am surprised by the fact that she decides to quit her job after 15 years working in that company.

Rather than The fact that she decides to quit her job after 15 years working in that company surprises me.

- Passive sentences are often used to report what people say or think, particularly when we don't want to mention who said or thought what we are reporting. The common way of reporting is to use *it + passive verb + that-clause*.

*Example:* It is reported that gasoline price has gone up steadily in recent years.

Other verbs that can be used in this pattern are *agree, allege, announce, assume, calculate, claim, consider, decide, declare, discover, estimate, expect, feel, find, know, mention, propose, recommend, say, show, suggest, suppose, think, understand, etc.*

### **3. Passive forms of verb+ -ing or to-infinitive**

- Active patterns with *verb + -ing*

*Example:* I told bed time stories to my baby, and she enjoyed it.  
→ My baby enjoyed being told bed time stories.

- Active patterns with *verb + object + V-ing*

*Example:* They saw me running out of the house last night.  
→ I was seen running out of the house last night.

- Active patterns with *verb + to-infinitive*

*Example:* She started to notice the suspicious man on the corner.  
→ The man on the corner started to be noticed.

- Active patterns with *verb + object + to-infinitive*

*Example:* My brother taught me to swim.  
→ I was taught to swim by my brother.

### **FOLLOW-UP EXERCISE**

**Choose the best option A, B, C, or D.**

1. Someone told me that my salary will be cut down to 50 percent.

→ I \_\_\_\_\_ that my salary will be cut down to 50 percent.

- (A) am told  
(B) was told  
(C) am telling  
(D) was telling

2. I wrote down almost everything the lecturer said in class.

→ Almost everything the lecturer said in class \_\_\_\_\_.

- (A) is written down  
(B) are written down  
(C) was written down  
(D) were written down

3. The earthquake destroyed a number of valuable artworks.

→ A number of valuable artworks \_\_\_\_\_ by the earthquake.

- (A) is destroyed  
(B) are destroyed  
(C) was destroyed  
(D) were destroyed

4. By the time I was four, my father had taught me how to play chess.

→ By the time I was four, I \_\_\_\_\_ how to play chess.

- (A) was taught  
(B) am taught  
(C) had been taught  
(D) taught

5. Everyone considers Morgan to be the best student in class.

→ Morgan \_\_\_\_\_ the best student in class.

- (A) is considered to be
- (B) is considered being
- (C) is considered be
- (D) considered to be

6. We have discovered that there is a connection between eating chocolate and having good health.

→ It \_\_\_\_\_ that there is a connection between eating chocolate and having good health.

- (A) is discovered
- (B) was discovered
- (C) has discovered
- (D) has been discovered

7. Someone has donated a large sum of money to charity.

→ A large sum of money \_\_\_\_\_ to charity.

- (A) is donated
- (B) was donated
- (C) has been donated
- (D) has donated

8. Tom's best friend sold the house to him.

→ The house \_\_\_\_\_ to Tom by his best friend.

- (A) is sold
- (B) was sold
- (C) sold
- (D) sells

9. Everyone blamed him for the problem.

→ He \_\_\_\_\_ for the problem.

- (A) is blamed
- (B) was blamed
- (C) were blamed
- (D) has been claimed

10. To do the research, Tim has to carry out all the tests.

→ To do the research, all the tests \_\_\_\_\_ by Tim.

- (A) have to be carried out
- (B) are carried out
- (C) have been carried out
- (D) be carried out

## 13 RELATIVE PRONOUNS

A relative pronoun is used to replace one of the two identical nouns/noun phrases and relates the clauses to each other.

The most common relative pronouns are *who*, *whom*, *whose*, *that*, and *which* (*when*, and *where* can function as relative pronouns, though, to be more exact, they are considered as adverbial pronouns).

There are two types of relative clauses: *restrictive (defining)* clause and *non-restrictive (non-defining)* clause. A restrictive clause is one that cannot be omitted from a sentence if the sentence is to keep its meaning. A non-restrictive clause contains additional information which is not required to give the meaning of the sentence. In both types of clauses, the relative pronoun can function as a subject, an object, or a possessive pronoun (*whose*).

Please note that the relative pronoun *that* is NOT used in non-restrictive clauses and in formal written English to refer to people.

The table below sums up the use of relative pronouns.

Function	Reference to			
	People	Things / Concepts	Place	Time
Subject	who, that	which, that		
Object	that, who, whom	which, that	where	when
Possessive	whose	whose, of which		

### Examples:

#### 1. Relative pronouns used as subjects:

- a) We enjoy all lessons given by our English teacher. Our English teacher is very experienced in helping us learn by playing.  
→ We enjoy all lessons given by our English teacher, who is very experienced in helping us learn by playing. (refers to a person)
- b) I bought the CD player. The CD player had been advertised on Home Shopping Channel.  
→ I bought the CD player which had been advertised on Home Shopping Channel. (refers to a thing)

#### 2. Relative pronouns used as objects:

- a) Our company wants to recruit a secretary. They need the secretary for the paperwork.  
→ Our company wants to recruit a secretary whom they need for the paperwork. (refers to a person)

- b) My best friend is going to buy the house. I have been thinking of buying the house.  
→ My best friend is going to buy the house which I have been thinking of buying. (refers to a thing)
- c) Mary returned to the village. She was born and brought up in the village.  
→ Mary returned to the village where she was born and brought up. (refers to a place)
- d) My family usually gets together on Thanksgiving. We have a big dinner party and have a lot of fun on Thanksgiving.  
→ My family usually gets together on Thanksgiving when we have a big dinner party and have a lot of fun. (refers to a time)

### 3. Relative pronouns used in possessive cases:

- a) Jack has received a promotion. His father is the president of the company.  
→ Jack, whose father is the president of the company, has received a promotion. (refers to Jack's)
- b) I had to replace the dining table. Its leg was broken.  
→ I had to replace the dining table whose leg was broken. (refers to the dining table's)  
Or: I had to replace the dining table the leg of which was broken. (refers to the dining table's)

In restrictive relative clauses, it is possible to omit the relative pronoun and the verb *be* in the following cases.

a) *Before past participles in the passive voice:*

I will never forget the stories which were told by my grandmother.  
→ I will never forget the stories told by my grandmother.

b) *Before prepositional phrases:*

The glass which is on the table contains a black liquid.  
→ The glass on the table contains a black liquid.

c) *Before continuous verb structures:*

The woman who is reading a book in the park is my neighbor.  
→ The woman reading a book in the park is my neighbor.

**★ FOLLOW-UP EXERCISE**

**Choose the best option A, B, C, or D.**

1. Adam Evans, \_\_\_\_ is a doctor, often stays in this hotel when he is on vacation.  
(A) who  
(B) that  
(C) which  
(D) whose
2. The books \_\_\_\_ are on the table belong to Cathy.  
(A) whose  
(B) who  
(C) that  
(D) Ø (no relative pronoun)
3. The man \_\_\_\_ talking to the postman is my uncle.  
(A) which  
(B) who  
(C) that  
(D) Ø (no relative pronoun)
4. Harold, \_\_\_\_ car was stolen last night, is at the police station now.  
(A) whose  
(B) of which  
(C) that  
(D) who
5. The director of the program \_\_\_\_ planning to retire next year is working hard to fulfill his duty.  
(A) which  
(B) who  
(C) whom  
(D) Ø (no relative pronoun)
6. The professor to \_\_\_\_ you spoke yesterday is not here today.  
(A) who  
(B) whom  
(C) that  
(D) Ø (no relative pronoun)
7. Tom bought a camera \_\_\_\_ has three lenses.  
(A) which  
(B) who  
(C) of which  
(D) Ø (no relative pronoun)
8. John's mother, \_\_\_\_ is a professor, has written several papers on chemical weapons.  
(A) who  
(B) whom  
(C) that  
(D) Ø (no relative pronoun)
9. I came to visit Caddo, \_\_\_\_ my grandfather lived in his 20s.  
(A) who  
(B) when  
(C) that  
(D) where
10. My son always loves winter \_\_\_\_ he can go skiing in the mountains.  
(A) who  
(B) when  
(C) which  
(D) where

## 14 REPORTED SPEECH

Reported speech is used when we want to tell someone else what another person says or said.

- When the reporting verbs like *say* or *tell* are used in the present tense, the tense(s) in the reported speech is not changed. However, the “person” needs to be changed.

*Example:*

Direct speech : Mother: “Don’t go to bed late. I’ll punish you if you do.”

Reported speech : She tells the kids not to go to be late and that she will punish them if they do.

- When the reporting verbs like *say* or *tell* are used in the past tense, the tense(s) in the reported speech is/are changed. To put it simply, the tenses are usually “taken one step into the past”; this is called a backshift of tenses. For example, the simple present tense is changed into the simple past tense, the simple past tense into the past perfect tense, etc.

*Example:*

Direct speech : I am tired because I drank too much wine.

Reported speech : She said that she was tired because she had drunk too much wine.

Time expressions in reported speech are changed accordingly. Below is a table of some possible conversions:

now	then / at that time
today	yesterday / that day
yesterday	the day before yesterday / the day before
last night	the night before
last week	the week before / the previous week
tomorrow	today / the next day / the following day

\* The past perfect tense and some modal auxiliaries like *would*, *could*, *should*, or *might* in the direct speech are not changed in the reported speech. The modal auxiliary *must* is changed into *had to*.

### 3. Reported questions:

- Wh-questions: Keep the question word and invert (change the position of) the subject and the verb. Make other necessary changes as discussed above.

*Example:*

Direct speech : Where do you live?

Reported speech : She asked me where I lived.

- b) Yes/No questions: Insert *if* or *whether* and invert (change the position of) the subject and the verb. Make other necessary changes as discussed above.

*Example:*

Direct speech : Do you like fast food?

Reported speech : Tim asked me if/whether I liked fast food.

#### 4. Reported requests:

It is not necessary to report every word. Instead, we can use the structure "ask me + to + infinitive".

*Examples:*

Direct Request	Reported Request
Please help me.	She asked me to help her.
Please don't smoke.	She asked me not to smoke.
Could you bring my book tonight?	She asked me to bring her book that night.
Could you pass the milk, please?	She asked me to pass the milk.
Would you mind coming early tomorrow?	She asked me to come early the next day.

#### \* FOLLOW-UP EXERCISE

**Choose the best option A, B, C, or D.**

1. "I'll do the washing-up later."

→ Mary said that \_\_\_\_ do the washing-up later.

- (A) she will
- (B) she would
- (C) I will
- (D) I would

2. "I met Tom yesterday."

→ My father told me he had met Tom \_\_\_\_.

- (A) yesterday
- (B) the day after
- (C) the day before
- (D) the last day

3. "You must study hard to pass the exam."

→ Mom told me that I \_\_\_\_ hard to pass the exam.

- (A) must study
- (B) studied
- (C) had studied
- (D) had to study

4. "When will we have the final test?"

→ She asked her teacher \_\_\_\_ the final test.

- (A) if they would have
- (B) whether they would have
- (C) when would they have
- (D) when they would have

5. "Don't go through the red light."  
→ The policeman asked me \_\_\_\_ through the red light.
- (A) if I went  
(B) not to go  
(C) if I didn't go  
(D) whether I didn't go
6. "Can you please help me with this bag?"  
→ She asked me \_\_\_\_ with that bag.
- (A) to help her  
(B) if I can help her  
(C) whether I could help  
(D) what I could help
7. "Who told you I am here?"  
→ She asked Jack \_\_\_\_.
- (A) if somebody told him she was there  
(B) who had told him she was there  
(C) if somebody told him she is here  
(D) who told him she is here
8. "I visited my parents two days ago."  
→ Tom says he \_\_\_\_.
- (A) visited his parents two days ago  
(B) had visited his parents two days before  
(C) visited his parents before yesterday  
(D) visited his parents the day before yesterday
9. "Would you mind closing the door?"  
→ Mary asked Michael \_\_\_\_ the door.
- (A) that he would mind closing  
(B) if he would close  
(C) to close  
(D) whether or not would he mind closing
10. "I submitted the paper last week."  
→ Sally says that she \_\_\_\_.
- (A) submitted the paper the week before  
(B) submitted the paper last week  
(C) had submitted the paper the week before  
(D) had submitted the paper last week

## 15 COMPARISONS

Comparisons indicate degrees of difference with adjectives and adverbs and may be equal or unequal.

### 1. Equal comparisons

An equal comparison indicates that the two entities are (or are not, if negative) exactly the same.

Subject + verb + as + adjective/adverb + as + noun/pronoun

Note: Sometimes *so* may be used instead of *as* before the adjective/adverb in negative comparisons.

#### Examples

- |   |                               |
|---|-------------------------------|
| My book is as <u>interesting</u> as yours.      | (adjective)                   |
| His car runs as <u>fast</u> as a race car.      | (adverb)                      |
| John sings as <u>well</u> as his sister (does). | (adverb)                      |
| They are as <u>happy</u> as <u>we</u> .         | (adjective, formal English)   |
| You are as <u>old</u> as <u>her</u> .           | (adjective, informal English) |

### 2. Comparatives

This type of comparison implies that the entities are comparable in a greater or lesser degree.

Subject + verb +  $\left( \begin{array}{l} \text{adjective/adverb* + er} \\ \text{more + adjective/adverb**} \\ \text{less + adjective/adverb**} \end{array} \right)$  + than + noun/pronoun

- \* Add *-er* to most one or two-syllable adjectives like *thicker, colder, quieter, etc.* or to only a few adverbs such as *faster, quicker, sooner, and later*.
- \*\* Use the form *more/less + adjective/adverb + than* for most two-syllable adjectives and adjectives with three or more than three syllables such as *more polite, more handsome, more beautiful, more important, etc.,* and adjectives ending in the following suffixes: *-ed, -ful, -ing, -ish, and -ous* like *more hated, more useful, more boring, more stylish, or more cautious*.

#### Notes:

- Double the final consonant of one-syllable adjectives which end in a single consonant (except *w, x, and z*) and are preceded by a single vowel.  
*Examples: big-bigger, red-redder, hot-hotter, etc.*
- When an adjective ends in a consonant + *y*, change the *y* to *i* and add *er*.  
*Examples: happy-happier, dry-drier, etc.*

- To intensify the comparative, add *much* or *far* before the comparative form.

*Examples*

John's grades are <u>higher</u> than his sister's.	(one-syllable adjective)
This chair is <u>more beautiful</u> than that one.	(three-syllable adjective)
He speaks English <u>faster</u> than I.	(one-syllable adverb)
He goes to school <u>less frequently</u> than she does.	(three-syllable adverb)
His watch is <u>far more expensive</u> than mine.	( <i>far</i> preceding the comparative form)

### 3. Superlatives

This type of comparison involves three or more entities, one of which is superior or inferior to the others.

Subject + verb + the	adjective + est most + adjective least + adjective	+	in + singular count noun of + plural count noun
----------------------	--	---	--

*Examples*

John is the <u>tallest boy in the family</u> .	(one-syllable adjective, <i>in</i> + singular count noun)
Daisy is the <u>shortest of the three sisters</u> .	(one-syllable adjective, <i>of</i> + plural count noun)
These shoes are <u>the least expensive of all</u> .	(three-syllable adjective, <i>of</i> + plural count noun)

Notes:

- Apart from some adverbs mentioned above, adverbs usually are not followed by *-er* or *-est*. Instead, they are compared by adding *more* or *less* for comparatives and by adding *most* or *least* for the superlatives.

*Examples*

Sally drove <u>more cautiously</u> than Bob.	(comparative)
That child behaves <u>the most carelessly</u> of all.	(superlative)

- A few adjectives and adverbs have irregular forms for the comparative and superlative. Study them.

Adjectives or Adverbs	Comparatives	Superlatives
far	father/further	farthest/furthest
little	less	least
much/many	more	most
good/well	better	best
bad/badly	worse	worst

## \* FOLLOW-UP EXERCISE

**Choose the best option A, B, C, or D.**

1. The students left \_\_\_\_\_ the professor had finished his lecture.  
 (A) so soon as  
 (B) as soon as  
 (C) sooner than  
 (D) the soonest
2. He played the guitar \_\_\_\_\_ Andrew.  
 (A) better than  
 (B) as good as  
 (C) more good than  
 (D) so well as
3. The new house is \_\_\_\_\_ the old one.  
 (A) more expensive than  
 (B) the most expensive  
 (C) so expensive as  
 (D) much as expensive as
4. Of the four dresses, I like the red one \_\_\_\_\_.  
 (A) better  
 (B) much  
 (C) more  
 (D) the best
5. He is intelligent, and he works so hard. He is \_\_\_\_\_ mine.  
 (A) the best student of  
 (B) the best student in  
 (C) a better student of  
 (D) a better student in
6. She sings \_\_\_\_\_ her sister.  
 (A) beautifully as  
 (B) as beautiful as  
 (C) more beautifully than  
 (D) the most beautifully of
7. Diana dances \_\_\_\_\_ her partner.  
 (A) more much artistically than  
 (B) so artistically as  
 (C) much artistically as  
 (D) much more artistically than
8. Your accent is \_\_\_\_\_ your mother's.  
 (A) not so strong as  
 (B) strong as  
 (C) more stronger than  
 (D) more strong than
9. The salary of a professor is \_\_\_\_\_.  
 (A) higher than a secretary  
 (B) higher than that of a secretary  
 (C) not so high as a secretary  
 (D) much higher than a secretary
10. The university is \_\_\_\_\_ the museum.  
 (A) further from here than  
 (B) more further from here than  
 (C) farther from here than  
 (D) as farther from here as

## B. GRAMMAR PROGRESS TESTS

**TEST 1:** Read the passage below and choose the best option for each gap.

Many people know a vegetarian diet (1) \_\_\_\_ many benefits. Vegetarians usually have lower levels of heart disease and a lower risk of deadly diabetes than people (2) \_\_\_\_ eat meat. However, not (3) \_\_\_\_ people realize that a vegetarian diet is also better for our environment.

A report on how consumer behavior affects the environment (4) \_\_\_\_\_. This report showed that meat consumption can damage the environment nearly (5) \_\_\_\_\_ as the use of motor vehicles. So, how can eating meat have a negative effect on the environment?

First, (6) \_\_\_\_\_ water and land are used. 11,000 liters of water are needed to produce 0.45 kg of beef, while only 90 liters of water are needed to produce 0.45 kg of wheat. By producing crops instead of animals, (7) \_\_\_\_\_ can make better use of land and water. Second, farm animals cause global warming. Animal bodies release methane ( $\text{CH}_4$ ). One cow can produce 60 liters of methane each day, and like  $\text{CO}_2$ ,  $\text{CH}_4$  produces greenhouse effects, which heat up our Earth.

So, a vegetarian diet is good not just for (8) \_\_\_\_\_ health but also for the environment. However, (9) \_\_\_\_\_ a vegetarian diet that says "No" to products made from animals such as cheese, eggs, and milk. Nutritionists believe this (10) \_\_\_\_\_ diet lacks some of the vitamins and minerals that our bodies need daily.

- |                          |                 |                |                        |
|--------------------------|-----------------|----------------|------------------------|
| 1. (A) have              | (B) has         | (C) has had    | (D) had                |
| 2. (A) which             | (B) what        | (C) who        | (D) when               |
| 3. (A) few               | (B) every       | (C) a lot      | (D) many               |
| 4. (A) has been released | (B) is released | (C) released   | (D) has been releasing |
| 5. (A) more badly        | (B) as badly    | (C) most badly | (D) as bad             |
| 6. (A) a lot             | (B) little      | (C) lots of    | (D) many               |
| 7. (A) I                 | (B) they        | (C) you        | (D) we                 |
| 8. (A) a                 | (B) an          | (C) the        | (D) Ø (no article)     |
| 9. (A) do not follow     | (B) following   | (C) follow     | (D) to follow          |
| 10. (A) strictness       | (B) strictly    | (C) strict     | (D) strictest          |

**TEST 2: Read the passage below and choose the best option for each gap.**

Yao Ming is one of the most famous stars in basketball today. He is the (1) \_\_\_\_\_ player in his country, with a height of 2.29 meters.

Yao was born in Shanghai, China, in 1980. His mother was a star of the Chinese national (2) \_\_\_\_\_ basketball team, and his father played for a team in Shanghai. By the age of nine, Yao was already 1.7 meters tall, but he was not (3) \_\_\_\_\_ in sports. He was a shy child who loved reading, especially about Chinese history. When he was 12, coaches discovered him and enrolled him in a sports academy. In the 1990s, (4) \_\_\_\_\_ basketball became extremely popular in China, and Yao began training for his future career.

In 1997, he joined the Shanghai Sharks, the Chinese Basketball Association team in his hometown. Before he joined, the team was very unsuccessful, but Yao led them to the national championship. In the championship game, he made 21 shots – and (5) \_\_\_\_\_ one of them was very successful. This was a new world record. A foreign sports shoe company noticed Yao's talent and sent him to (6) \_\_\_\_\_ summer basketball camp in Paris. He met young players from around the world there and (7) \_\_\_\_\_ to a youth basketball program in the U.S.

When Yao played with the Chinese national team at the 2000 Olympics in Sydney, Australia, he got a lot of attention from international coaches. The National Basketball Association (NBA) in the U.S chose him (8) \_\_\_\_\_ professional basketball in 2002. He joined the Houston Rockets. In his first games, he scored only a few points, and his coaches thought he (9) \_\_\_\_\_ adjust to basketball in the U.S. However, his playing improved (10) \_\_\_\_\_, and he soon scored 30 points in one game. In 2006, he received the most votes for the All-Star Team.

- |                    |                 |                   |                      |
|--------------------|-----------------|-------------------|----------------------|
| 1. (A) tall        | (B) taller      | (C) tallest       | (D) most tall        |
| 2. (A) women's     | (B) woman       | (C) women         | (D) woman's          |
| 3. (A) interesting | (B) interested  | (C) interest      | (D) interests        |
| 4. (A) a           | (B) an          | (C) the           | (D) Ø                |
| 5. (A) none        | (B) every       | (C) no            | (D) all              |
| 6. (A) his         | (B) that        | (C) this          | (D) their            |
| 7. (A) invited     | (B) was invited | (C) was inviting  | (D) would be invited |
| 8. (A) play        | (B) playing     | (C) to play       | (D) played           |
| 9. (A) shouldn't   | (B) couldn't    | (C) needn't       | (D) wouldn't         |
| 10. (A) very fast  | (B) fastly      | (C) in a fast way | (D) with fastness    |

**TEST 3: Read the passage below and choose the best option for each gap.**

Claude Monet, a 19th century French painter, was the most famous artist associated with the movement (1) \_\_\_\_\_ as Impressionism.

Monet was born on November 14, 1840, and even as a young man, he was known for (2) \_\_\_\_\_ small portraits in charcoal. In 1858, Monet met the artist Eugène Boudin, who became his mentor and introduced Monet to painting outdoors, or "en plein air" as (3) \_\_\_\_\_ came to be known. In 1859, at the age of 19, Monet moved to Paris to become a professional artist.

Most artists of his time tried to imitate nature (4) \_\_\_\_\_. However, in his landscape paintings, Monet portrayed nature as it appeared to him instead. In particular, he was interested in how light affects the ways that we perceive color. In one of his (5) \_\_\_\_\_ famous series of works, Monet painted the cathedral in Rouen, France at several different times of day, showing how changes in natural light make the cathedral (6) \_\_\_\_\_ to change color.

In 1883, Monet moved to a small French town called Giverny, (7) \_\_\_\_\_ he built an elaborate garden. This garden, in particular its water lily ponds, became the chief subject of (8) \_\_\_\_\_ later paintings. Monet's paintings of water lilies were extremely influential to 20th century modern artists. In these paintings, Monet used the landscape merely as a starting point, creating abstract fields of vibrant color. These paintings relied on broad, thick brushstrokes. (9) \_\_\_\_\_ texture of these brushstrokes gave the canvases a tactile quality that contrasted sharply with the smooth canvases produced by more traditional artists.

Though he struggled financially throughout his life, when Monet died in 1926, he was one of the most famous and (10) \_\_\_\_\_ painters in the world.

- |                     |                   |                    |                 |
|---------------------|-------------------|--------------------|-----------------|
| 1. (A) to be known  | (B) known         | (C) has been known | (D) was known   |
| 2. (A) producing    | (B) production    | (C) to produce     | (D) productive  |
| 3. (A) they         | (B) he            | (C) it             | (D) them        |
| 4. (A) realism      | (B) realistically | (C) realistic      | (D) unrealistic |
| 5. (A) more         | (B) most          | (C) as             | (D) less        |
| 6. (A) to appear    | (B) appears       | (C) appear         | (D) appeared    |
| 7. (A) which        | (B) what          | (C) that           | (D) where       |
| 8. (A) Monet        | (B) that of Monet | (C) Monets'        | (D) Monet's     |
| 9. (A) a            | (B) an            | (C) the            | (D) Ø           |
| 10. (A) influential | (B) influencing   | (C) influence      | (D) influenced  |

**TEST 4: Read the passage below and choose the best option for each gap.****OLYMPIC GAMES**

In 776 B.C., the first Olympic Games were held at the foot of Mount Olympus to honor the Greeks' chief god, Zeus. The warm climate for outdoor activities, the need for preparedness in war, and their lifestyle caused the Greeks to create competitive sports. Only the elite and military could participate at first, but later the games (1) \_\_\_\_\_ to all free Greek males who had no criminal records. The Greeks emphasized physical fitness and strength in their education of youth. Therefore, contests (2) \_\_\_\_\_ running, jumping, discus and javelin throwing, boxing, and horse and chariot racing were held in individual cities, and the winners competed (3) \_\_\_\_\_ four years at Mount Olympus. Winners were (4) \_\_\_\_\_ honored by having olive wreaths placed on (5) \_\_\_\_\_ heads and having poems sung about their deeds. Originally, these contests were held as games of friendship, and any wars in progress were halted to allow the games to take place. They also helped to strengthen bonds among competitors and the different cities represented.

The Greeks attached so much importance to the games that they calculated time in four-year cycles called "Olympiads", dating from 776 B.C. The contests coincided with religious festivities and constituted an all-out effort on the part of the participants to please the gods. Anyone (6) \_\_\_\_\_ disobeyed the rules were dismissed and (7) \_\_\_\_\_ be seriously punished. These athletes brought shame not only to (8) \_\_\_\_\_ but also to the cities they represented.

Nowadays, the modern Olympic Games are the leading international sporting event featuring summer and winter sports competitions in which thousands of athletes participate in a variety of competitions. The Olympic Games are (9) \_\_\_\_\_ the world's foremost sports competition with more than 200 nations participating. The Olympic Games are now also held every four years, with the Summer and Winter Games alternating, meaning they (10) \_\_\_\_\_ occur every four years but two years apart.

- |                       |                      |                     |                      |
|-----------------------|----------------------|---------------------|----------------------|
| 1. (A) was opened     | (B) opened           | (C) had been opened | (C) were open        |
| 2. (A) at             | (B) in               | (C) about           | (C) for              |
| 3. (A) all            | (B) each             | (C) every           | (C) any              |
| 4. (A) great          | (B) greatly          | (C) greatness       | (C) greatest         |
| 5. (A) their          | (B) his              | (C) our             | (C) its              |
| 6. (A) whom           | (B) whose            | (C) which           | (C) that             |
| 7. (A) can            | (B) should           | (C) could           | (C) may              |
| 8. (A) them           | (B) themselves       | (C) him             | (C) himself          |
| 9. (A) consider to be | (B) considered to be | (C) considered be   | (C) considered being |
| 10. (A) each          | (B) all              | (C) every           | (C) whole            |

## **SECTION TWO - LISTENING**

### **A. LISTENING OVERVIEW**

The Listening section of the VNU-EPT Test measures your comprehension of spoken English. It includes four parts in the range of 2 to 10 minutes in length.

The total number of questions is 32, and all of the questions are four-choice questions with a single answer. The four types of questions asked in this section include main idea questions, repeated detail questions, paraphrased detail questions, and inference questions.

The time allowance for the listening section is 45 minutes, including the time you spend listening to directions and passages and answering the questions. You will hear each listening passage twice.

<b>LISTENING SECTION</b>				
<b>Listening Parts</b>	<b>Passage Types</b>	<b>Passage Length</b>	<b>Number of Questions</b>	<b>Points Allotted</b>
Part 1	Short Conversations	± 10 minutes	10	20
Part 2	Long Conversations or Discussions	± 2 minutes	6	20
Part 3	Discussions or Talks	± 3 minutes	8	28
Part 4	Long Talks or Lectures	± 6 minutes	8	32

## B. SKILL BUILD-UP

### I. KEY STRATEGY - TAKING NOTES WHILE LISTENING

Learning to take notes effectively will help you retain important facts and data to answer the questions correctly. Here are some hints on taking notes:

- Have a suitable layout for the content that you hear.
- Do not write down everything you hear. Note down key words, very short phrases or sentences.
- Follow the signposts/transitions carefully to get the main points/topics being discussed.
- Pay attention to repeated words and stressed words, which are often louder, higher, and longer.
- Develop your own note symbols and abbreviations.
- Do not worry about missing a point. Leave space and pick up the missed information on the second listening.

Below are the common symbols and abbreviations that may be useful for you.

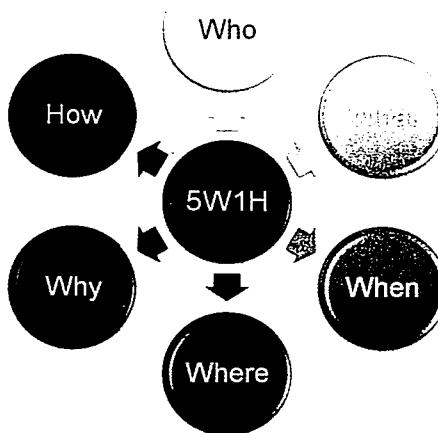
=	equals/is equal to/is the same as
≠	is not equal to/is not the same as
↗	rises, develops, increases by, to go up
↘	falls, decreases by, to go down
→	causes, leads to, results in, brings about
←	is caused by, is produced by, results from
+/&	and, more, plus
-	less, minus
>	more than, greater than
<	less than
w/	with
w/o	without
K	thousand (10K = 10,000)
/	per, out of (1/25 = 1 per 25)
□	therefore, consequently
@	each, at
♂ / ♀	man, men/woman, women
c.f. (confer)	compare
i.e. (id est)	that is
e.g. (exempla grate)	for example
NB (nota benne)	note well
No. (numero)	number
etc. (et cetera)	and so on

## II. LISTENING SKILLS

### 1. Skill 1: Detail Questions

Detail questions ask listeners about the specific pieces of information which are stated in the conversations, discussions, or lectures. These pieces of information may be facts, figures, descriptions, definitions of terms/concepts/ideas/reasons/causes/effects, and so on.

A generalization of detail questions looks like this:



#### TIPS

- It is helpful to take notes in the order of what you hear because detail questions ask you about the pieces of information in the order of the passage.
- Listen to the questions and look at the options carefully: Try to find out the synonyms of the key words that you have noted and eliminate the words that are inaccurate or have similar sounds but different meanings.
- Possible wording for detail questions includes the following:

1. According to the conversation/talk/lecture, who \_\_\_\_\_?

what \_\_\_\_\_?

when \_\_\_\_\_?

where \_\_\_\_\_?

why \_\_\_\_\_?

how \_\_\_\_\_?

2. According to the conversation/talk/lecture, which of the following statements is (NOT) true?

3. The lecturer/speaker argues that \_\_\_\_\_.

4. The lecturer/speaker mentions \_\_\_\_\_ as an example of \_\_\_\_\_.

5. \_\_\_\_\_ is an example of \_\_\_\_\_.

...

❖ WHO QUESTIONS

**Example 1:** Listen to a short conversation and choose the correct answer.

You hear: ♫ (CD 1 - Tracks 29-30)



You read:

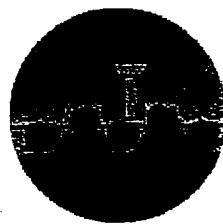
- (A) French people.
- (B) British people.
- (C) A British man.
- (D) A French cook.

The correct answer is C.

*Explanation:* "A British man" is a specific piece of information from the conversation. The other choices just contain the words from the conversation, but the information is inaccurate.

**Example 2:** Listen to part of a talk and choose the correct answer.

You hear: ♫ (CD 1 - Track 31)



You read:

The talk is about Emma Hardy, who is a(n) \_\_\_\_\_.

- (A) book club member
- (B) writer
- (C) expert
- (D) Korean

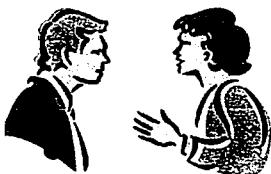
The correct answer is B.

*Explanation:* Choice B is correct because the word "writer" is the synonym of "author". Choice A repeats the words "book club", but it is a place in the talk. Choice C and choice D contain the sounds similar to "excerpt" and "career" respectively.

## ❖ WHAT QUESTIONS

**Example 1: Listen to a short conversation and choose the correct answer.**

You hear: ♀ (CD 1 - Tracks 32-33)



You read:

- (A) Her computer monitor is broken.
- (B) Her mouse died.
- (C) Her class monitor is sick.
- (D) Her personal computer is out of order.

The correct answer is D.

*Explanation:* Choice D is correct because when something is “out of order”, it is broken or it does not work. Other choices repeat the words from the conversation, but the information is inaccurate.

**Example 2: Listen to part of a talk and choose the correct answer.**

You hear: ♀ (CD 1 - Track 34)



You read:

The lecture is about the Romantic Era, which began in the late 1700s. During this time, many \_\_\_\_\_ were produced.

- (A) outstanding works of art
- (B) romantic songs and stories
- (C) beautiful romances
- (D) compositions

The correct answer is A.

*Explanation:* Choice A is correct because “outstanding works of art” is the same as “masterpieces”. Other choices have the words which share the stems: romanticism, romantic, romances, and composers-compositions.

❖ WHEN QUESTIONS

**Example 1:** Listen to a short conversation and choose the correct answer.

You hear: ♫ (CD 1 - Tracks 35-36)



You read:

- (A) Last week.
- (B) Last month.
- (C) About a year ago.
- (D) Two years ago.

The correct answer is C.

*Explanation:* Choice C is correct because "about a year ago" means "last year". Other choices are not mentioned.

**Example 2:** Listen to part of a talk by a tour guide and choose the correct answer.

You hear: ♫ (CD 1 - Track 37)



You read:

The boat trip to Monkey Island, which lasts the whole day, promises group members a wonderful snorkeling experience. The adventure will be interrupted by a quick lunch, which ends at \_\_\_\_\_.

- (A) 12 noon
- (B) 12.30 p.m.
- (C) 1.00 p.m.
- (D) 1.30 p.m.

The correct answer is C.

*Explanation:* Choice C is the correct information from the talk. Choice A is the beginning time of lunch. Choice B and choice D are not mentioned.

## ❖ WHERE QUESTIONS

**Example 1:** Listen to a short conversation and choose the correct answer.

You hear: ♀ (CD 1 - Tracks 38-39)



You read:

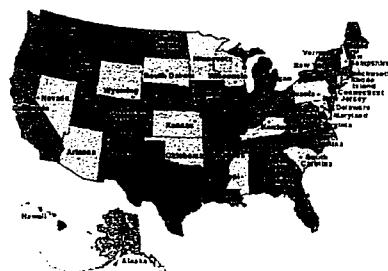
- (A) At a grocery store.
- (B) At a market on the street corner.
- (C) Next to the public library.
- (D) At a farmers' market.

The correct answer is D.

*Explanation:* Choice D is correct because the man says he usually goes to the farmers' market. Choice A is where the woman buys vegetables. Choice B contains the words "market" and "street" from the conversation, but the information is inaccurate. Choice C is wrong because the farmers' market is "across from the public library".

**Example 2:** Listen to part of a report by a weatherman and choose the correct answer.

You hear: ♀ (CD 1 - Track 40)



You read:

According to the weatherman, the cold weather will stay in southeast America in the coming week, causing farmers in \_\_\_\_\_ to be concerned about their citrus crop.

- (A) South Carolina
- (B) North Carolina
- (C) Florida
- (D) Alabama

The correct answer is C.

*Explanation:* Choice C is the correct information from the talk. Choice A is not the place where farmers are concerned about their citrus drop but about the safety of wildlife. Choice B and choice D are not mentioned.

## ❖ WHY QUESTIONS

**Example 1: Listen to a short conversation and choose the correct answer.**

You hear: ♀ (CD 1 - Tracks 41-42)



You read:

- (A) He's going to meet the new management team.
- (B) He's going to attend a training session.
- (C) He's compiling the new regulations for the company.
- (D) He's having some conflicts with the new management team.

The correct answer is B.

*Explanation:* Choice B is correct because the man says "I have to attend a training session on the new regulations that are being put in place." Other choices contain some words from the talk, but the information is inaccurate.

**Example 2: Listen to part of a talk and choose the correct answer.**

You hear: ♀ (CD 1 - Track 43)



You read:

- A college administrator is talking about a program which aims to \_\_\_\_.
- (A) introduce the college to new applicants
  - (B) take the new residential students to the dormitories
  - (C) advertise the newly built main library
  - (D) show parents the spacious dining facility

The correct answer is A.

*Explanation:* Choice A is correct because the college administrator says "you have all applied to our school," which means they are new applicants. In addition, he says "I think you will agree that our campus is one of the finest in the state," which means he is introducing his college to the applicants. Other choices contain some words from the talk, but the information is inaccurate.

## ❖ HOW QUESTIONS

**Example 1: Listen to a short conversation and choose the correct answer.**

You hear: ♀ (CD 1 - Tracks 44-45)



You read:

- (A) They discard the old books.
- (B) They remove all the novels.
- (C) They arrange another room for the new books.
- (D) They retain only one copy of each novel.

The correct answer is D.

*Explanation:* Choice B is correct because the woman says "Let's go through and remove any second copies of the same novel." Choice A is not mentioned. Choice B and choice C contain some words from the conversation, but the information is inaccurate.

**Example 2: Listen to part of a talk and choose the correct answer.**

You hear: ♀ (CD 1 - Track 46)



You read:

A representative of the local arts council is introducing a local artist, Mark Gunderson. Born and brought up in the neighborhood, Mr. Gunderson gained the title of "local artist" by \_\_\_\_\_.

- (A) making sculptures of local authorities
- (B) creating works of art from local materials and themes
- (C) painting local historical figures
- (D) making good connections with local artists

The correct answer is B.

*Explanation:* Choice B is correct because the speaker says "For two decades, he has been creating three-dimensional paintings and sculpture using local materials, and his work focuses on themes drawn from our region's history, geography, and culture." Other choices contain some words from the talk, but the information is inaccurate.

**→ FOLLOW-UP EXERCISE ♀ (CD 1 - Tracks 47-67)**

***Listen to the conversations and choose the correct answers.***

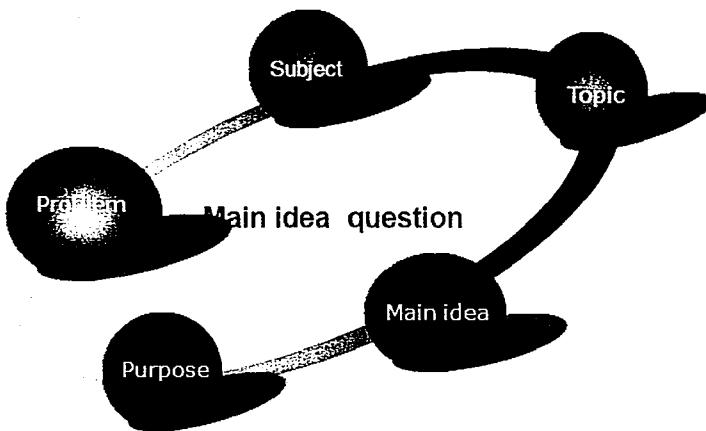
1. (A) London.  
(B) London or Cape Town.  
(C) Vancouver.  
(D) New York.
2. (A) People work too hard there.  
(B) He can't live well there.  
(C) His family is not there.  
(D) He doesn't like the weather there.
3. (A) In cash.  
(B) By check.  
(C) By debit card.  
(D) By credit card.
4. (A) Novels.  
(B) Films.  
(C) Horror stories.  
(D) Murders.
5. (A) Tiffany.  
(B) A serious co-worker.  
(C) Tiffany's partner.  
(D) A mean friend.
6. (A) About two months ago.  
(B) Four months ago.  
(C) In January.  
(D) In April.
7. (A) Flying.  
(B) Heights.  
(C) Snakes.  
(D) Dogs.
8. (A) It was very different.  
(B) It cost only two pounds.  
(C) It did not tell the time.  
(D) It was light.
9. (A) 9.45.  
(B) 10.15.  
(C) 10.30.  
(D) 10.45.
- 10.(A) Because she liked that name.  
(B) Because it was her husband's name.  
(C) Because she wanted to turn into a man.  
(D) Because men were better rated in her time.

## 2. Skill 2: Main Idea Questions

In the VNU-EPT listening section, there is always a main idea question which takes the first position in Part 2, Part 3, and Part 4. This question asks you about the gist, or the central idea, of a conversation, a talk, or a lecture. In other words, main idea questions ask you about the big picture, not the specific details.

Normally, the main idea or theme is directly stated at the beginning of a conversation or a lecture. However, that is not always true, and sometimes we need to listen to the whole passage and put all the information we hear together before the gist becomes clear.

A generalization of main idea questions looks like this:



### TIPS

- Listen carefully to the beginning and the end to identify the gist.
- Pay attention to stress patterns to identify key words and phrases.
- Pay attention to repeated key words and phrases to identify the main idea.
- Synthesize the major points to get the general message.
- For lectures, pay attention to the discourse markers, for example:  
*The point I want to make/cover here is...*  
*The main point is...*  
*The important thing here is...*  
*What I'm trying to show is...*  
*What I'm going to talk about today is...*  
*The purpose of my remarks is ...,*  
*This afternoon I'd like to explain/focus on...*
- Possible wording for main idea questions includes the following:
  1. *What is the conversation/talk/lecture mainly about?*
  2. *What is the main idea of the conversation/talk/lecture?*
  3. *What is the subject of the conversation/talk/lecture?*
  4. *What is the topic of the conversation/talk/lecture?*
  5. *The speaker mainly discusses/argues, describes, etc.*

**Example 1: Listen to a conversation and choose the correct answer.**

You hear: ♫ (CD 1 - Track 68)



You read:

What are the speakers mainly talking about?

- (A) Their co-worker who is sick.
- (B) A cure for a sore throat.
- (C) Effects of antibiotics.
- (D) A caring husband.

The correct answer is A.

*Explanation:* Choice A is correct because the speakers talk about *Meredith* with the words *strep throat, high fever, resting in bed, antibiotics*, etc. Other choices contain some words from the conversation, but the information is inaccurate.

**Example 2: Listen to a lecture and choose the correct answer.**

You hear: ♫ (CD 1 - Track 69)



You read:

The speaker mainly discusses \_\_\_\_\_.

- (A) ways to reduce class sizes in the U.S.
- (B) the reduction of class sizes in the U.S. and their educational effects
- (C) the attractive class sizes in the U.S.
- (D) the theoretical basis of reducing class sizes

The correct answer is B.

*Explanation:* Choice B is correct because the speaker says "Today, I want to look at the situation (reducing class sizes) in the USA, and some of the research that has been done here in America on the effects of reducing class sizes." Other choices contain some words from the lecture, but the information is not its main idea.

**Example 3: Listen to a talk and choose the correct answer.**

You hear: ♫ (CD 1 - Track 70)



You read:

What is the purpose of the talk?

- (A) To call for people and industry to reduce their carbon emissions.
- (B) To demand that the government take actions against industry to protect the environment.
- (C) To discuss the measures that government and industry should take to stop global warming.
- (D) To persuade listeners to reduce their carbon footprint and demand responsibility from government and industry.

The correct answer is D.

*Explanation:* Choice D is correct because the speaker concludes "So my message to you today is: keep trying to reduce your personal carbon footprint. But also stand up, stand up and demand... demand that government and industry do their part." Other choices are just specific pieces of information of the talk, not the central idea.

### ★ FOLLOW-UP EXERCISE ♀ (CD 1 - Tracks 71-72)

**Listen to the conversation and choose the correct answers.**

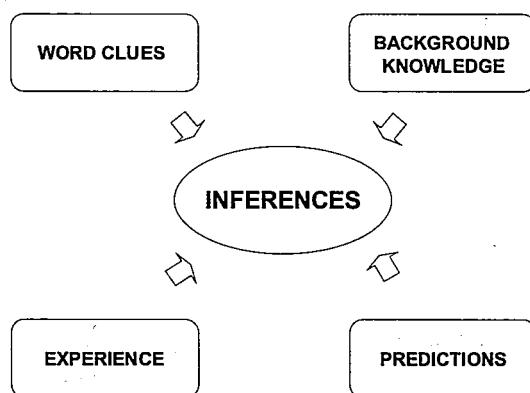
1. What is the conversation mainly about?
  - (A) Craig's new life away from home.
  - (B) Chit-chat between Craig and his mother.
  - (C) Craig's mother's trip to London.
  - (D) Craig's girlfriend.
2. What does Craig say about his job?
  - (A) It's stressful but interesting.
  - (B) It's boring and time-consuming.
  - (C) It's too difficult for him.
  - (D) It's tiring.
3. Who is Tessa?
  - (A) Craig's new girlfriend.
  - (B) Craig's boss.
  - (C) Craig's co-worker.
  - (D) Craig's roommate.
4. Why is Craig's mother going to London?
  - (A) To visit Crag's new flat.
  - (B) To attend an educational event.
  - (C) To teach at a university.
  - (D) To organize a conference.
5. When is Craig going to meet his mother?
  - (A) Early next week.
  - (B) Next Thursday.
  - (C) Next weekend.
  - (D) Before the conference.

### 3. Skill 3: Inference Questions

Some questions you hear in the VNU-EPT listening section are inference questions. These questions do not ask you about the information that is clearly stated in the passage. Instead, they ask you to decide on an interpretation or a conclusion based on the information that you hear.

Inferences are mostly based on word clues. They are also based on your background knowledge, experience, and, as the last resort, your instinct to make predictions!

A generalization of inference questions looks like this:



#### TIPS

- Identify inference questions by paying attention to words like *imply*, *suggest*, *infer*, *predict*, *probably*, *maybe*, *perhaps*, *is likely to*, etc.
- Consider the facts provided in the passage, and then use your common sense to infer and predict.
- For this type of questions, you must be careful (you must read all the four answer choices before you decide on the right one).
- You also need to be confident and trust your instinct.
- Possible wording for inference questions includes the following:
  1. *It is implied in paragraph X\_\_\_\_\_.*
  2. *It can be inferred from paragraph X\_\_\_\_\_.*
  3. *It is most likely that\_\_\_\_\_.*
  4. *What likely/probably\_\_\_\_\_?*
  5. *Which of the following is most likely true about\_\_\_\_\_?*

**Example 1: Listen to a conversation and choose the correct answer.**

You hear:  (CD 1 - Track 73)



You read:

What is likely to be Allison's job?

- (A) A hairdresser.
- (B) A school teacher.
- (C) A university teacher.
- (D) A student.

The correct answer is C.

*Explanation: We can infer her job as a university teacher from the words teach economics and all my students are over 25.*

**Example 2: Listen to a talk and choose the correct answer.**

You hear:  (CD 1 - Track 74)



You read:

Where probably is the speaker?

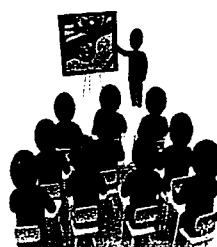
- (A) On an island.
- (B) In a hot country.
- (C) In Vegas.
- (D) On a cruise ship.

The correct answer is D.

*Explanation: We can infer the place they are going to from the words deck, put in, and explore the magical island of Dupree*

**Example 3: Listen to part of a lecture and choose the correct answer.**

You hear:  (CD 1 - Track 75)



You read:

By giving the example of higher car insurance in the city, the professor means \_\_\_\_\_.

- (A) insurance companies base their pay rates on risk assessments
- (B) the students should never drive their cars to the city
- (C) the students really don't need to worry about their cars
- (D) insurance companies prefer to insure drivers in the suburbs

The correct answer is A.

*Explanation: We can infer the professor's implication from the words the ability to do reliable risk assessments, and that they will make more money in insurance payments than they will pay out in insurance claims.*

**→ FOLLOW-UP EXERCISE ♀ (CD 1 - Tracks 76-77)**

***Listen to the interview with a Japanese professor and choose the best option A, B, C, or D.***

1. The interview is mostly about \_\_\_\_\_.  
(A) how life has changed from 1900 up to now  
(B) why people are optimistic about the future  
(C) why we should be ready for future changes  
(D) how life will change in the future
  
2. \_\_\_\_\_ is/are NOT mentioned as a present change.  
(A) DNA  
(B) Microchips  
(C) The Internet  
(D) World population
  
3. The professor implies that \_\_\_\_\_.  
(A) poor people tend to have many children  
(B) some middle-class people want as many as twelve children  
(C) world population will surely stop increasing  
(D) world population will explode
  
4. The professor mentions English as a(n) \_\_\_\_\_.  
(A) language mainly used on the Internet  
(B) international language  
(C) tool for the telephone system  
(D) language for global business
  
5. The professor probably thinks that humans are stupid when \_\_\_\_\_.  
(A) they do not use technology to improve their intelligence  
(B) they fight religious wars against other races  
(C) they use technology to harm each other and nature  
(D) they destroy the environment for money

## C. LISTENING PROGRESS TEST

### PART ONE ♀ (CD 2 - Tracks 2-12)

**Listen to the conversations and choose the best answers.**

1. (A) At 7 a.m. tomorrow.  
(B) At 7 p.m. tomorrow.  
(C) At noon tomorrow.  
(D) Before lunchtime tomorrow.
  
2. (A) Going to the cinema.  
(B) Meeting Jack Black.  
(C) Joining a meeting.  
(D) Going with Joe and Jack.
  
3. (A) At home.  
(B) In a romantic restaurant in Melbourne.  
(C) In a new restaurant on Mulberry Street.  
(D) At a food stall.
  
4. (A) He is going to visit the head office.  
(B) He is going to attend an international conference.  
(C) He is holding a party at an expensive hotel.  
(D) He is having an important business meeting.
  
5. (A) They go on vacation.  
(B) They go to the beach.  
(C) They gather and cook food.  
(D) They go out for dinner.

### PART TWO ♀ (CD 2 - Tracks 13-14)

**Listen to the interview and choose the best option A, B, C, or D.**

6. The interview is mainly about \_\_\_\_\_.  
(A) how to improve security in a neighborhood  
(B) how dangerous a neighborhood is  
(C) living conditions in a neighborhood  
(D) how happy people are living in their neighborhood
  
7. The female speaker lives at \_\_\_\_\_.  
(A) the house number 23  
(B) the house number 25  
(C) the house across from the post office  
(D) her daughter's house
  
8. It can be inferred from the interview that \_\_\_\_\_.  
(A) the female speaker has only one daughter  
(B) the female speaker has more than one kid  
(C) the female speaker's daughter is six months old  
(D) the female speaker's daughter moved out six months ago
  
9. The female speaker moved to the neighborhood \_\_\_\_\_.  
(A) 6 years ago  
(B) 13 years ago  
(C) after she left Canada  
(D) after she got married
  
10. The female speaker will probably \_\_\_\_\_.  
(A) tell one more thing that should be changed  
(B) buy a new flashlight  
(C) stop going out at night  
(D) put more lights around her house

**PART THREE ♀ (CD 2 - Tracks 15-16)**

**Listen to part of a lecture and choose the best options to fill in the summary.**

After presenting a definition of culture, the lecturer (11) \_\_\_\_\_ a cultural research, "the global teenager hypothesis", in 2004. This hypothesis assumes that teenagers around the world are (12) \_\_\_\_\_ each other regarding values and attitudes. The research, whose subject is *materialism*, was conducted in 3 countries on a sample of (13) \_\_\_\_\_ high school students coming from middle-class families in medium-sized cities. The students were asked to say if they agree or disagree with 7 statements in a questionnaire. The 1<sup>st</sup> statement was that money could make the respondents happy. The 2<sup>nd</sup> statement related the respondents' dream in life with expensive things... The 5<sup>th</sup> statement rated the right (14) \_\_\_\_\_ as the most important. Regarding the result, Japanese students agreed most strongly that money meant happiness, the Americans were second, and the Chinese agreed least. However, American students strongly agreed that it was important to own expensive things while the Chinese still agreed the least. With the fifth statement, the Americans agreed (15) \_\_\_\_\_. These results took the lecturer to the conclusion that (16) \_\_\_\_\_.

11. (A) exemplifies  
(B) clarifies  
(C) explains  
(D) strongly criticizes
12. (A) exactly the same as  
(B) slightly different from  
(C) more or less the same as  
(D) highly similar to
13. (A) 550  
(B) 556  
(C) 560  
(D) 956
14. (A) professions  
(B) positions  
(C) personal belongings  
(D) promotions
15. (A) the least strongly of all  
(B) more strongly than the Chinese  
(C) more strongly than the Japanese  
(D) the most strongly of all
16. (A) the researchers had made a hasty assumption  
(B) there needs to be more research on this subject  
(C) the data did not support the hypothesis at all  
(D) the data was not reliable

## SECTION THREE - READING

### A. READING OVERVIEW

The Reading section of the VNU-EPT test measures your comprehension of formal written English. This section includes four passages in the range of 300 to 500 words in length.

The total number of questions is 40, and all of the questions are four-choice questions with a single answer. The ten types of questions asked in this section include grammar questions, vocabulary questions, main idea questions, detail questions, negative detail questions, referent questions, paraphrase questions, purpose questions, inference questions, and information transfer questions. However, grammar questions and vocabulary questions are found only in passage 1. The other question types are asked in passages 2, 3 and 4.

The time allowance for the reading section is 60 minutes, which includes the time you spend reading the passages and answering the questions.

READING SECTION			
Reading Text	Passage Length	Number of Questions	Points
Passage 1	± 500 words	20	40
Passage 2	± 300 words	6	14
Passage 3	± 400 words	7	20
Passage 4	± 500 words	7	26

## B. SKILL BUILD-UP

### I. KEY STRATEGIES

#### General Strategies for the Reading Section

- Read all the questions briefly to get an idea of what you will need to search for before reading each passage.
- Skim each passage in one or two minutes to have a general idea of what the passage is mainly about.
- Read each question, determine what type of questions it is and use appropriate strategies to answer it.
- Skip questions that you find very or too difficult and come back to them after you have answered the other questions.
- Guess to answer the questions that you have not answered when you have about five minutes left.

#### Key Reading Strategies

Skimming and scanning are two key reading strategies that can help increase your reading comprehension.

- Skimming refers to looking through a passage quickly in order to have a general idea of what the passage is mainly about and the main points of the passage. It is advisable that you read only the title, the headings, the first paragraph and the first sentences in each of the other paragraphs when you skim a passage.
- Scanning refers to moving your eyes through a passage quickly in order to find specific information. It is advisable that when you scan a passage, you read it quickly and pause only when you find the words, phrases or details that help you answer reading comprehension questions.

## II. READING SKILLS

### 1. Skill 1: Vocabulary Questions

Vocabulary questions are questions that require you to determine the meaning of certain words or phrases in a reading passage. In order to understand the meaning of an unknown word or phrase in a passage, you should look for context clues, use your understanding of the ideas in the passage and grammar, and even rely on your experience and common sense in some cases.

Some common context clues are definition clues, synonym clues, antonym or contrast clues, example clues, punctuation clues, description clues, list clues, key word clues, and prefix and suffix clues.

<b>Suggested Strategies</b>	<ol style="list-style-type: none"> <li>1. Read the sentence that contains the highlighted word or phrase in the passage carefully.</li> <li>2. Look for context clues to help you understand the meaning of the word or phrase.</li> <li>3. Remove any definitely wrong answer choices.</li> <li>4. Try each of the remaining answer choices and choose the best or better answer choice.</li> </ol>
<b>Common Question Wording</b>	<ul style="list-style-type: none"> <li>– The word /phrase X is closest in meaning to _____.</li> <li>– The word /phrase X could best be replaced by _____.</li> <li>– The word /phrase X means _____.</li> </ul>

**Example:** The phrase **shelling out** in the passage below is closest in meaning to “\_\_\_\_\_ a lot of money.”

- (A) saving                      (B) earning                      (C) paying                      (D) borrowing

- 1 This year, fewer people went to movie theaters, opting to watch DVDs or videos at home instead. The reason? Renting or even buying a DVD is much cheaper than **shelling out** for movie tickets and snacks for an entire family. At today's prices, a simple trip to the local movie theater can cost a family of four upwards of \$60.
- 2 Owners of movie theaters are understandably nervous. “This is serious because our profits this year are 25% lower than last year,” says Perry Scott of the London Cinema at Notting Hill. “We are working on improving the situation.”

**Explanation:** The correct answer is choice C - *paying*. The meaning of *shelling out* is suggested by other words in the sentence: *renting*, *buying*, *cheaper*, *movie tickets*, and *snacks*. These key words help you understand the meaning of *shelling out*.

## → FOLLOW-UP EXERCISE

### Passage 1

- 1 Every week, millions of dollars are spent and won on lottery tickets. The **jackpot** in many lotteries can be as much as 100 million dollars, and winners suddenly find themselves with more money than ever before. Many will have enough to **purchase** a new car, build a luxury house, take a holiday, and quit working – all within a short amount of time. The lucky few who hit the jackpot, however, may end up with problems – more than they had before they struck it rich. According to Steven Goldbart of a financial planning institute in San Francisco, two out of three winners spend all their winnings within five years.
- 2 Newly **affluent** lottery winners are actually in quite a tricky situation, and lottery organizers employ counselors to help jackpot winners. These counselors encourage winners to get advice from financial experts, such as accountants, about how best to invest their **windfall**. The counselors also help winners understand how their lives may change for the better – and possibly for the worse. Luckily, many jackpot winners manage their fortunes sensibly. Some winners, however, do not use their money wisely and, as a result, end up getting into various unforeseen difficulties.

1. The word **jackpot** in paragraph 1 is closest in meaning to \_\_\_\_\_.  
(A) the most expensive ticket  
(B) the least expensive ticket  
(C) the biggest prize  
(D) the smallest prize
2. The word **purchase** in paragraph 1 could best be replaced by \_\_\_\_\_.  
(A) buy  
(B) rent  
(C) change  
(D) register
3. The word **affluent** in paragraph 2 is closest in meaning to \_\_\_\_\_.  
(A) lucky  
(B) independent  
(C) cheerful  
(D) wealthy
4. The word **windfall** in paragraph 2 could best be replaced by \_\_\_\_\_.  
(A) inherited money  
(B) unexpected money  
(C) fortunes  
(D) savings

**Passage 2**

- 1 Seasonal Affective Disorder (SAD), also known as *the winter blues*, can do more than put a person in a bad mood. According to psychologists at the University of Chicago School of Medicine, the winter blues is a serious cyclical depression that can **drastically** affect a person's work performance.
- 2 One reason that SAD becomes such a problem in the workplace is that people go to extreme measures to **combat** the cyclical depression. While some people compensate for the lack of sunshine by overeating, others rely on alcohol to improve their spirits. Both of these indulgences cause people to feel less motivated at home and on the job.
- 3 In his recent best seller, *Building a Healthy Workforce*, Michael E. London, M.D., suggests that approximately 15 million Americans suffer from some degree of SAD. As London says in his book, the winter blues lasts longer than just the three or four months of winter. People with SAD begin to notice their moods changing as soon as they start thinking about the **onset** of winter. For many people, the symptoms of SAD are **triggered** as soon as the clocks go back an hour, and we lose an hour of sunlight.

5. The word **drastically** in paragraph 1 could best be replaced by \_\_\_\_\_.  
(A) slightly  
(B) moderately  
(C) greatly  
(D) normally
6. The word **combat** in paragraph 2 is closest in meaning to \_\_\_\_\_.  
(A) improve  
(B) fight against  
(C) establish  
(D) change
7. The word **onset** in paragraph 3 could best be replaced by \_\_\_\_\_.  
(A) beginning  
(B) end  
(C) beauty  
(D) departure
8. The word **triggered** in paragraph 3 is closest in meaning to \_\_\_\_\_.  
(A) decided  
(B) avoided  
(C) arranged  
(D) started

## 2. Skill 2: Main Idea Questions

Main idea questions are questions that require you to identify what a passage mainly discusses. In order to find out the main idea of a passage, you should skim the passage. Normally, the main point of a passage can be found in its very first paragraph.

<b>Suggested Strategies</b>	<ol style="list-style-type: none"><li>1. Read the title, the first paragraph, and the first and the last sentences in each of the other paragraphs in the passage carefully.</li><li>2. Find the topic sentence of each paragraph and figure out how the topic sentences are related.</li><li>3. Remove any definitely wrong answer choices.</li><li>4. Choose the best or better answer choice among the remaining answer choices.</li></ol>
<b>Common Question Wording</b>	<ul style="list-style-type: none"><li>– What is the passage mainly about?</li><li>– What is the main idea of the passage?</li><li>– What is the subject of the passage?</li><li>– What is the topic of the passage?</li><li>– What is the author/writer mainly discussing?</li><li>– What does the passage mainly discuss?</li></ul>

**Example:** What is the main idea of the passage below?

- (A) The assistance of technology advancements in distance learning.
- (B) The global popularity of distance learning.
- (C) Some positive aspects of distance learning.
- (D) People who benefit from distance learning.

- 1 In this day and age, distance is no longer an obstacle to learning thanks to advancements in technology. Through global networks, students across national borders can participate in lectures given by a professor on the other side of the world. However, it is important to note that distance learning has attributed to many other advantages that have added to its popularity.
- 2 Distance learning is certainly an option to consider for those who pursue further education due to flexibility of the courses. Since the courses are not bound by annual semester schedules, learners can take the courses when they need them. This means users can decide when to start and finish the courses as well as the assignments.
- 3 Besides flexibility, there is the convenience of listening to the lectures behind the computer screen at home or in the office. This is perhaps what draws most people to register for online courses. All people need in order to listen to the lectures is an Internet-linked computer. Hence, people, especially those with full-time jobs, can save considerable time traveling to classes.

- 4 Also, distance learning has proven to be effective for those who prefer to learn in solitude. These types of learners would include learning-challenged students, introverted students, and ordinary students who just need more time to comprehend a lesson than others. In this regard, distance learning has opened the doors to greater opportunities for a greater number of people.

*Explanation:* The correct answer is choice C - *Some positive aspects of distance learning*. As can be seen in the passage, the topic sentence of paragraph 1 is the last sentence, and the topic sentences of paragraphs 2, 3 and 4 are the very first sentences in each of the paragraphs. By analyzing these topic sentences, you can determine that the passage is mainly about three advantages of distance learning: flexibility of the courses, convenience of listening to the lectures, and effectiveness for those who prefer to learn in solitude. Choice A is irrelevant, choice B is too general, and choice D is too specific.

## \* FOLLOW-UP EXERCISE

### Passage 1

- 1 Attending a community college is much cheaper than attending a university. For example, tuition at a local community college I attended might cost less than \$3,000 for two years. The same classes taken at a nearby university would cost almost \$5,000. In addition, a university would charge more for parking, photocopying at the library, cafeteria food, campus health clinic services, and textbooks. No matter how the total bill is calculated or what is included, it is more expensive to study at a university.
- 2 Attending a community college can be more convenient because of its location. Going to a university often requires recent high school graduates to live far from home, and many of them are reluctant to do so. These students are only seventeen or eighteen years old and may have very little experience at being away from home. It would be difficult for these young people to suddenly find themselves far away from their families. In addition, very few parents are prepared to send their teenagers to distant universities. Because almost every area has a community college, students who opt to go to a community college can continue to be near their families for two more years.
- 3 Finally, there are educational benefits to attending a community college. University life is very different from community college life. A university campus offers a large variety of sports events and parties, and students can easily become distracted from their studies. Community colleges, which typically have fewer students and extracurricular activities, may be a better environment for serious study. In addition, the library facilities at a community college, though not as large as those at a university, are more than sufficient for the kind of work that is required in first- or second-year courses. Class size is also an issue to consider. Introductory courses at universities often have fifty to sixty or even one hundred students. In such large classes, student-teacher interaction usually is minimal, and learning can be more difficult for some students. Finally, the teaching at community colleges is often better than the teaching at a university. Professors at community colleges have the same credentials as those at universities, and community college professors spend most of their time teaching instead of conducting research as university professors have to do.

- What does the passage mainly discuss?
  - The pros and cons of attending a community college.
  - The advantages of attending a community college.
  - The importance of attending a community college.
  - The drawbacks of attending a community college.

## Passage 2

- Many people, when introduced to others, know that they are going to forget their names anyway. For this reason, they go through a whole series of introductions without really looking at the faces of those they are being introduced to. Their fear of failure actually guarantees that they will not succeed. Even those who do look at new faces will often tend to see them as a general picture and do not really look at specific characteristics. However, because your memory works by making connections between ideas and also by noticing anything outstanding, it is essential that when you see a new face, you look at it properly so that you can remember any unusual features. This does not mean peering rudely at the person's face but simply taking an active, intelligent interest.
- You can practice this by looking at people in public places and giving yourself different parts of the face to look at. On one day you might concentrate on noses, another day on eyebrows, another day on ears or general head shapes, etc. You will be surprised to find that each part of each face varies enormously from person to person and that your increasing ability to notice differences will help to remind you of the new people you meet.
- To help you even further, you can use this way of remembering names when being introduced. If it is appropriate, ask for the name to be repeated, and then use it politely in the conversation you have. It is far more polite to use the name of the person you have just met than to refer to them as 'you', 'he' or 'she' when talking to a third person.
- Another good idea is to ask about the meaning of the person's surname. Most people have some knowledge of or are interested in the meaning of their names and are happy to talk about it. During the conversation, if there is anything unusual about either the face or the name, try to link it with something else that will help you to remember. The advantage of this is that the more successful you become at remembering names, the more confident and happier you will be about meeting new people.

- What does the passage mainly discuss?
  - Some reasons people find it difficult to remember the names and faces of the new people they meet.
  - Some important things people should avoid doing when they are introduced to new people.
  - Some methods that can help people remember the names and faces of the new people they meet.
  - Some problems that prevent people from remembering the names and faces of the new people they meet.

### Passage 3

- 1 For many people, leisure time is an opportunity to get outdoors, have some fun, and meet interesting people. Today, with two pieces of sophisticated 21<sup>st</sup> century technology, global positioning system (GPS) devices and the Internet, people can enjoy their leisure time with “geocaching.”
- 2 The word *geocaching* comes from “geo” (earth) and “cache” (hidden storage). Geocachers log onto a website to find information about the location of a cache – usually a waterproof plastic box containing small items such as toys and CDs, along with a logbook where “finders” can enter comments and learn about the cache’s “owner,” the person who created and hid the cache. Finders may take any of the items in the cache but are expected to replace them with something of similar value. They then visit the website again and write a message to the owner.
- 3 Geocaching became possible on May 1, 2000, when U.S. President Bill Clinton announced that a satellite system developed by the U.S. Department of Defense would be made public. Using a fairly inexpensive GPS device, anyone on earth can send a signal to the satellites and receive information about their position. This is basically a high-tech version of orienteering, which uses maps and compasses to determine one’s location.
- 4 Geocachers are a very considerate group. Owners are asked to think carefully about a cache’s location in order to give finders an enjoyable experience, such as a beautiful view or a good campsite. They must also consider the environmental impact of their cache since it could result in an increased number of visitors to the area. As for the content of the caches, owners and finders are asked to remember that caches are found by geocachers of all ages. Any treasures in the caches should be suitable for the whole family.
- 5 Since geocaching is a new activity governed only by the general agreement of people in online discussion groups, it is always changing. Variations include “travel bugs,” which are objects with tags that ask finders to move them to new locations, which are then tracked online. “Multi-caches” direct finders from one location to the next until they locate the actual cache. “Virtual caches” are located in parks or environmentally sensitive areas where physical caches are not appropriate. These are usually landmarks, such as monuments or historical markers.
- 6 Interested in geocaching? Look for geocaching groups and events in Europe, Russia, and the United States, or visit geocaching websites from any computer in the world.

3. What is the passage mainly about?

- (A) A new leisure activity.
- (B) A new computer program.
- (C) A good computer component.
- (D) An online discussion group.

## Passage 4

- 1 The world's population grows larger every day, and with population growth comes greater consumption of all kinds of materials. Scientists and environmental groups are increasingly concerned about conserving two important natural resources: our fresh water and our rainforests.
- 2 Water supports every form of life. Neither plants nor animals can survive for very long without it. It is the most widely used resource in industry and plays a major role in energy production. The quality of life, as well as life itself, depends on a continual supply of clean, fresh water. However, clean water supplies are now dwindling in China, India, and the U.S., countries which together produce half the world's food. The main causes of this shortage are overpopulation, water pollution, and deforestation. In India, it is estimated that future water shortage could reduce grain harvests by twenty-five percent. In a country where the population exceeds 1,000,000,000 and is increasing by approximately 18,000,000 every year, this is a serious concern. Possible solutions to this problem include introducing better ways of recycling water and limiting population growth.
- 3 Another valuable and endangered resource is the world's rainforests. The Amazon rainforest of Brazil has often been called the "Lungs of the Planet" because it naturally takes in carbon dioxide and puts out oxygen, which helps keep our atmosphere clean. The Amazon rainforest is home to more than half of the world's estimated ten million species of plants, animals, and insects. It also produces raw materials for cancer-fighting drugs and other pharmaceuticals.
- 4 Rainforests once covered fourteen percent of the earth's land surface. Now they cover only six percent, and experts believe that we may destroy these rainforests completely in less than forty years. One clear solution is using recycled products instead of cutting trees for wood. Another solution is reducing people's consumption of meat since many rainforests are destroyed to provide farmland to raise livestock and food for livestock. We will need to provide new sources of income for the people of the rainforest, such as harvesting medicinal plants, fruits, and nuts that grow there.
- 5 Environment organizations must work together with different communities and different countries to find solutions to these resource problems. As citizens of the earth, we need to work towards a sustainable way of living that will preserve natural resources for our children and grandchildren.

4. What is the passage mainly about?

- (A) Some possible solutions to natural resource problems.
- (B) Some important causes of natural resource problems.
- (C) Two serious resource problems and their consequences.
- (D) Two resource problems and some possible solutions to them.

### 3. Skill 3: Detail Questions

Detail questions are questions that require you to identify information that is stated in a passage. In order to find out the information, you need to scan the passage for the key words or ideas in the questions.

<b>Suggested Strategies</b>	<ol style="list-style-type: none"> <li>1. Identify the key words or ideas in the question.</li> <li>2. Scan the passage for the key words or ideas.</li> <li>3. Read the sentence with the key words or ideas carefully and figure out the answer to the question before looking at the answer choices.</li> <li>4. Remove any definitely wrong answer choices and choose the best or better answer choice.</li> </ol>
<b>Common Question Wording</b>	<ul style="list-style-type: none"> <li>– According to the passage, what/which/why/where/ when/who/ how _____?</li> <li>– According to the passage, which of the following statements is true?</li> <li>– In paragraph _____, what does the author say about _____?</li> <li>– What point does the author make about _____?</li> <li>– What is the main cause of _____?</li> <li>– What reason is given for _____?</li> <li>– The author argues that _____.</li> <li>– The author mentions _____ as an example of _____.</li> <li>– _____ is an example of _____.</li> <li>– _____ is a type of _____.</li> <li>– Which of the following statements applies to _____?</li> <li>– Which of the following statements best describes _____?</li> </ul>

**Example:** According to the passage below, when did Pierre Omidyar sell *Ink Development Corporation*?

(A) In 1988

(B) In 1991

(C) In 1995

(D) In 1996

Pierre Omidyar is today at the head of one of the Internet's biggest success stories: *eBay*. Born in France, Pierre moved to the USA at the age of six when his father was given the opportunity of working at John Hopkins University. During his school years in the US Pierre started writing computer programmes for six dollars an hour. Knowing how important computers would become in the future, he decided to apply for a place at Tufts University. After graduating in 1988, Pierre then worked as a software developer before creating his first start up 'Ink Development Corporation' in 1991. The company produced software that enabled computers to read instructions given by pen and not through a keyboard. Five years later he succeeded in selling the company to Microsoft. It was not until 1995 that he came up with the idea of launching a website which would serve both as a market for exchanging collectors' items and as a forum where collectors

could meet to discuss their passion. From a hobby, it soon became a full-time occupation, and after it was renamed eBay, the world's most open marketplace was born. Now a billionaire, Omidyar has set himself a new goal: get rid of 99 per cent of his fortune during his life time by financing non-profit operations around the world.

*Explanation:* The correct answer is choice D – *In 1996*. The phrase *creating his first start up 'Ink Development Corporation' in 1991* and the clause *Five years later he succeeded in selling the company to Microsoft* in the passage indicate that Pierre Omidyar sold *Ink Development Corporation* in 1996.

## \* FOLLOW-UP EXERCISE

### Passage 1

Languages seem to be converging to a smaller number as languages like English seem to eat up regional ones. The three languages used the most by first language speakers today are Mandarin Chinese, English, and Spanish. English is being used more and more as the main language for business, science, and popular culture. Evidence suggests that the dominant languages are squeezing out the local tongues of various regions in the world. Linguists estimate that of the approximately 6,500 languages worldwide, about half are endangered or on the brink of extinction. According to some linguists, the estimated rate of language extinction is one lost in the world every two weeks. If this sounds like the world is losing a species, in a way it is.

1. According to the passage, what are the three languages with the largest number of native speakers in the world?
  - (A) Mandarin Chinese, English and Portuguese.
  - (B) English, Mandarin Chinese and Hindi.
  - (C) Mandarin Chinese, English and Spanish.
  - (D) English, Mandarin Chinese and Arabic.
2. According to the passage, the number of languages in the word is decreasing because \_\_\_\_\_.
  - (A) English is used more widely as the main language for business, science and popular culture
  - (B) English seems to eat up regional languages
  - (C) the dominant languages are replacing many regional ones
  - (D) the estimated rate of language extinction is low
3. According to the passage, how many languages are in danger of disappearing?
  - (A) Approximately 6,500.
  - (B) Approximately 3,500.
  - (C) About 2,350.
  - (D) Roughly 3,250.

**Passage 2**

Near-Earth Objects (NEOs) is a contemporary term for massive objects that periodically cross Earth's orbit, and in doing so come close to our planet. They include asteroids, meteoroids, and comets. The word "asteroid" is Greek for "star-like," so named because early telescopes could see them only as points of light. Two large asteroids have since been photographed up close by space probes. They resemble misshapen potatoes, their surfaces covered with craters like the surface of our moon. Almost all asteroids are confined to the asteroid belt, but many wander far beyond the orbit of Jupiter, and others plunge inward past the orbit of Venus. Larger asteroids are spherical, but smaller ones are extremely irregular. It is estimated that more than a thousand asteroids are at least a mile wide. Perhaps a dozen are three or more miles wide. There is no lower limit to asteroid size because they grade down to tiny rocks and particles of dust, but no asteroid is big enough to hold an atmosphere. It is these large NEOs that pose a monstrous threat to humanity if they come close to Earth or hit it.

4. According to the passage, what does the word **asteroid** mean?
  - (A) Star-like.
  - (B) A point of light.
  - (C) A misshapen potato.
  - (D) A rotating disc.
5. According to the passage, how many asteroids are estimated to be three or more than three miles wide?
  - (A) A thousand.
  - (B) More than a thousand.
  - (C) Ten.
  - (D) Twelve.

#### 4. Skill 4: Negative Detail Questions

Negative detail questions are questions that require you to identify information that is not stated in the passage or is not true according to the passage. In order to find out the information, you need to scan the passage for the key words or ideas in the questions.

<b>Suggested Strategies</b>	<ol style="list-style-type: none"> <li>1. Identify the key words or ideas in the question.</li> <li>2. Scan the passage for the key words or ideas.</li> <li>3. Read the sentences with the key words or ideas carefully and remove answer choices that are true according to the passage.</li> <li>4. Choose the answer choice with information that is not stated in the passage or is not true according to the passage.</li> </ol>
<b>Common Question Wording</b>	<ul style="list-style-type: none"> <li>– It is <b>NOT</b> stated / mentioned / discussed / indicated in the passage that _____.</li> <li>– According to the passage/paragraph X, it is <b>NOT</b> true that _____.</li> <li>– All of the following are true <b>EXCEPT</b> _____.</li> <li>– The passage discusses all of the following <b>EXCEPT</b> _____.</li> <li>– All of the following are mentioned in the passage <b>EXCEPT</b> _____.</li> <li>– All of the following describe _____ <b>EXCEPT</b> _____.</li> <li>– All of the following are examples of _____ <b>EXCEPT</b> _____.</li> <li>– _____ involves all of the following <b>EXCEPT</b> _____.</li> <li>– _____ are characterized by all of the following <b>EXCEPT</b> _____.</li> <li>– Which of the following is <b>NOT</b> mentioned as _____?</li> <li>– Which of the following is <b>NOT</b> given as a reason for _____?</li> </ul>

**Example:** According to the passage below, all of the following are benefits of aerobic exercise **EXCEPT** \_\_\_\_\_.

- (A) it makes you more cheerful
- (B) it helps you stay young
- (C) it strengthens your heart and lungs
- (D) it benefits your memory

- 1 It will not surprise fitness freaks to learn that aerobic exercise does more than raise the heart rate: It lifts the spirit and builds confidence. However, many brain researchers believe that something else happens, too. Just as exercise makes the bones, muscles, heart, and lungs stronger, researchers think that it also strengthens important parts of the brain.
- 2 Research suggests that aerobic exercise helps you learn new things and remember old information better. Aerobic exercise sends more blood to the brain, and it also feeds the brain with substances that develop new nerve connections. If the exercise has complicated movements like dance steps or basketball moves, the brain produces even more nerve connections – the more connections, the better the brain can process all kinds of information.

*Explanation:* The correct answer is choice B - *It helps you stay young* because it is not stated in the passage. The other three answer choices are given as benefits of aerobic exercise. The clause *It lifts the spirit* in the first paragraph indicates that choice A is true according to the passage; the clause *Just as exercise makes the bones, muscles, heart, and lungs stronger* in the first paragraph indicates that choice C is true according to the passage; the clause *aerobic exercise helps you learn new things and remember old information better* in the second paragraph indicates that choice D is true according to the passage

## \* FOLLOW-UP EXERCISE

### Passage 1

- 1 Martial arts began thousands of years ago in the Far East. However, the Ancient Greeks and Romans also had their own forms of martial arts. In China martial arts are called "Wu Shu" or "Kung Fu". The most popular martial arts are judo, wrestling and fencing (which comes from the Japanese sport of 'Kendo'). All of them are now Olympic sports. Karate, meaning 'empty hands', is also extremely popular today.
- 2 Since the 1960s, when the movie star Bruce Lee made Kung Fu famous, martial arts have become more well-known throughout the world. To be good at martial arts, you need physical strength, self-discipline, the ability to concentrate mentally, and a good sense of rhythm and balance.

1. According to the passage, which of the following is **NOT** true about martial arts?
  - (A) They did not begin in Europe.
  - (B) They require practitioners to have physical strength.
  - (C) They are more popular in China than in Japan.
  - (D) They are included in Olympic programmes.

**Passage 2**

There are many reasons affluent parents hire someone to help their children. Impatience and lack of confidence are typical reasons for outsourcing parental duties. Also, excellence is often expected in these families, and therefore parents hire an expert. These parents also want to avoid the exasperating confrontations of childrearing. They do not want to get frustrated and ruin the relationship they have with their children. Child psychologists, however, believe that when parents are not present for major steps in their children's lives, they are destroying their relationship with their children. The bond between a parent and a child can only be built through quality time spent with one another. Children need and want to spend time with their parents. Children learn more about life through their parents' examples than anything else in their lives.

2. According to the passage, all of the following are reasons wealthy parents look for assistance **EXCEPT** \_\_\_\_\_.  
  - (A) they are not patient enough
  - (B) they are too busy
  - (C) they want excellence
  - (D) they are not confident enough
3. According to the passage, which of the following is **NOT** considered a negative aspect of outsourcing parental duties?  
  - (A) Parent-child relationship may be destroyed.
  - (B) Parent-child bond may not be strong enough.
  - (C) Children do not have chances to learn about life.
  - (D) Children do not have chances to benefit from their parents' examples.

**Passage 3**

- 1 A few years ago, laser surgery was considered a huge advance in medicine, but now it seems any surgery will soon be a thing of the past. We will not need surgery because nanorobots will solve our health problems. Nanorobots are microscopic robots. They are 100,000 times smaller than a human hair, but they can repair the body. For example, a cancer patient will simply have to take a tablet containing nanorobots pre-programmed to destroy cancerous cells. Other nanorobots will be able to mend broken bones, heal wounds, fight viruses, clean arteries and solve other medical problems.
- 2 Can you imagine cities without traffic jams and no traffic noise? They may exist one day thanks to the *Segway*. The *Segway* is a kind of motorised scooter. Movement is directed by the movement of the body – if you want to go right, you simply lean to the right, and so on. To stop, you simple stand upright. Police in Boston are going to start using them for routine patrols soon, and *Amazon* is going to sell the machines on its website by the end of this year.
- 3 Researchers are predicting that we will soon be able to send text messages with mobile phones using only our eyes. The new phones will work through the use of sensors which can tell which letters of the alphabet are being looked at when they are displayed on the screen. The program is being developed for people with physical disabilities, but it will probably have wider applications.

4. According to paragraph 1, nanorobots can do all of the following **EXCEPT** \_\_\_\_\_.
- (A) program themselves  
(B) clean arteries  
(C) mend broken bones  
(D) destroy cancerous cells
5. The passage mentions changes in all of the following **EXCEPT** \_\_\_\_\_.  
(A) communications  
(B) medicine  
(C) travel  
(D) education

## 5. Skill 5: Referent Questions

Referent questions are questions that require you to identify the noun or noun phrase that a highlighted word or phrase refers to. In order to find out the noun or noun phrase, you should look before the highlighted word or phrase in the same sentence or sometimes in an earlier sentence.

<b>Suggested Strategies</b>	<ol style="list-style-type: none"><li>1. Check the number (singular or plural), case (people or things) and gender (male or female) of the highlighted word or phrase.</li><li>2. Look before the highlighted word or phrase for the nouns or noun phrases that agree with the highlighted word or phrase in terms of the identified number, case and gender.</li><li>3. Remove any definitely wrong answer choices.</li><li>4. Try each of the remaining answer choices and choose the best or better answer choice.</li></ol>
<b>Common Question Wording</b>	<ul style="list-style-type: none"><li>– The word/phrase X refers to _____.</li></ul>

**Example:** The word **they** in the first paragraph of the passage below refers to \_\_\_\_\_.

- (A) many people
- (B) email messages
- (C) websites
- (D) important inventions

- 1 Lots of people know what the Internet is. Many people send email messages and access websites every day, but do **they** know how it started or who invented it? The Internet is probably one of the most important inventions of recent times. It started in the 1960s, when some scientists were asked to design a network of computers like a spider's web that would work even after a nuclear attack. This was a military project, and it was called ARPANET. At this stage, the Internet was made up of just four big American university computers that were connected, but it was very complicated to use.
- 2 Tim Berners-Lee is considered to be the person who invented the Internet that we know today. In 1989, he came up with the idea of using links to go from one page to another, and the World Wide Web was born. Nowadays, the Internet is used for business, news and research, and of course, millions of email messages are sent every day.

**Explanation:** The correct answer is choice A – *many people* because it is *many people* that *know how the Internet started or who invented it*. The three other answer choices refer to things.

## ◀ FOLLOW-UP EXERCISE

### Passage 1

- 1 Food is an important part of Christmas celebrations. Japanese do not usually eat roast turkey or baked ham on Christmas. They are more likely to eat fried or roast teriyaki chicken, fried potatoes, cheese-stuffed wonton, or even pizza. The favorite dessert is "Christmas cake". Christmas cake is something that hardly exists in the West. It is a light, not very sweet cake covered with whipped cream and fruit such as strawberries, with possibly a plastic Santa Claus for decoration on top. Stores everywhere compete to sell their distinctive versions of Christmas cake before the holiday and then lower the price dramatically on December 25.
- 2 As in the West, gift-giving is a big part of the holiday, but it takes on its own character in Japan. On their big night out, romantic partners may give each other flowers, cute toys, or rings or other jewelry. Within the family, parents may give presents to their young children, but children do not usually give anything to their parents. The idea here is that the gifts come from Santa Claus, so it only makes sense to give them while the children are still young enough to believe in Santa. Besides, there are the presents, called *oseibo*, which are given between companies, to the boss, to teachers or other people outside the immediate circle of family of friends. These gifts are part of the Japanese tradition of showing appreciation to people who have performed some type of service for you.

1. What does the word **that** in paragraph **1** refer to?  
(A) Dessert  
(B) Christmas cake  
(C) Something  
(D) the West
2. The word **it** in paragraph **2** refers to \_\_\_\_\_.  
(A) the West  
(B) gift-giving  
(C) part  
(D) holiday
3. What does the word **them** in paragraph **2** refer to?  
(A) Children  
(B) Parents  
(C) Gifts  
(D) Cute toys

**Passage 2**

- 1 In Myanmar, the women of the Padaung Karen ethnic group wear brass neck rings to make themselves more attractive. In many up-river communities of Borneo, both men and women stretch their earlobes to indicate wealth or enhance beauty. Maori men of New Zealand get *moko* (facial tattoos) carved on their faces with a bone chisel. These customs may seem strange to outsiders, but they are not so different from the beautification practices you would find in almost any culture worldwide.
- 2 Body modification has a long history. Whether it is acceptable or not, however, depends on your culture's concepts of beauty. Elongating the neck or binding the feet might seem strange to you, but these processes have essentially the same purpose as piercing the ears for earrings. The purpose of foot-binding in China was to stunt the growth of a woman's feet so that she would be more attractive to men. Some women today have foot surgery so that they can fit into high-heeled shoes that supposedly make their legs look more beautiful. In either case, a woman consciously alters her body in the name of her culture's idea of beauty. Women and men may use braces to straighten their teeth, have surgery to remove body fat, or undergo operations to "fix" a nose or remove skin wrinkles. It is all in the pursuit of beauty.

4. What does the word **they** in paragraph 1 refer to?  
(A) Faces  
(B) Customs  
(C) Outsiders  
(D) Practices
5. The word **it** in paragraph 2 refers to \_\_\_\_\_.  
(A) body modification  
(B) history  
(C) culture  
(D) beauty
6. What does the word **that** in paragraph 2 refer to?  
(A) Women  
(B) Foot surgery  
(C) High-heeled shoes  
(D) Legs

## 6. Skill 6: Paraphrase Questions

Paraphrase questions are questions that require you to identify a simplified version of a highlighted sentence in a passage. In order to find out the correct version, you should pay attention to the main idea(s) of the highlighted sentence.

<b>Suggested Strategies</b>	<ol style="list-style-type: none"> <li>1. Read the highlighted sentence carefully and find out its main idea(s).</li> <li>2. Do not focus on minor information such as examples.</li> <li>3. Pay attention to punctuation, transition expressions and the context around the highlighted sentence.</li> <li>4. Remove any definitely wrong answer choices and choose the best or better answer choice.</li> </ol>
<b>Common Question Wording</b>	<ul style="list-style-type: none"> <li>– Which of the following best restates/rephrases the highlighted sentence in paragraph X?</li> <li>– Which sentence below best expresses the idea/meaning of the highlighted sentence in paragraph X?</li> <li>– Which sentence below best expresses the essential information in the highlighted sentence in paragraph X?</li> </ul>

**Example:** Which of the following sentences best expresses the essential information in the highlighted sentence in the passage below?

- (A) GM food critics are worried about the safety of GM foods.  
 (B) GM food critics believe that more research on GM foods is needed.  
 (C) GM food critics believe that we have good reasons to disapprove of GM foods.  
 (D) GM food critics think that we have not been cautious enough about the possible effects of GM foods.
- 1** Proponents of genetically modified (GM) foods argue using biotechnology in the production of food products has many benefits. It speeds up the process of breeding plants and animals with desired characteristics, can be used to introduce new characteristics that a product would not normally have, and can improve the nutritional value of products. Besides, say the supporters, all of this is done safely.
- 2** Groups who advocate against the use of GM foods do not see things quite the same way. They point to studies that argue GM foods could be harmful to people's health. **To the groups on this side of the issue, that "could" provides more than enough reason to go forward with extreme caution, something they say is not currently being done.** GM food critics say not enough time has passed to study the long-term effects of the foods.

*Explanation:* The correct answer is choice D - *GM food critics think that we have not been cautious enough about the possible effects of GM foods* because it paraphrases the essential information in the highlighted sentence. The first part of the highlighted sentence *To the groups on this side of the issue means GM food critics believe*; the second part of the highlighted sentence *that "could" provides more than enough reason to go forward with extreme caution* means that *we should be cautious about the possible effects of GM foods*; the last part of the highlighted sentence *something they say is not being currently done* means that *we are not cautious enough about the possible effects of GM foods*. The other three answer choices indicate information that is implied in the passage.

## ★ FOLLOW-UP EXERCISE

### Passage 1

- 1 Besides collaborating with others, today's entrepreneurs need to be able to think on their feet because the business situation changes so quickly. Entrepreneurs need to do constant research to keep track of changing trends. Today's entrepreneurs need to be hardworking and tenacious - the easy money of the dot-com era is history. Experimentation and innovation are critical in a rapidly changing and highly competitive marketplace.
- 2 It seems that the mistakes of the dot-com era have shown the world what high-tech economy truly is and what it is not. It is not a place where anyone with a dream can get rich. It is, however, a powerful and flexible business environment where people with sound business ideas and effective business models can work together to produce successful business innovations - sometimes very successful ones indeed. However, as has always been true in the business world, there is no substitute for thorough planning and hard work.

1. Which sentence below best expresses the essential information in the highlighted sentence in paragraph 1?
  - (A) Entrepreneurs should collaborate with others due to quick changes in business.
  - (B) Due to rapid changes in business, entrepreneurs need to cooperate with others and have the ability to react quickly.
  - (C) Entrepreneurs need to think and react quickly because business situations change fast.
  - (D) Because of rapid business changes, entrepreneurs should work and exchange ideas with others.
2. Which sentence below best expresses the essential information in the highlighted sentence in paragraph 2?
  - (A) Nothing can replace partial planning and hard work in business.
  - (B) People should work hard and have thorough plans to succeed in life.
  - (C) Hard work and careful planning are of equal importance in business.
  - (D) Hard work and detailed planning are the most important in business.

**Passage 2**

- 1 Ecotourism is a combination of *ecology* (the study of system of living things) and *tourism*. The International Ecotourism Society defines ecotourism as “responsible travel to natural areas that conserves the environment and improves the well-being of the local people.” Actually, ecotourism can mean travel to far-off places of great natural beauty, but not always in a responsible way. It is big business, and the allure of money can cause people to think about profits first. While ecotourism offers benefits for people and ecosystems, it leaves ecosystems open to negative effects, too.
- 2 Costa Rica, once a Spanish colony and independent since 1821, has an ecotourism industry worth over one billion dollars yearly, and thousands of jobs have been created. Nearly 21 percent of the land is now protected national parks largely thanks to ecotourism. Nonetheless, due to the number of people visiting the country’s natural places, some damage to the ecotourism has occurred.
- 3 While tourists can have a negative impact on ecosystems, the same areas might have been totally destroyed by industries such as farming, logging, or mining were there no ecotourism industry. Instead, sanctuaries have been created, keeping the ecosystem protected. Besides, by visiting beautiful rainforests and seeing rare animals, visitors get a sense of their value and of gratitude for them. Tour guides can also be educators who train people to love and care for the environment. Visitors can take these lessons with them to their home countries.

3. Which sentence below best expresses the essential information in the highlighted sentence in paragraph 1?
- (A) Ecotourism does both good and harm to people and ecosystems.  
(B) Ecotourism is beneficial to people and ecosystems.  
(C) Ecotourism does more harm than good to people and ecosystems.  
(D) Ecotourism does more good than harm to people and ecosystems.
4. Which sentence below best expresses the essential information in the highlighted sentence in paragraph 3?
- (A) Ecotourism helps to protect land areas from destruction.  
(B) Farming, logging, and mining can negatively affect ecosystems.  
(C) Both ecotourism and other industries can badly damage ecosystems.  
(D) Tourists indirectly destroy natural places and damage ecosystems.

## 7. Skill 7: Purpose Questions

Purpose questions are questions that require you to identify why the author uses a certain word, phrase or clause in a passage. In order to find out the reason, you should pay attention to the context around the highlighted word, phrase or clause and draw a logical conclusion from the information given in the passage.

<b>Suggested Strategies</b>	<ol style="list-style-type: none"> <li>1. Read the highlighted word, phrase or clause in the passage carefully.</li> <li>2. Study the context around the highlighted word, phrase or clause and figure out how the highlighted word, phrase or clause is related to the context.</li> <li>3. Draw a logical conclusion from the information given in the passage.</li> <li>4. Remove any definitely wrong answer choices and choose the best or better answer choice.</li> </ol>
<b>Common Question Wording</b>	<ul style="list-style-type: none"> <li>– Why does the author discuss _____?</li> <li>– The author mentions X in order to _____.</li> <li>– The author discusses _____ in order to _____.</li> <li>– Why does the author use the word _____ in discussing _____?</li> </ul>

**Example:** The author mentions **being burgled** in the second paragraph of the passage below in order to indicate that \_\_\_\_\_.

- (A) *Hello!* magazine stole the wedding photos of Catherine Zeta-Jones and Michael Douglas
- (B) *Hello!* magazine used the wedding photos of Catherine Zeta-Jones and Michael Douglas without their permission
- (C) *Hello!* magazine did not intend to return the wedding photos of Catherine Zeta-Jones and Michael Douglas to them
- (D) *Hello!* magazine proudly published the wedding photos of Catherine Zeta-Jones and Michael Douglas
- 1 Hollywood's golden couple, Catherine Zeta-Jones and Michael Douglas, sold the exclusive rights to their wedding photographs to the celebrity magazine *OK!* for £1,000,000. Three days after *OK!* had published the 'exclusive' images, a rival celebrity magazine, *Hello!*, published an issue featuring pictures of the couple taken in secret at their wedding.
- 2 The couple decided to sue *Hello!* for intrusion of privacy for the sum of £50,000, comparing the distress of seeing the 'unflattering' photos to that of **being burgled**. They also sued for breach of commercial confidentiality, expecting, they said, £500,000 in compensation. The case raised the issue of how much control and trademark protection celebrities should have over their own image.
- 3 *OK!* magazine also filed a case against *Hello!* demanding damages of £1,750,000 to compensate for the disappointing sales of their 'exclusive' issue. As in all cases of this kind, the question of who would pay legal costs, expected to be around £4,700,000, would also have to be settled.

*Explanation:* The correct answer is choice B - *Hello! magazine used the wedding photos of Catherine Zeta-Jones and Michael Douglas without their permission.* Some clues in the passage are:

- ... *Hello! published an issue featuring pictures of the couple taken in secret at their wedding....*
- ... *The couple decided to sue Hello! for intrusion of privacy ...*
- ... *They also sued for breach of commercial confidentiality ...*

## ★ FOLLOW-UP EXERCISE

### Passage 1

Gasoline is a petroleum-based fuel that is hard to imagine giving up. It is literally the lifeblood of modern society. People do not want to give up driving automobiles, and this has been a major obstacle to ending the world's gasoline addiction. Unfortunately, some analysts fear that world oil production will soon reach a peak and then go into a sharp decline. Butanol, ethanol, and biodiesel are fuels made from plants. They are renewable, green alternatives to gasoline. They can be made from a variety of plants, including corn, soybeans and others. Many people feel that they can help ease the world's gasoline addiction. Others are concerned that corn and soybeans that could be used to feed the world will instead be dedicated to making automobile fuel.

1. The author mentions **the world's gasoline addiction** in the passage in order to indicate that \_\_\_\_\_.  
  - (A) people are concerned about gasoline supplies worldwide
  - (B) using gasoline is the best choice for people worldwide
  - (C) it is difficult for people worldwide to stop using gasoline
  - (D) gasoline is an expensive automobile fuel for people worldwide
2. Why does the author mention **Butanol, ethanol, and biodiesel** in the passage?  
  - (A) To emphasize the similarities between them and gasoline.
  - (B) To give examples of non-renewable alternatives to gasoline.
  - (C) To explain how they can replace gasoline.
  - (D) To indicate that they are among sustainable, green sources of energy.

## Passage 2

- 1 Lung cancer kills more people in one year than all criminal and accidental deaths combined. These statistics are shocking, but the good news is that people are now well-informed about the risks connected to lung cancer. They know that their risk of contracting this terrible disease decreases if they either stop smoking or do not smoke at all. Unfortunately, the same cannot be said about other types of cancer. Many people are not aware that their everyday behavior can lead to the development of these different forms of cancer. By eating better, exercising regularly, and staying out of the sun, people can reduce their risks.
- 2 Instead of foods that are good for them, people often eat hamburgers, cheese, French fries, and pizza. These common foods contain large amounts of saturated fat, which is the worst kind of fat. Though light and fat-free products are constantly being introduced to the consumer market, many people still buy food that contains fat because it often tastes better. However, eating fatty foods can increase a person's chances for some kinds of cancer. People do not eat as many fresh vegetables and fresh fruits as they used to. Instead, they now eat a lot more processed foods that do not contain natural fiber. Lack of fiber in a person's diet can increase the chance of colon cancer. In the past, people with less information about nutrition actually had better diets than people do today. They all had fewer cases of cancer.

3. Why does the author mention **the same cannot be said about other types of cancer** in paragraph 1?
- (A) To warn that smoking is an important risk factor for lung cancer.
  - (B) To classify different types of cancer.
  - (C) To compare lung cancer with other forms of cancer.
  - (D) To indicate that people may get other forms of cancer even when they do not smoke or have stopped smoking.
4. The author mentions **natural fiber** in paragraph 2 in order to indicate \_\_\_\_\_.
- (A) its importance in our diet
  - (B) its connection with nutrition
  - (C) a basic ingredient in processed foods
  - (D) a valuable source of minerals

## 8. Skill 8: Inference Questions

Inference questions are questions that require you to draw a logical conclusion about somebody or something from what is stated in a passage. In order to make the conclusion, you should find information in the passage that supports your answer choice.

<b>Suggested Strategies</b>	<ol style="list-style-type: none"> <li>1. Identify the key words or ideas in the question.</li> <li>2. Scan the passage for the key words or ideas.</li> <li>3. Read the sentence with the key words or ideas carefully and draw a logical conclusion from the information given in the passage.</li> <li>4. Remove any definitely wrong answer choices and choose the best or better answer choice.</li> </ol>
<b>Common Question Wording</b>	<ul style="list-style-type: none"> <li>– It is implied in paragraph X ____.</li> <li>– It can be inferred from paragraph X ____.</li> <li>– It is most likely that ____.</li> <li>– What probably happened/occurred after ____?</li> <li>– Which of the following is most likely true about ____?</li> <li>– Which of the following statements most accurately reflects the author's opinion about ____?</li> <li>– Which of the following can be inferred about ____?</li> </ul>

**Example:** Which of the following can be inferred about American people from the passage below?

- (A) They celebrate Thanksgiving in early November.  
 (B) They do not have to work on the fourth Friday in November.  
 (C) They can enjoy a day off from work or school on Thanksgiving Day.  
 (D) They often visit their families and friends on weekends.
- 1** Thanksgiving Day is the fourth Thursday in November in the U.S. Many people take a day off on Friday to make a four-day weekend, and they may travel long distances to visit friends and relations because Thanksgiving is a special family occasion.
- 2** The holiday dates back to 1621, the year after the Pilgrims arrived in Massachusetts in their search for religious freedom. After a terrible winter, in which nearly half of the Pilgrims died, they turned for help to the Native Americans, who taught them how to plant corn and other crops. The next autumn's harvest was wonderful, and the Pilgrims gave thanks by having a feast. Thanksgiving dinners always include some of the foods served at the first feast: roast turkey, cranberry sauce, potatoes, and pumpkin pie. Before the meal begins, families or friends usually pause to give thanks for their good fortune and for being together for the occasion.

**Explanation:** The correct answer is choice C – *They can enjoy a day off from work or school on Thanksgiving Day.* The clause *Many people take a day off on Friday to make a four-day weekend* supports this answer choice. Answer choices A and B are not true according to the passage, and answer choice D is not stated in the passage.

## FOLLOW-UP EXERCISE

### Passage 1

- 1 Sadly, we know that many creatures are truly extinct. Some animals, like the unicorn, probably never even existed, except in mythology. Others, like the dodo bird, really did exist but became extinct quite recently, hence the popular English expression 'dead as a dodo'.
- 2 Because of hunting and poor conservation, it is certain that more animals than ever are in danger of extinction. Endangered species include the elephant, the giraffe, and even the lion and the rhinoceros. However, some animals which we thought were extinct may not be after all. From Canada to New Zealand, Mexico to Tibet and The Congo to the Pacific Ocean, there have been many reports of strange creatures. People say they have seen creatures which no one has ever seen before. There have also been reports about animals that scientists thought had disappeared. There are stories of enormous lizards, huge sharks, wild snowmen, giant crocodiles, men that look like apes and even flying reptiles. Perhaps some of these creatures are, in fact, the animals that we once thought were extinct.

1. It can be inferred from paragraph 1 that the unicorn \_\_\_\_\_.  
(A) is truly extinct  
(B) is in danger of extinction  
(C) still exists  
(D) is a fictional animal
2. It can be understood from paragraph 1 that people in various parts of \_\_\_\_ have seen animals that were thought to be extinct.  
(A) North America  
(B) Africa  
(C) the world  
(D) Asia

### Passage 2

- 1 Every ten years, the height of the average person in Europe increases by 13 millimeters. Every year, more and more big people are born. However, we are not becoming taller than we have ever been before. In fact, we are really only just becoming as tall as we were thousands of years ago.
- 2 To understand the reasons for the changes in our height, it is necessary to look back on our history – to Paleolithic times. For most of our past, our ancestors got their food from a wide variety of sources: while women were gathering herbs, fruits and berries, men were killing wild animals. One study found that these 'hunter-gatherers' used to have a diet of 85 different plants.

- 3 Then, about 9,000 years ago, agriculture was invented – with disastrous results. Most of our planet's forests and natural green places were taken over by farmers. This meant that instead of living off many plants, just three – wheat, rice and maize – became the staple diet of the human race. This left us smaller and less healthy. Still, agriculture spread because a piece of farmland could support ten times more people than land used by hunter-gatherers.
- 4 During the last ice age, which ended 10,000 years ago, people were slightly rounder and taller – an answer to the cold. Larger, round bodies are better at keeping in the heat! When our climate began to get hotter, we appear to have become slightly thinner and smaller. As global warming begins to take effect, we may shrink even further. Mankind's future could be that of a couch potato, a lazy creature, with a taste for far too much junk food, comfortable sofas and home entertainment. Some scientists say that not enough exercise will result in humans developing smaller skeletons and bodies which are too fat.

3. It can be understood from paragraph 2 that \_\_\_\_\_.

- (A) our ancestors' diet was more varied than ours
- (B) our ancestors were good at hunting wild animals
- (C) our ancestors were short of food
- (D) our ancestors did not eat a lot of vegetables

4. What can be inferred from paragraph 3 about agriculture?

- (A) It provided humans with many different plants.
- (B) It changed humans' staple diet.
- (C) It helped humans gather more fruits.
- (D) It helped humans have a healthier diet.

5. Paragraph 4 implies that \_\_\_\_\_.

- (A) humans are now bigger than they were long ago
- (B) human body weight tends to decrease in cold climate
- (C) the human skeleton has changed over time
- (D) humans change their shape and size according to the environment

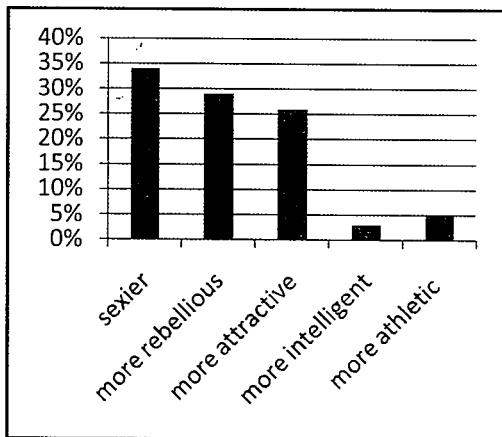
## 1.1.1.1.9: Information Transfer Questions

Information transfer questions are questions that require you to reorganize the key information you have read in a passage into another form such as a schematic table, graph, chart or picture. In order to choose the appropriate form, you should locate key information given in the passage.

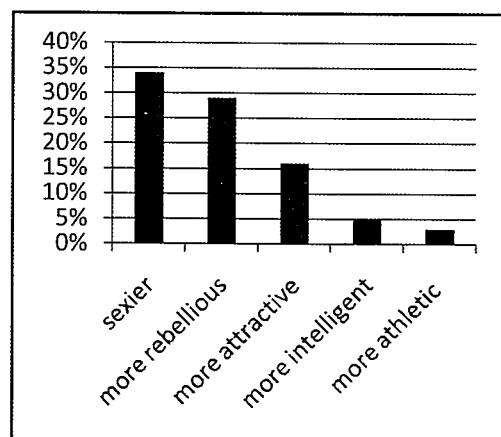
<b>Suggested Strategies</b>	<ol style="list-style-type: none"><li>1. Look at the given form and information carefully.</li><li>2. Scan the passage for the key information related to the given form and information and take notes.</li><li>3. Use your notes to remove any definitely wrong answer choices.</li><li>4. Choose the best or better answer choice.</li></ol>
<b>Common Question Wording</b>	<p>Which of the following pictorial/graphic tables best displays the information in paragraph X/the passage?</p> <p>– Which picture best illustrates the information about _____?</p>

**Example:** Which of the following graphs precisely presents the information on how tattoos make American people feel?

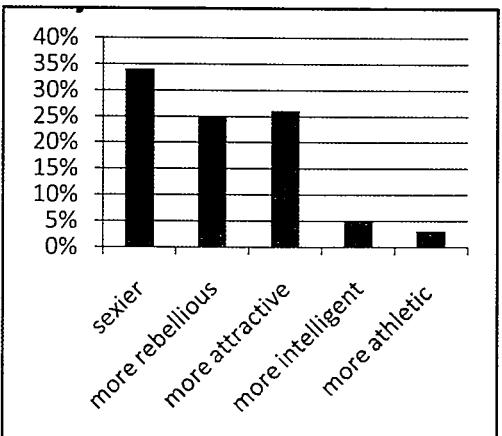
(A)



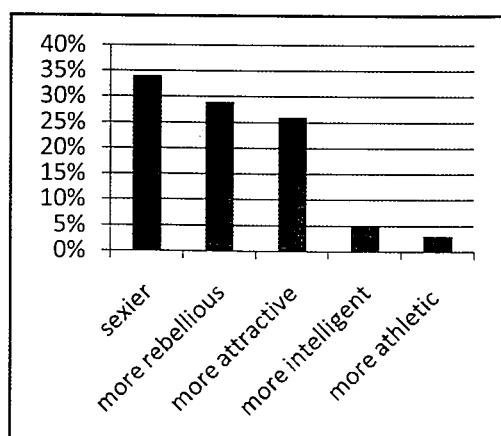
(B)



(C)



(D)



- 1 According to a Harris poll of Americans conducted in 2003, sixteen percent of the population had at least one tattoo. The poll revealed that the age group with the highest percentage of tattoos was 25- to 29-year-olds with thirty six percent. Only seven percent of people 65 and older had tattoos.
- 2 Among the important findings in the poll, thirty-four percent of Americans with tattoos said that having a tattoo made them feel sexier. Additionally, twenty-nine percent of those with tattoos said that having a tattoo made them feel more rebellious. Others said that having a tattoo made them feel more attractive (twenty-six percent). However, apparently, tattoos will not do much for your brain or your physique. Only five percent of Americans reported that tattoos made them feel more intelligent or more athletic (three percent).

*Explanation:* The correct answer is choice D because it precisely indicates the data given in the passage.

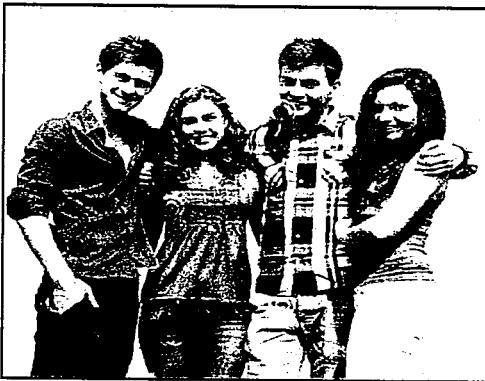
#### ✳ FOLLOW-UP EXERCISE

##### Passage 1

- 1 Different Korean American students react differently to being in a high school where most students are white. Professor Pyong Gap Min, an expert on Korean life in America, believes that Korean Americans in this situation can sometimes feel inhibited or ashamed of their Korean identity. *Asian Week* interviewed a number of GBS students, and each had a different attitude.
- 2 Eighteen-year-old Alice said that she used to spend time only with Korean American friends. Although she felt secure with those friends, she found herself motivated to form closer relationships with non-Koreans, too. She said that she felt she was missing out on new experiences and challenges.
- 3 Seventeen-year-old John moved in the opposite direction. In junior high school, most of John's friends were white. After coming to GBS, his sense of his Korean American identity was restored, and he decided to have mainly Korean American friends. He feels that he and his Korean American friends understand each other better. For example, they understand about severe parental pressures to succeed at school; John felt his white friends could not really understand.
- 4 Sixteen-year-old Paul has some Korean American friends, but he says he spends most of his time with his white friends. He is often the only Asian American in the group, but he does not mind. What Paul likes about the white culture is that he can be more radical – he can be as loud and funny as he wants to be. He says he does not see as much of that among the Asian students.

1. Look at the pictures below carefully. Which picture best illustrates the information about John and his friends at GBS in paragraph 3?

(A)



(B)



(C)



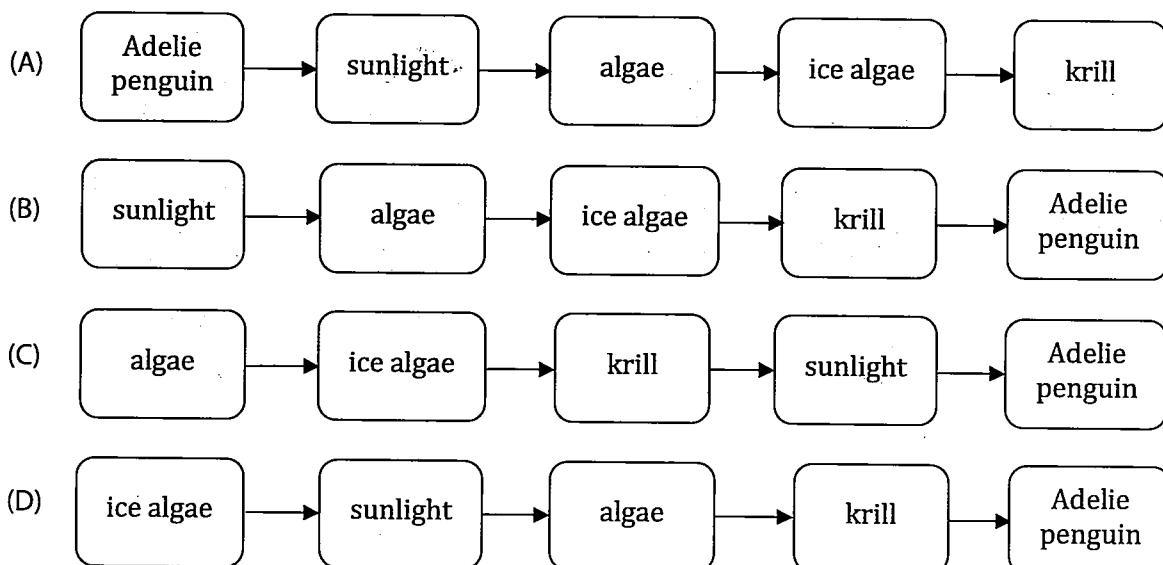
(D)



**Passage 2**

- 1 Four little heads pop up simultaneously in a pool of blue-black water surrounded by ice as far as the eye can see. They are Adelie penguins, and the ice defines their existence.
- 2 The birds - just over two feet long - leap about excitedly in tight circles, going in and out of the water, perfectly at ease in the frigid sea that surrounds the shores of Antarctica. They are not only at ease but at home. The seasonal freezing and thawing, spreading and shrinking, of the ocean's surface is the world they know. In recent years, as Earth's climate has warmed, it has also become a world in rapid and disturbing change.
- 3 Their food is tied, literally, to the frozen ocean. Within layers of sea ice, microscopic algae bloom in profusion as sunlight floods in from above. When the sea ice melts with the beginning of summer, the ice algae escape into the water, where they are grazed on by dense swarms of krill - a type of shrimplike crustacean. The krill, in turn, are the Adelie penguins' primary food source. To eat them, Adelies spend their entire lives on, around, or beneath the Antarctic pack ice.

2. Which of the following diagrams correctly illustrates the food chain of the Adelie penguins as stated in paragraph 3?

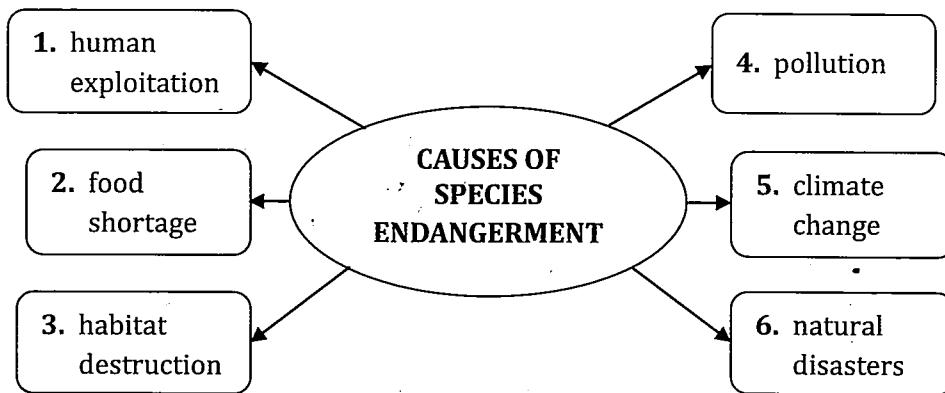


### Passage 3

Like individual animals, animal species also eventually die out. It is estimated that until the 18<sup>th</sup> century one species disappeared from the Earth every four years. By the 19<sup>th</sup> century, this had increased to one species per year. By 1975, it was 1,000 species per year, and today animals are disappearing at the appalling rate of more than 40,000 species per year. Most species are threatened by pollution, habitat destruction, and unreasonable exploitation caused by humans. The International Union for Conservation of Nature has created a number of categories that describe the danger level of animal species:

- A species that has died out completely is called *extinct*. Examples are the dinosaur and the dodo bird.
- Species that only live in zoos or on farms, etc., fall into the category *extinct in the wild*, for example, various horse species.
- A species is labeled *critically endangered* when it is in immediate danger of dying out completely. Its numbers are dangerously low, and it needs protection in order to survive. The Siberian tiger and the snow leopard are two examples.
- Species that have a high, but not immediate, risk of dying out are simply labeled *endangered*. The giant panda is a famous example.
- A *vulnerable* species is in less trouble than an endangered one, but its numbers are still certainly declining. The cheetah and the African elephant are vulnerable species.
- Animal species that are not particularly endangered and have high numbers of individuals are labeled *less concern*.

3. Look at the diagram below and choose three causes of species endangerment stated in the passage.



- (A) 1, 3, 4
- (B) 1, 2, 5
- (C) 2, 4, 6
- (D) 3, 5, 6

4. Look at the picture below and decide which species category it indicates.

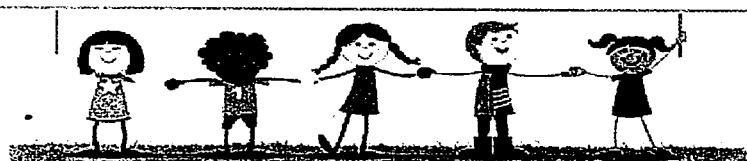


- (A) Endangered species
- (B) Critically endangered species
- (C) Extinct in the wild species
- (D) Vulnerable species

## C. READING PROGRESS TEST

**Read the passage carefully.**

- 1 Imagine this: You are waiting at a bus stop when you begin to smell the scent of chocolate chip cookies baking nearby. Is it your imagination? Is there a bakery nearby? If you were in **San Francisco**, you were not imagining it. The California Milk Processor Board tried a new marketing technique: scented bus shelter advertisements. The marketing team infused five bus shelters with the smell of fresh-baked cookies. The theory behind the campaign is that a scent can be memorable. They wanted to encourage people to buy milk with their cookies.
- 2 The marketing campaign was temporary, however. City officials in San Francisco ordered the removal of the cookie scent from the public bus shelters. Critics of the idea were saying that the smell would be offensive to people who have chemical sensitivities and the aroma would trigger **adverse** reactions, such as headaches, nausea, and incidents of seizures and asthma attacks. **They** were also concerned that homeless people and others who cannot afford to buy cookies were being forced to sniff the scent while they were waiting for the bus. **People in favor of the advertising campaign said that they would rather sniff chocolate chip cookies than typical city smells such as exhaust fumes, dirt, and other less desirable odors.**
- 3 Olfactory marketing (relating a scent to a product) is not new. Auto dealerships often pipe in a “new car” smell in their buildings. Convenience stores have fresh-brewed coffee, flower shops are often infused with floral fragrances, and moviegoers are enticed by the smell of fresh popcorn. This was the first time olfactory marketing was done in bus shelters in the United States, but it has been tried in London before. One company infused bus shelters with a citrus scent to advertise a new fruit drink.



1. What does the passage mainly discuss?
  - (A) A new advertising campaign.
  - (B) The power of scents in advertising.
  - (C) Some drawbacks of olfactory marketing.
  - (D) A promising marketing proposal.
2. According to paragraph 1, what scent was used to infuse the bus shelters with?
  - (A) Fresh-baked bread.
  - (B) Freshly baked cookies.
  - (C) Fresh-baked pizza.
  - (D) Freshly baked potato chips.

3. Why does the author mention the phrase **San Francisco** in paragraph 1?
- To point out where people should use their imagination.
  - To emphasize that it is a city with many bus shelters.
  - To introduce a good place to buy chocolate chip cookies.
  - To indicate where the new marketing campaign was conducted.
4. The word **adverse** in paragraph 2 is closest in meaning to \_\_\_\_\_.
- quick
  - positive
  - negative
  - mixed
5. According to paragraph 2, which of the following is **NOT** pointed out by critics of the cookie scent?
- People who are sensitive to chemicals would find the scent very unpleasant.
  - People would have headaches or nausea after smelling the scent.
  - People would have heart attacks from smelling the scent.
  - Homeless people would have to smell the scent while waiting for the bus.
6. The word **They** in paragraph 2 refers to \_\_\_\_\_.
- critics of the idea
  - people who have chemical sensitivities
  - adverse reactions
  - homeless people
7. Which sentence below best expresses the essential information in the highlighted sentence in paragraph 2?
- Critics of the marketing idea did not like the cookie scent.
  - Critics of the cookie scent found both the cooking scent and typical city smells unpleasant.
  - Advocates of the cookie scent did not like sniffing typical city smells.
  - Advocates of the marketing idea preferred smelling the cookie scent to typical city smells.
8. Which of the following can be inferred from paragraph 3?
- Olfactory marketing has been proved ineffective.
  - Scents have been used in advertising.
  - People are not familiar with the idea of using smell to sell.
  - Scented bus shelter advertisements are a new idea.
9. Look at the picture below and decide which of the following would most probably use it in their olfactory marketing campaigns.
- 
- Auto dealerships
  - Convenience stores
  - Flower shops
  - Movie theaters



## SECTION FOUR - WRITING

### A. WRITING OVERVIEW

The Writing section of the VNU-EPT Test measures your competence in writing summaries and essays. It includes two parts: one is 25 minutes, and the other is 35 minutes in length.

The total number of questions is 2, and both of the questions do not require you to have special knowledge of any subject. The first question requires you to write a paragraph of 100 - 150 words to summarize a passage of approximately 400 words. The second question requires you to write an essay of approximately 300 words on a given topic. It should be noted that you will receive a score of 0 for the first question if you merely copy sentences from the passage and for the second question if you do not write a response.

The time allowance for the writing section is 60 minutes, including the time you spend making drafts and writing your responses.

WRITING SECTION			
Writing Parts	Question Types	Time Allotted	Points Allotted
Part 1	Summary Writing	25 minutes	40
Part 2	Essay Writing	35 minute	60

## B. SKILL BUILD-UP

### PART ONE: SUMMARY PARAGRAPHS

#### I. KEY STRATEGY - TAKING NOTES WHILE READING THE TEXT

In the VNU-EPT Test, Part one of the Writing section asks you to write a summary paragraph of a given passage. Normally, the passage has the structure of a standard essay with three main points presented in a linear sequence. It is essential that you take notes while reading the text to have a good grasp of the content. Below are some useful reading strategies:

- Read just enough to keep an understanding of the passage. Do not take notes, but rather focus on understanding the material. The purpose of this step is to avoid taking down too much information and simply copying without understanding.
- Read the passage again and number important or sequential ideas in the margins.
- Underline or highlight:
  - main idea (the thesis statement in the introduction paragraph)
  - key points (topic sentences in the body paragraphs)
  - major details that support the key points
  - unfamiliar vocabulary and/or definitions (if any)

#### II. WRITING SKILLS

##### 1. Skill 1: Paraphrasing

A successful paraphrase is a clear, condensed rewriting of another person's idea in your own words. It is required that none of your personal ideas or comments be added to your paraphrase. A good combination of the following five techniques will help you write an effective paraphrase.

###### ❖ Using synonyms

Try to find words from your own vocabulary that are as close to the meaning of the original words as possible. Replace the writer's words with your own to see if they make sense. If they change the meaning in some way, come up with new ones.

*Example:* The adolescents showed great enthusiasm for the festival.

In this sentence, *adolescents* means *teenagers* and *enthusiasm* means *excitement* or *interest*. Therefore, you can have a good paraphrase of the above sentence by simply replacing the underlined words with their synonyms:

→ The teenagers showed great excitement for the festival.

### ❖ Changing parts of speech

A sentence can be paraphrased by changing parts of speech, that is, changing the nouns into verbs, verbs into adjectives or adverbs, and so on.

*Example:* The adolescents showed great enthusiasm for the festival.

In this sentence, *showed* is a verb, *great* is an adjective, and *enthusiasm* is a noun. You can use other forms of these words to paraphrase the sentence without changing its meaning:

→ The adolescents were greatly enthusiastic about the festival.

**Note:** When you change parts of speech, pay attention to other changes in the sentence to keep it grammatically correct.

### ❖ Moving phrases/clauses

This technique is applied for compound and complex sentences, which consist of two or more phrases/clauses. To put it simply, you should change the positions of the phrases/clauses as the subject or the object in a sentence.

*Example:* It is important to know how to paraphrase a passage.

This sentence can be broken down into two parts: *It is important* and *to know how to paraphrase a passage*. By reversing the positions of these two phrases, you have a new sentence:

→ To know/Knowing how to paraphrase a passage is important.

### ❖ Combining sentences or changing complex sentences into simple sentences

This technique can be used when you want to combine two or more sentences which have a syntactic or semantic connection to each other, or when you want to simplify the structure of a sentence. Consider the following sentences:

*Example:* Writing a summary paragraph requires good paraphrasing techniques. These techniques help avoid plagiarism, or copying from the original passage.

Syntactically, the word *These* refers to the *good paraphrasing techniques* mentioned before. These two sentences, therefore, can be combined into one sentence as follows:

→ Writing a summary paragraph requires good paraphrasing techniques, which help avoid plagiarism, or copying from the original passage.

Semantically, these two sentences have a cause-effect relationship: if we apply good paraphrasing techniques, we can avoid plagiarism. Consequently, you can have a new sentence which combines them as follows:

→ Writing a summary paragraph requires good paraphrasing techniques because they help avoid plagiarism, or copying from the original passage.

The sentence-combining technique does not seem very effective because it mostly retains the original information. It should, therefore, be used in combination with other paraphrasing techniques for a better paraphrase. An alternative is the turning of complex sentences into simple sentences, as in the following example.

*Example:* He received a welcome that was as cold as ice.  
 → He received an icy welcome.

This technique can be used for sentences which have a subject and an object, and the presence or lack of the agent does not affect the core meaning. Consider the following sentence:

*Example:* You need to apply the paraphrasing techniques in summary writing.

In this sentence, the agent *You* is the subject, *need* is the auxiliary, *apply* is the main verb, *the paraphrasing techniques* is the object, and *in summary writing* is the adverbial phrase. The agent *You* is not a specific person, so it can be omitted without changing the meaning of the sentence. By changing the active voice to the passive voice, you can have another sentence as follows:

→ The paraphrasing techniques need to be applied in summary writing.

#### \* FOLLOW-UP EXERCISE

**Paraphrase the following sentences by applying the paraphrasing techniques indicated in the parentheses.**

1. An increasing number of social network users find the meaning of their lives in cyberspace. (*use synonyms*)

→ .....

2. Some students seem to pay more attention to entertainment than to studying. (*use synonyms*)

→ .....

3. Angela has a beautiful voice. (*change parts of speech*)

→ .....

4. To be admitted to the course, students have to learn English intensively. (*change parts of speech*)

→ .....

5. If you want to pass the test, you have no other choice but to work hard. (*move clauses*)

→ .....

6. It is essential that you have a good knowledge of grammar to write well in English. (*move phrases*)

→ .....

7. Hurry up. If you don't, you'll be late for class. (*combine sentences*)

→ .....

8. We should prevent unpleasant things from happening because it is better than trying to put it right afterwards. (*turn into a simple sentence*)

→ .....

9. The skills and exercises in this book thoroughly prepare you for the test. (*change to the passive voice*)

→ .....

10. Test takers need to read the instructions carefully. (*change to the passive voice*)

→ .....

## 2. Skill 2: Summarizing

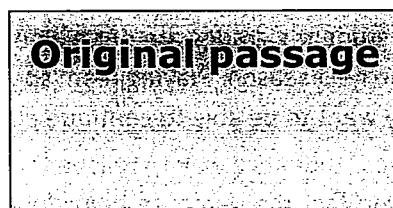
In Part one, the required summary is a complete paragraph (100-150 words) with a topic sentence, three key points and supporting details which are effectively paraphrased and coherently connected.

Bear in mind that you simply report back what the writer has said, without any opinion or judgment.

A good summary has the following characteristics:

- can be understood without reference to the original
- is a faithful reproduction of, or contains only the ideas or information of, the original
- is brief without any unnecessary details
- is a readable unified whole

A generalization of the summary paragraph looks like this:



**TIPS**

Follow the following three steps to write a good summary paragraph:

*Step 1. Reading the passage and taking notes*

- Thesis statement
- Topic sentences
- Major supporting details

*Step 2. Outlining the elements in a paragraph and applying the paraphrasing techniques*

- Thesis statement → Topic sentence
- Topic sentences → Key points
- Major supporting details → Supporting details

*Step 3. Adding connectives to create a unified whole*

**Example: Read the following passage and write a paragraph to summarize it.**

### TEAM SPORTS AT SCHOOL

Playing team sports at school is an extremely valuable experience for teenagers. Team sports are helpful because they keep teenagers healthy, encourage better performance in school, and give students a way to release their stress.

Firstly, team sports are an excellent way for teenagers to stay healthy. During an average soccer game, a player may run as much as 10 km, and during a basketball game, players often run 5 km or more. In addition to the exercise that high school athletes get during a game, they also get a great deal of exercise during team practices. Finally, many coaches put their players on training programs to keep them fit during the off-season. Therefore, playing team sports helps keep teenagers healthy all year long, not just during game season.

Secondly, team sports often help encourage better performance in school. Most school systems have a rule which says that a student cannot play sports unless that student gets good grades. If a student's grades are not high enough, then that student will not be able to play sports in the next season. Playing team sports helps encourage students get better grades because they want to be able to continue playing on their teams.

Finally, playing sports gives students a way to relieve their stress. Teenagers lead very stressful lives, and it is a proven fact that exercise helps lower a person's level of stress. Therefore, playing sports helps teenagers lead happier, more relaxed lives.

### Step 1: Taking notes

*Thesis statement:* team sports @ school are helpful

1. help teens stay healthy
  - exercise during games & team practices
  - training programs off seasons
2. encourage better performance at school
  - ↑ grades → play
  - ↓ grades → stop
3. help teens relieve stress
  - ↑ exercise → ↓ stress & a happy, relaxed life

### Step 2: Outlining the paragraph and paraphrasing the language

Team sports at school are beneficial to teenagers for several reasons. They are good for health because players can do exercise during games and team practices, and they can have off-season training programs, too. They improve academic performance at school because, as a rule, students need high enough scores to play sports. Team sports help teenagers reduce stress by doing physical exercise, and they can live more happily and relaxedly as a result.

### Step 3: Adding connectives to make a unified whole

Team sports at school are beneficial to teenagers for several reasons. For one thing, they are good for health because players can do exercise during games and team practices, and they can have off-season training programs, too. In addition, they improve academic performance at school because students need high enough scores to play sports as a rule. Last, team sports help teenagers reduce stress by doing physical exercise, and they can live more happily and relaxedly as a result.

## \* FOLLOW-UP EXERCISE

### 1. Read the following passage and write a paragraph to summarize it.

#### VIDEO GAMES

One development that has caused much concern among parents and teachers is the growing popularity of video games among children. Many children now spend the majority of their free time in front of the computer, and this has a number of negative effects.

First, playing video games is basically an individual activity. Therefore, when children spend most of their time playing video games, they spend very little time with their friends. Interacting with one's friends is an important part of growing up. It teaches a person to work well in groups and to treat other people with respect. Since many children today spend much of their time alone playing video games, they never learn these valuable lessons.

Second, video games do not encourage mental activities. In order to play a video game, a child does not have to concentrate very hard or for a long period of time. At most, children have to pay attention for 15 or 30 minutes at a time. As a result, playing video games has a negative effect on a child's attention span and memory.

Last, playing video games does not help a child prepare for later life as an adult. Many of the traditional games that children used to play stressed teamwork and problem solving skills. In this way, they helped prepare children for life as adults. Video games, however, teach children no useful skills for adult life.

#### Step 1: Taking notes

*Thesis statement:* .....

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*Step 2: Outlining the paragraph and paraphrasing the language*

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*Step 3: Adding connectives to make a unified whole*

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**2. Read the following passage and write a paragraph to summarize it.**

### BUZZERS

One of the business world's latest marketing trends is the use of buzzers, people who are hired by companies to promote their products. Buzzers do this by using them - often in public places - then telling others how much they love them. Unfortunately, this marketing method is not an effective method in the eyes of many people.

First, marketing through buzzers is inherently dishonest since these people receive money for promoting the companies' products. Moreover, most of them sign confidentiality agreements with their employers that forbid them to tell anyone they are buzzers. This means they are company employees and are not really giving their personal opinions. Some of them might not even like the product they are promoting, yet they are still announcing to families, friends, and total strangers that their product is the best one on the market.

Second, buzzers make consumers less objective about the products that they purchase. Nowadays, most people do not totally believe in advertising. This is the main reason that companies employ buzzers. If buzzers keep using techniques to persuade consumers to buy their products, these people might become less critical, and they may buy low quality or even fake products. This is even more true whenever the people in question are either related to or friends with the buzzers. They might easily ignore any possible defects of the products and believe they are of better quality than they really are.

Last, buzzers are doing harm to society in general by causing distrust among members in society. People are more likely to want to trust buzzers since they appear to be promoting products on their own. However, once consumers know the truth about buzzers, they begin to be suspicious not only of buzzers but also of others in general. As trust in others decreases, society in general begins to fall apart.

**Step 1: Taking notes**

*Thesis statement:* .....

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*Step 2: Outlining the paragraph and paraphrasing the language*

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*Step 3: Adding connectives to make a unified whole*

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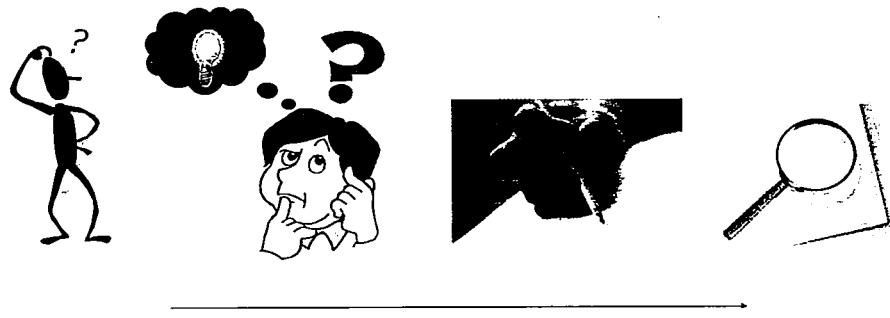
## PART TWO: ESSAYS

### I. KEY STRATEGY – 4Ps PRINCIPLE

In the VNU-EPT test, Part two of the Writing section asks you to write an essay about a general topic. You have 35 minutes to write an essay, about 300 words long, in response to the given question. It is, therefore, very important to know how to budget your time appropriately.

The writing process normally requires the four following stages:

### 4 steps in writing an essay



Analyzing

Brainstorming

Writing

Revising

The following 4Ps Principle helps you balance your time for the four-step writing process.

- **Prompt - Know it and understand it**  
2-3 minutes: make sure that you know exactly what the essay prompt is asking you to do by analyzing the essay question.
- **Planning - Collect your ideas**  
4-5 minutes: decide on your opinion, and then choose your supporting details and examples to back up your ideas. It is advisable that you use a suitable graphic organizer (cluster diagram, Venn diagram, etc.) to develop your ideas in a logical way.
- **Production - Write your essay**  
18-20 minutes: Refer to your outline to develop your thoughts coherently. Write clearly, concisely, and in complete sentences. Use proper grammar.
- **Proofreading - Read for consistency and errors**  
5-7 minutes: Check if you miss any transitions or connectives, and then correct any spelling and grammatical mistakes before submitting your work.

The structure of an essay looks like this:



Your introduction should start broad with a general statement, then get specific with a thesis statement.



Your body paragraphs have to develop the ideas mentioned in the thesis statement. These ideas are clearly expressed in the topic sentences.

Your conclusion should start specific with a restatement (paraphrased thesis statement) of the thesis and end with a final thought.

## TIPS

### 1. Prompt - Analyzing the essay question

Identifying the topic and the task.

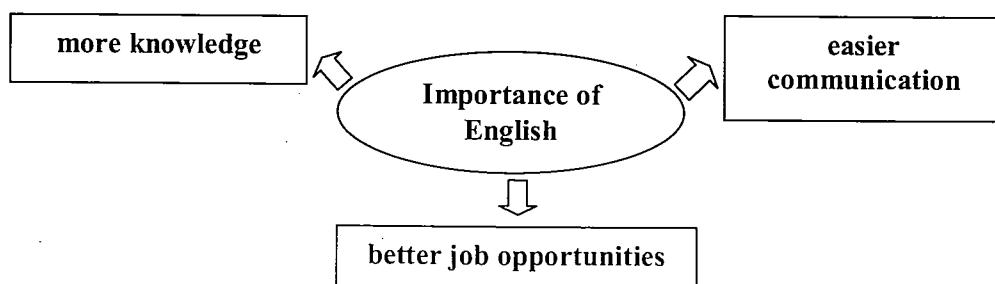
- a. Topic: What the essay is about.
- b. Task: What you are being asked to do.

**Example:** Discuss the importance of English in today's world. Support your position with reasons and examples taken from your reading, experience, or observations.

- a. Topic: the importance English in today's world
- b. Task: discuss with reasons and examples

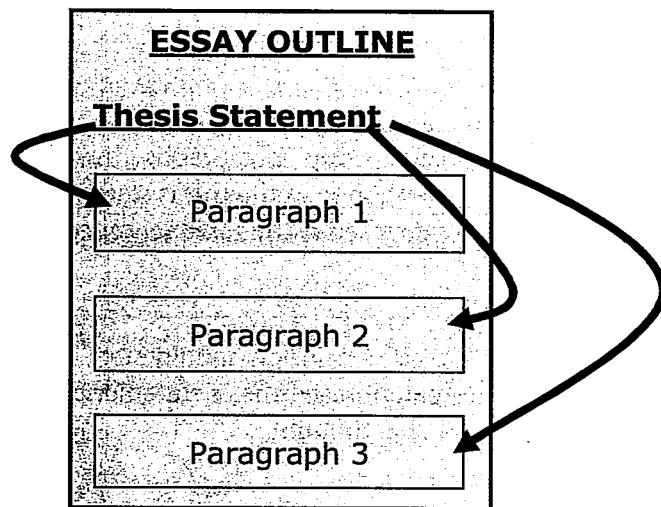
### 2. Planning – Brainstorming for ideas

Use a cluster diagram to organize your ideas. Remember to put your ideas in parallel structures.



### 3. Production – Writing your essay

Refer to your outline to develop your ideas in a logical and complete way.



### 4. Proofreading – Revising for consistency and errors

Look at your essay again and check if:

- the organization is neat with four or five paragraphs coherently connected.
- your opinion is clear and your key points are indicated in the thesis statement.
- the topic sentences have appropriately developed the key points in the thesis statement.
- the conclusion has successfully restated the thesis statement.
- there are any spelling or grammar errors to be corrected.

## II. WRITING SKILLS

### 1. Skill 1: Introduction

The Introduction serves as a 'map' of the essay, outlining to the reader your opinion and the points which you are going to make. Most introductions begin with a **general statement** that is related to the topic. The topic is then narrowed down in a **transition sentence**, which takes the reader to the specific key points indicated in the **thesis statement**.

In the introduction, the most important sentence is the **thesis statement**, which is a complete sentence that controls the contents of the entire essay. The key points that are indicated in the thesis statement help readers know how the essay will be developed. Normally, the thesis statement is the last sentence of the introduction.

Read the following and consider which one is a good thesis statement:

1. *helps people get access to the world's knowledge, communicate easily with people of many nationalities, and have more job opportunities.*

This is NOT a thesis statement because it consists of several verb phrases, not a complete sentence.

2. *Does a good command of English help people get access to the world's knowledge, communicate easily with people of many nationalities, and have more job opportunities?*

This is NOT a thesis statement either because it is a question, not a statement.

3. *In fact, a good command of English helps people get access to the world's knowledge, communicate easily with people of many nationalities, and have more job opportunities.*

This is a good thesis statement because it is a clear statement with three key points, making an essay map for the reader to know what to expect in the body paragraphs.

### What makes a good thesis statement?

A good thesis statement clearly expresses the writer's opinion and indicates the key points in a consistent pattern- that is, the key points are all noun phrases, verbs phrases, clauses, etc. A thesis statement which contains parallelism is considered a neat, clear essay map. Look at the following thesis statements:

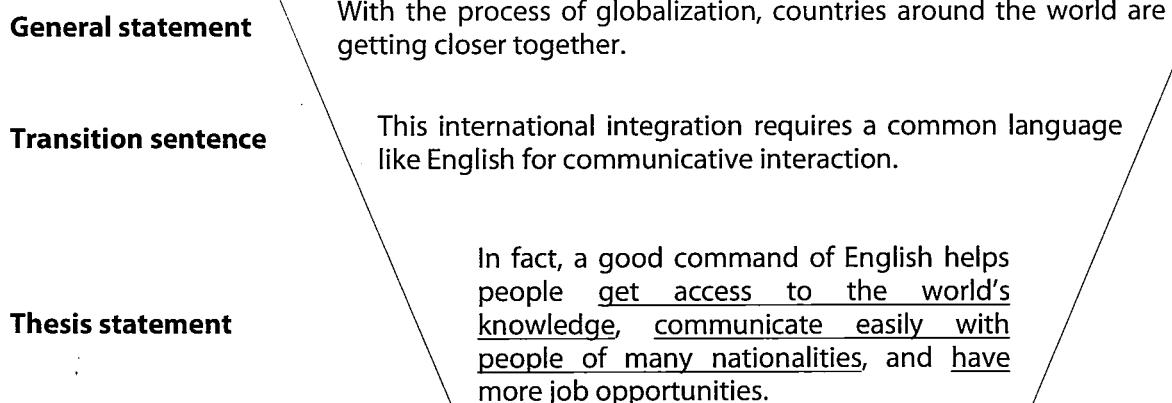
1. *In fact, a good command of English helps people get access to the world's knowledge, communicating easily with people of many nationalities, and they have more job opportunities.*
2. *In fact, a good command of English is helpful to people in many aspects of life.*
3. *Many people think that English is an important language ever.*

The first sentence is clear with the writer's opinion; however, parallelism is broken when the first point is an infinitive verb phrase, the second one is a gerund verb phrase, and the third one is a clause.

The second sentence is clear with the writer's opinion; however, no key points are indicated.

The last sentence is the weakest thesis statement because the writer's opinion is not given and no key points are indicated.

Below is a closer look at a sample introduction:



#### \* FOLLOW-UP EXERCISES

##### **Exercise 1: Write a good thesis statement for each of the following prompts.**

1. What are some problems that may occur when a large number of people immigrate to big cities? Support your position with reasons and examples taken from your reading, experience, or observations.

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2. "Striving hard for a bright future sometimes costs students a high price." Do you agree or disagree with this statement? Support your position with reasons and examples taken from your reading, experience, or observations.

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3. Discuss some disadvantages of TV commercials. Support your position with reasons and examples taken from your reading, experience, or observations.

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4. Why do people prefer to work for themselves instead of looking for a job? Support your position with reasons and examples taken from your reading, experience, or observations.

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5. "Smoking should be banned in public places." Do you agree or disagree with this statement? Support your position with reasons and examples taken from your reading, experience, or observations.

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**Exercise 2: Write an introduction for each of the following essay questions.**

1. What are some good effects of TV on children? Support your position with reasons and examples taken from your reading, experience, or observations.

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2. "All human beings on Earth are scared of living alone." Do you agree or disagree with this statement? Support your position with reasons and examples taken from your reading, experience, or observations.

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## 2. Skill 2: Body Paragraphs

After the introduction come the body paragraphs, which usually take up most of the essay. A body paragraph contains four main elements:

- **Topic sentence:** describes the focus of the paragraph
- **Support:** explanations, evidence, and/or examples that reinforce the topic sentence
- **Concluding sentence:** wraps up the ideas of the paragraph; however, it is optional.
- **Transitions and connectives:** These devices link the ideas of the paragraph with the thesis statement and the nearby paragraphs. They also link the details within the paragraph.

These four elements will be discussed in detail in the following sections.

### ❖ Topic sentence

Below are three topic sentences developed from three key points indicated in the thesis statement.

#### Thesis statement

A good command of English  
helps people get access to  
the world's knowledge,  
communicate easily with  
people of many nationalities,  
and have more job  
opportunities.

#### Topic sentences

People with English language competence can gain a great deal of information from international resources.

Fluent English speakers can have easy communication with foreigners, whether they are second or foreign language speakers.

English proficiency is a passport for job applicants to go through the door of most companies.

Pay attention to the language used in the topic sentences. The words/phrases in the topic sentences are not repeated; they are paraphrased instead.

### ❖ Support

The topic sentences alone cannot make a good development of the thesis statement. They need supporting details in the forms of explanations, evidence, and/or examples.

- Explanations should be clear to fully explain the point raised in the topic sentence.
- However, it is not enough to just explain an idea. You need to show such evidence as facts and figures, published opinions, research data, etc., to make your explanations persuasive to the reader. All evidence must be relevant to the topic, and it must be cited properly.
- To further support your points, you can also use examples from your experience, reading, or observations. Hypothetical examples (you make them up to prove your points) are also accepted if they are relevant to the points that you have raised.

Below is an analysis of a sample body paragraph:

**Topic sentence** → **People with English language competence can gain a great deal of information from international resources.** This is not difficult to understand because English is considered a global language. If we surf the Internet, we can see that the huge knowledge treasures of mankind, whether they are science and technology or social sciences and humanities, are stored in English.

**Explanation**

**Evidence**

#### ❖ Concluding sentence (optional)

It is sometimes helpful to have a concluding expression in your last sentence to signal the end of your paragraph. It can remind the reader of the main point of a paragraph, and/or leaves the reader with something to think about in relation to the topic. Consider the sample body paragraph again:

**Topic sentence**

**Concluding sentence**

**People with English language competence can gain a great deal of information from international resources.** This is not difficult to understand because English is considered a global language. If we surf the Internet, we can see that the huge knowledge treasures of mankind, whether they are science and technology or social sciences and humanities, are stored in English. ***It would be a challenge for humans to exchange or popularize information without such a world language as English.***

#### ❖ Transitions

However critical your ideas may be, they would be considered incoherent expressions if you did not use proper linking devices to connect them.

To connect your paragraphs, you should use special transitions to create an essay flow. These transitions are positioned at the beginning and the end of your paragraphs. The other connectives like referents, relative pronouns, etc., can be used to make your paragraphs a cohesive whole. Below are some examples of transitions and connectives that can help you create good connections in your essay:

- *To list different points*  
First/Firstly; Second/Secondly; Third/Thirdly, Last/Lastly, Finally, etc.
- *To contrast ideas*  
However; Even though; On the other hand; Nevertheless, etc.
- *To add more ideas*  
Another; In addition to/Additionally; Related to; Furthermore/Moreover; Also, etc.
- *To show cause and effect*  
Therefore; Thus; As a result (of...); Consequently, etc.
- *To wrap up the paragraphs*  
As we can see, As can be seen, It cannot be denied that, etc.

Now, consider the sample body paragraph one more time:

<b>Transition Referent</b>	<b>Firstly</b> , people with English language competence can gain a great deal of information from international resources. <b>This</b> is not difficult to understand because English is considered a global language. If we
<b>Example signal</b>	surf the Internet, <b>for instance</b> , we can see that the huge knowledge treasures of mankind, whether they are science and technology or social sciences and humanities, are stored in English. <b>As can be seen</b> ,
<b>Wrap-up signal</b>	it would be a challenge for humans to exchange or popularize information without such a world language as English.

## ✳ FOLLOW-UP EXERCISES

### **Exercise 1: Identify the four main elements in the following paragraphs.**

#### *a. Sample body paragraph 2*

Secondly, fluent English speakers can have easy communication with foreigners, whether they are second or foreign language speakers. In actuality, English has been used as a lingua franca (ELF), "a common means of communication for speakers of different first languages" (Vienna Oxford International Corpus of English). A typical ELF conversation may involve a Vietnamese and a Korean chatting in a coffee shop in Paris and many other similar situations. Obviously with English, people find no barrier in communication across borders.

#### *b. Sample body paragraph 3*

Thirdly, English proficiency is a passport for job applicants to go through the door of most companies. In a global economy, more and more employers have been putting English competence as a prerequisite in their job advertisements simply because they cannot communicate with their employees through body language! Without evidence of an English command, how can you gain a good position in such big multinationals as Prudential, Sony, Samsung, to name just a few? It cannot be denied that if you can use English well, the chances for you to get good job offers will be higher.

**Exercise 2: Write two body paragraphs from the following thesis statement.**

"Teamwork is highly advised in the classroom because it can shorten work time and enhance work quality."

2.a. ....

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### 3. Skill 3: Conclusion

You cannot assume that your readers see your points clearly after they have read the introduction and the body paragraphs. This is why you need to write an effective conclusion to help them get a comprehensive grasp of what you want to convey. In particular, a good conclusion:

- gives the essay a sense of completeness
- does not simply copy the thesis statement but restates it with originality
- leaves the reader with a final thought

#### ❖ Signals of essay completeness

It is helpful to have a transition at the beginning of your conclusion to signal the end of your essay. Remember to use a comma after your transitions. Following are some common transitions: *In conclusion*, *In summary*, *In short*, *In a word*, *To sum up*, *To conclude*, *To summarize*, *To wrap up*, etc.

#### ❖ Restatements

A good restatement in the conclusion does not merely copy the words of the thesis statement. It revisits the key points with paraphrased expressions. You can apply the five paraphrasing techniques presented in the summary writing section to write effective restatements.

#### ❖ Final thoughts

Before you say good-bye to your readers, give them something interesting to think about and remember. A successful final thought may be:

- **A prediction:** a possible future related to the points you have made in your essay.
- **A recommendation:** what should be done as a result.
- **A quotation:** a popular/famous saying for or against your viewpoint.
- **A rhetorical question:** normally a negative question or a tag question to emphasize your viewpoint.

Now, consider the following sample introduction and conclusion.

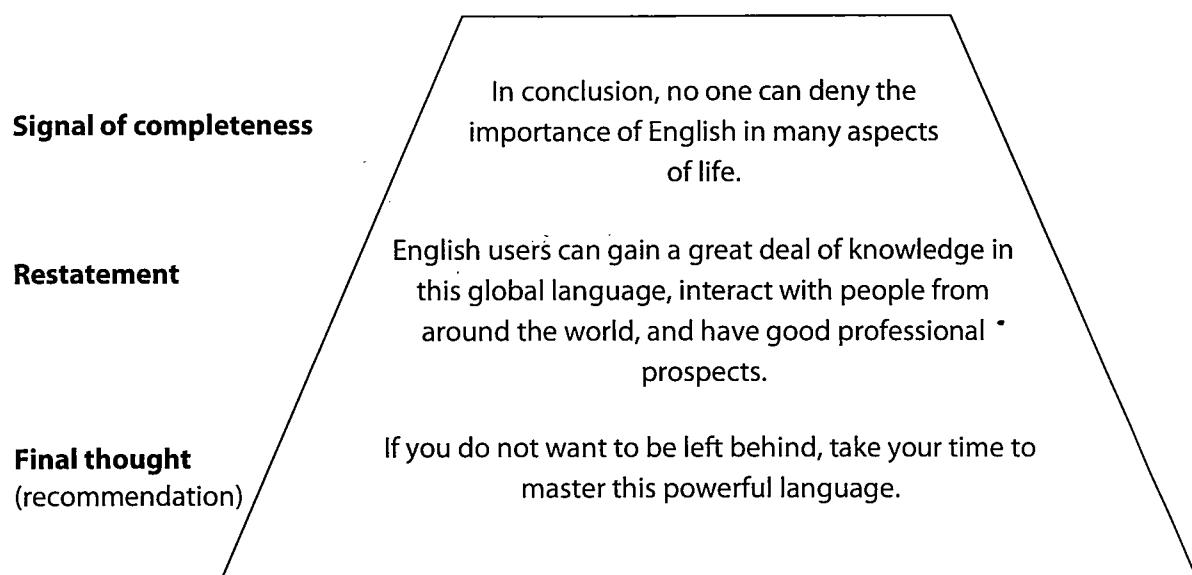
#### Introduction

With the process of globalization, countries around the world are getting closer together. This international integration requires a common language like English for communicative interaction. In fact, a good command of English helps people get access to the world's knowledge, communicate easily with people of many nationalities, and have more job opportunities.

#### Conclusion

***In conclusion***, no one can deny the importance of English in many aspects of life. English users can gain a great deal of knowledge from all corners of the globe, interact with foreigners, and have good professional prospects. If you do not want to be left behind, take your time to master this powerful language.

Below is a closer look at the sample conclusion:



#### ✳ FOLLOW-UP EXERCISE

***Write a conclusion for each introduction below.***

- 1. Introduction:** Living in society, everyone needs to communicate with others. I personally consider myself to be a pretty sociable person. I have a lot of friends, and I have spent time with them. Nevertheless, I totally agree that people need some time alone because it gives them the time they need to clear their minds and because being around people takes energy.

**Conclusion:** .....

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2. **Introduction:** Television is the most popular form of entertainment in many households. People of all ages use this medium to entertain themselves for an average of four hours a day. Thus, TV has had a tremendous influence on its viewers, especially children. Scientists now say that children can be adversely affected by constantly watching TV. This is due to the fact that they participate less in physical activities, spend less time studying, and see a world of violence that can affect their own feelings of security.

**Conclusion:** .....

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### III. LINKING THE PARTS: A COMPLETE ESSAY

#### **THE IMPORTANCE OF ENGLISH IN TODAY'S WORLD**

As a result of globalization, countries around the world are getting closer together. This international integration requires a common language like English for communicative interaction. In fact, a good command of English helps people get access to the world's knowledge, communicate easily with people of many nationalities, and have more job opportunities.

Firstly, people with English language competence can gain a great deal of information from international resources. This is not difficult to understand because English is considered a global language. If we surf the Internet, for instance, we can see that the huge knowledge treasures of mankind, whether they are science and technology or social sciences and humanities, are stored in English. As can be seen, it would be a challenge for humans to exchange or popularize information without English.

Secondly, fluent English speakers can have easy communication with foreigners, whether they are native, second, or foreign language speakers. Actually, English has been used as a lingua franca (ELF), "a common means of communication for speakers of different first languages" (Vienna Oxford International Corpus of English). A typical ELF conversation may involve a Vietnamese and a Korean chatting in a coffee shop in Paris or many other similar situations. Obviously with English, people find no barrier in communication across borders.

Thirdly, English proficiency is a passport for job applicants to go through the door of most companies. In a global economy, more and more employers have been putting English competence as a prerequisite in their job advertisements simply because they cannot communicate with their employees through body language! Without evidence of an English command, how can you gain a good position in such big multinationals as Prudential, Sony, Samsung, to name just a few? It cannot be denied that if you can use English well enough, you will have higher chances of getting good job offers.

In conclusion, no one can deny the importance of English in many aspects of life. English users can gain a great deal of knowledge from all corners of the globe, interact with foreigners, and have good professional prospects. If you do not want to be left behind, take your time to master this powerful language.

## C. WRITING PROGRESS TEST

### PART ONE

***Read the following passage and write a paragraph of about 100 words to summarize it.***

#### HOMEOWNERS ASSOCIATIONS

Purchasing or selling a home is the single most important monetary decision most people will make in their lifetimes. This is why many homeowners choose to join homeowners associations. A homeowners association is a committee of homeowners in a particular neighborhood that works to preserve the value of homes in the area and improve the neighborhood in general. Homeowners associations help protect the value of a home in a number of ways.

First, these associations protect home values by ensuring that all homes in the neighborhood are clean and well kept. The association must approve any changes to the outside of homes and has the power to force homeowners to make repairs to their homes, such as repainting the homes or fixing the damaged areas. Since homes in clean, well-kept neighborhoods sell for more money, this helps protect the value of homes.

Homeowners associations also have a considerable amount of influence with local school boards. They are able to push for more funding for schools or seek the removal of an ineffective teacher. Since people are generally willing to pay more for a home in a neighborhood with good schools, this also protects the value of homes.

Finally, homeowners associations use membership fees to beautify and improve the neighborhood. Such fees are often used to improve local parks or build new playgrounds. These sorts of improvement projects raise the value of all the homes in the neighborhood.

### PART TWO

Some people look for well-paid jobs. Others prefer to do the jobs that keep them happy. Which is your preference? Support your position with reasons and examples taken from your reading, experience, or observations.

*Write your answers here.*

**PART ONE**

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## SECTION FIVE - SPEAKING

### A. SPEAKING OVERVIEW

The Speaking section of the VNU-EPT Test measures your competence in expressing yourself in English. It includes three parts in the range of 2 to 5 minutes in length.

The total number of questions is 3, and all of the questions do not require you to have special knowledge of any subject. The first question requires you to speak about a given prompt such as a picture, a mind map, a form, etc. The second question requires you to speak about a personal experience or interest, and the last question requires you to make an argumentative presentation on a given quote, public opinion, social issue, etc.

The time allowance for the speaking section is 10 - 12 minutes, including the time you spend preparing your responses.

SPEAKING SECTION				
Speaking Parts	Question Types	Preparation Time	Speaking Time	Points Allotted
Part 1	Controlled Monologue	1 minute	1 minute	20
Part 2	Free Monologue	1.5 minutes	1.5 minutes	30
Part 3	Mini Presentation	2 minutes	3 minutes	50

## B. SKILL BUILD-UP

### I. KEY STRATEGIES

1. Be familiar with the question types and the expected responses. The question types and the format of the responses on every test are the same. Therefore, do not spend time reading the instructions when you take the test. Save the time for planning your responses.
2. Organize your responses clearly with at least three clues (part 1) or reasons (parts 2 and 3). You are required to include an overall topic sentence (parts 1 and 2) or a thesis statement (part 3) and supporting details in your responses.
3. Use transitions to make your responses cohesive and easy to follow.
4. Do not risk trying out new words or sentence structures.
5. Speak slowly and clearly. Try to avoid gap-filters like *well, uh, ah*, etc. as much as possible, because these make you sound hesitant and not interesting.

### II. SPEAKING SKILLS

#### 1. Speaking Skill 1: Speaking about a visual prompt

In Part one of the Speaking section, you are given a prompt and a question about it. The prompt may be a picture, a mind map, or an announcement. All prompts consist of four clues, and you have to cover at least three clues in your response. Use the suggested formats to plan your answers for each question type.

##### ❖ TYPE 1: Speaking about a picture

Topic sentence: The “big picture” or the main idea of your response

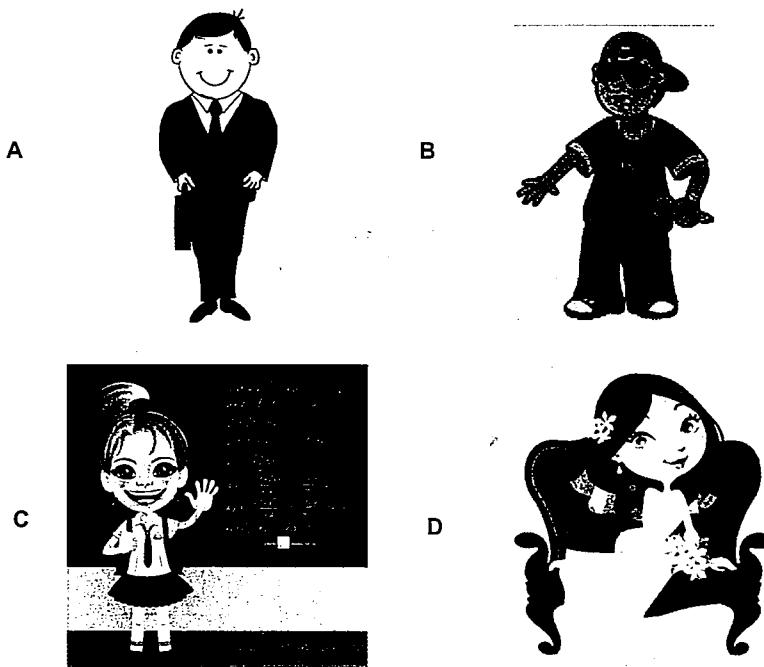
Clue 1: Transition/signpost + details

Clue 2: Transition/signpost + details

Clue 3: Transition/signpost + details

Clue 4: Transition/signpost + details

**Example:** Look at the set of pictures carefully. (1 minute)



**Question:** Who are the people and what are they wearing? (1 minute)

*Sample response:*

In this set of pictures, I can see **four people** and they are wearing **different clothes**. In picture A, there is a businessman. He is wearing a blue suit and a red tie. In picture B, there is a hip hop or rap singer. He is wearing a green cap, a red T-shirt, and blue jeans. In picture C, there is a school girl. She is wearing a white shirt, a tie, and a checked skirt. In picture D, there is a bride. She is wearing a long, white dress.

*Analysis:*

Topic sentence: In the first sentence of the response, **four people** and **different clothes** are the main ideas.

Clue 1: In picture A is a signpost; *a businessman, a blue suit, a red tie* are the details.

Clue 2: In picture B is a signpost; *a hip hop or rap singer, a green cap, a red T-shirt, blue jeans* are the details.

Clue 3: In picture C is a signpost; *a school girl, a white shirt, a tie, a checked skirt* are the details.

Clue 4: In picture D is a signpost; *a bride, a long, white dress* are the details.

❖ **TYPE 2: Speaking about a mind map**

Topic sentence: The information given in the biggest words in the mind map

Clue 1: Transition/signpost + details

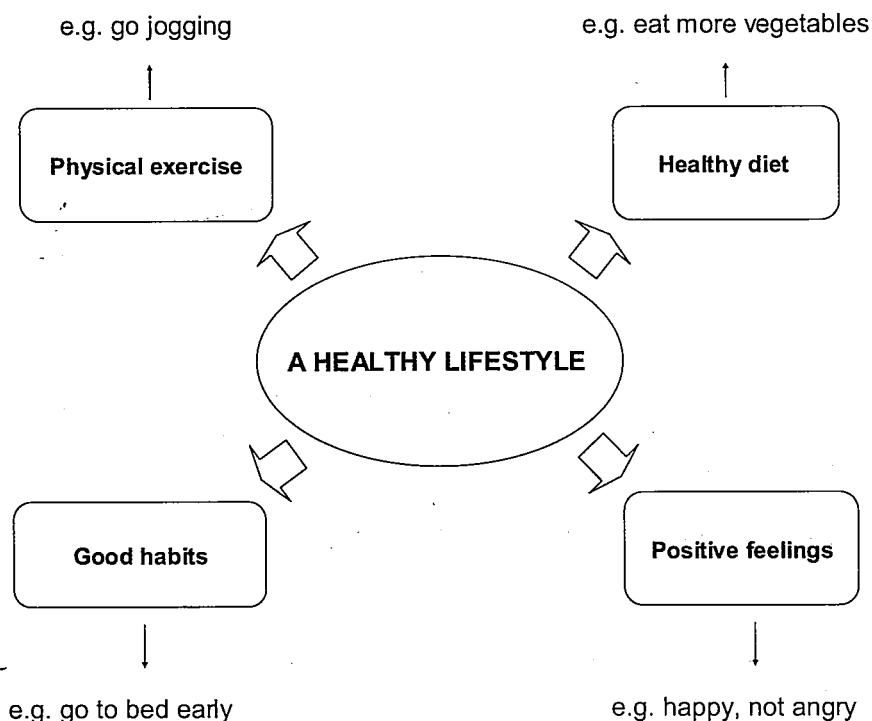
Clue 2: Transition/signpost + details

Clue 3: Transition/signpost + details

Clue 4: Transition/signpost + details

Note: You should present the information in the mind map logically rather than at random.

**Example: Look at the mind map carefully. (1 minute)**



**Question: What is the mind map about? (1 minute)**

*Sample response:*

The mind map is about **what people should do to have a healthy lifestyle**. First, they should do physical exercise. For example, they can go jogging every day. Second, they need a healthy diet with more vegetables. Third, they should have positive feelings, for example, they should feel happy, not angry. Last, they should maintain good habits like going to bed early.

*Analysis:*

Topic sentence: In the first sentence of the response, *what people should do to have a healthy lifestyle* is the main idea.

Clue 1: *First* is a transition; *physical exercise* is a key point; *go jogging* is an example.

Clue 2: *Second* is a transition; *a healthy diet* is a key point; *eat more vegetables* is an example.

Clue 3: *Third* is a transition; *positive feelings* is a key point; *feel happy, not angry* is an example.

Clue 4: *Last* is a transition; *good habits* is a key point; *go to bed early* is an example.

#### ❖ TYPE 3: Speaking about an announcement

Topic sentence: The biggest words in the announcements

Clue 1: given detail(s) + added detail(s)

Clue 2: given detail(s) + added detail(s)

Clue 3: given detail(s) + added detail(s)

Clue 4: given detail(s) + added detail(s)

Note: For this type of prompt, the clues are given in words. Therefore, you are expected to add some more details or paraphrase the information to better show your understanding. The information should be presented in a top-down order to create a logical flow. A mere repetition of the given words results in a score of 0.

**Example: Read the announcement carefully. (1 minute)**



### SUNFLOWER ENGLISH CLUB

### SINGING CONTEST

**Final Round : 3 special prices**

**Venue : Victory Hotel, 35 King Street**

**Time : 20h00 – Sunday, January 9**

**Entrance : Free**



**Question: What is the announcement about? (1 minute)**

Sample response:

The announcement is about ***a singing contest of the Sunflower English Club***. This is the final round, and there are three special prices for the best candidates. The event is held at Victory Hotel, 35 King Street. The contest begins at 20h00 on Sunday, January ninth/at 8 o'clock on Sunday evening, January ninth. Entrance to the singing contest is (for) free./ Participants/Audience do not need to buy tickets.

Analysis:

Topic sentence: In the first sentence of the response, ***the singing contest of Sunflower English Club*** is the main idea.

Clue 1: *final round, three special prices* are the given details; *the best candidates* are the added detail

Clue 2: *Victory Hotel, 35 King Street* are the given details; *The event is held at* is the added detail

Clue 3: *20h00, Sunday January 9 ninth* are the given details; *the contest begins at* is the added detail; *at 8 o'clock on Sunday evening* is the paraphrased detail

Clue 4: *Entrance free* are the given details; *to the singing contest* is the added detail; *Participants/Audience do not need to buy tickets* is the paraphrased detail

## ► FOLLOW-UP EXERCISES

**Exercise 1:** *Look at the pictures carefully. (1 minute)*



The Browns



Mr. Smith



Mary and Daisy



Mrs. Green

**Question:** *What do the people usually do at the weekend? (1 minute)*

***Plan your response here.***

Topic sentence: .....

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Clue 1: .....

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Clue 2: .....

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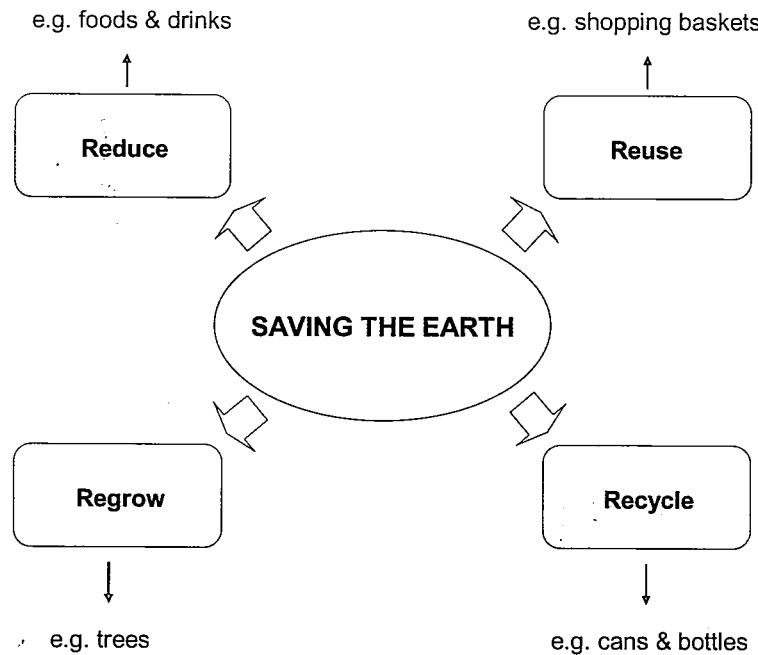
Clue 3: .....

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Clue 4: .....

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**Exercise 2:** Look at the mind map carefully. (1 minute)



**Question:** What are some ways we can save the Earth? (1 minute)

**Plan your response here.**

Topic sentence: .....

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Clue 1: .....

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Clue 2: .....

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Clue 3: .....

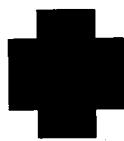
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Clue 4: .....

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**Exercise 3: Read the announcement carefully. (1 minute)**

## **SUPPORT PROGRAM (for VICTIMS of EARTHQUAKE)**



- Time : November 1 – December 23**
- Items : Money, food, clothes, blankets, tents, etc.**
- Activities : Taking care of victims, cleaning, building houses, etc.**
- Contact : John Miller (Mr.), Tel: 0679.592.564**

Question: What is the announcement about? (1 minute)

**Plan your response here.**

Topic sentence: .....

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Clue 1: .....

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Clue 2: .....

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Clue 3: .....

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Clue 4: .....

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## 2. Speaking Skill 2: Speaking about a personal interest/experience

In Part two of the Speaking section, you are asked to speak about one of your personal interests/experiences. This is an open question, and you have to rely on your own experience to respond to the question with at least three reasons and examples. Use the following format to plan your response.

**Topic sentence:** expressing the main idea of your response.

Number of reasons: .....

Reason 1: .....

Example 1: .....

Reason 2: .....

Example 2: .....

Reason 3: .....

Example 3: .....

**Concluding sentence:** restating the main idea in the topic sentence.

**Example: Speaking about a personal interest**

**Question: What is the cartoon that you love the most? Why? Give reasons and examples to support your answer. (1.5 minutes)**

*Sample response:*

Among the cartoons that I have ever watched, I love **Tom and Jerry** the most for three reasons. Firstly, there are numerous funny scenes in the cartoon. I laugh a lot when the witty Jerry plays interesting tricks on the clumsy Tom. Secondly, the cartoon gives me some life lessons. One lesson that I can learn is we must ask for help if we are not strong enough, like Jerry when he asks the dog to help him in his fight against Tom. Lastly, the cartoon shows me that enemies can become friends. I really love it when Tom and Jerry are dear friends in some episodes! For these reasons, **Tom and Jerry** is always my favorite cartoon!

*Analysis:*

**Topic sentence:** Among the cartoons that I have ever watched, I love **Tom and Jerry** the most for three reasons.

Number of reasons: 3

Reason 1: *funny scenes*

Example 1: *Jerry plays tricks on Tom.*

Reason 2: *life lessons*

Example 2: *Jerry asks the dog for help.*

Reason 3: *love-hate relationships*

Example 3: *Tom and Jerry as enemies and as friends.*

**Concluding sentence:** For these reasons, **Tom and Jerry** is always my favorite cartoon!

**Example: Speaking about a personal experience**

**Question:** What school subject do you think is the most useful for you? Why? Give reasons and examples to support your answer. (1.5 minutes)

*Sample response:*

The most useful school subject for me is **Mathematics**. There are three reasons for that. First, I use Mathematics in many areas of everyday life. A simple example is I use it to calculate the money paid for what I buy. Second, Mathematics is the basis for some other school subjects. I used Mathematics in many exercises of Physics or Chemistry when I was in high school. Third, Mathematics helps me improve my reasoning skills. I can say I'm much more logical in my decision making thanks to Mathematics. For these reasons, Mathematics is the most applicable subject for me.

*Analysis:*

**Topic sentence:** The most useful school subject for me is *Mathematics*.

Number of reasons: There are three reasons for that.

Reason 1: *for everyday life*

Example 1: *calculating money*

Reason 2: *for other school subjects*

Example 2: *Physics and Chemistry*

Reason 3: *for reasoning skills*

Example 3: *decision making*

**Concluding sentence:** For these reasons, Mathematics is the most applicable subject for me.

## ★ FOLLOW-UP EXERCISES

**Exercise 1:** Describe your dream house. Give reasons and details or examples to explain why you wish to have it.

Preparation time : 1.5 minutes  
Response time : 1.5 minutes

***Plan your response here.***

Topic sentence: .....

Number of reasons: .....

Reason 1: .....

Example 1: .....

Reason 2: .....

Example 2: .....

Reason 3: .....

Example 3: .....

Concluding sentence: .....

**Exercise 2:** Talk about a person who (has) helped you the most to become who you are today. Give reasons and details or examples to support your answer.

Preparation time : 1.5 minutes  
Response time : 1.5 minutes

***Plan your response here.***

Topic sentence: .....

Number of reasons: .....

Reason 1: .....

Example 1: .....

Reason 2: .....

Example 2: .....

Reason 3: .....

Example 3: .....

Concluding sentence: .....

### 3. Speaking Skill 3: Making an argumentative presentation

In Part three of the Speaking section, you are given a question which asks for your opinion on a given topic. This question may ask you about a quote, a public opinion, or a social issue. You are expected to give at least three reasons and examples in your response. Use the suggested format to plan your answers for each question type.

Note: A number of topics for this part will be announced before the test date.

**Introduction:** Speaker's opinion + subpoint 1 + subpoint 2 + subpoint 3 .....

Subpoint 1: .....

Reason 1: .....

Example 1: .....

Subpoint 2: .....

Reason 2: .....

Example 2: .....

Subpoint 3: .....

Reason 3: .....

Example 3: .....

**Conclusion:** Restatement of speaker's opinion.....

#### ❖ TYPE 1: Giving an argumentative presentation about a quote

"Kindness in words creates confidence. Kindness in thinking creates profoundness. Kindness in giving creates love." — Lao Tzu

Do you agree or disagree with this quote? Give reasons and details or examples to support your opinion.

Preparation time : 2 minutes

Response time : 3 minutes

*Sample response:*

In life, everyone needs encouragement, understanding and love from other people around them. These three elements come from a kind heart. Therefore, I totally agree with Lao Tzu when he said that "Kindness in words creates confidence. Kindness in thinking creates profoundness. Kindness in giving creates love."

Firstly, kind words can help us become more confident. When life treats us badly and failure keeps getting in our way, we may lose confidence little by little. When we are helpless and hopeless in this ocean of desperation, some kind words from our loved ones or our friends can help us gain back our lost confidence. I remember when I was a little

girl, I was very bad at math and during math lessons, I felt like I was a real loser. Luckily, my math teacher knew my Achilles heel and one day, when I was struggling hard with a problem, she whispered in my ear: "I do believe you can do it!" I was given more strength to get over my obstacle at last.

Secondly, kind thoughts help turn us into profound people. When we only think about ourselves, it is like we are traveling on a narrow and easy path, never knowing that the world outside is so wide and so difficult. Take the Buddha for example. We could never benefit from His profound teachings if He hadn't ventured out of His royal life and spent harsh days alone in the forest thinking about how to help mankind avoid sufferings.

Lastly, an act of giving coming from kindness surely calls for love. If we give because we have more than we actually need, the takers don't need to feel grateful because they help sharing our burden. However, when we give because our kind hearts cry over other people's pain, the feelings of the givers and the takers are reciprocal. Mother Theresa gave her life to the poor and unlucky people at the bottom of society. She deserved love and respect not only from these people but from all who knew her.

In conclusion, Lao Tzu's saying is a very meaningful one. Kindness in speech, thoughts and deeds can truly build confidence, profoundness and love.

### *Analysis*

**Introduction:** Speaker's opinion: "I totally agree with Lao Tzu..."

Subpoints: ....when he said that "Kindness in words creates confidence. Kindness in thinking creates profoundness. Kindness in giving creates love."

### **Body:**

Subpoint 1: Firstly, kind words can help us become more confident.

Reason 1: When life treats us badly .... gain back our lost confidence.

Example 1: teacher's kind words → more strength

Subpoint 2: Secondly, kind thoughts help turn us into profound people.

Reason 2: When we only think about ourselves ... so wide and so difficult.

Example 2: Buddha's kind thoughts for human sufferings → profound teachings

Subpoint 3: Lastly, an act of giving coming from kindness surely calls for love.

Reason 3: If we give .... are reciprocal.

Example 3: mother Theresa's kind actions → love from around the world

**Conclusion:** Restatement of speaker's opinion: "Kindness in speech, thoughts and deeds can truly build confidence, profoundness and love."

❖ **TYPE 2: Giving an argumentative presentation about a public opinion**

Do Nhat Nam, an eleven-year-old Vietnamese child prodigy, said in an interview that he does not like reading comic strips because his mother said comic strips are like the worms that demolish people's soul.

Do you agree or disagree with this statement? Give reasons and details or examples from your reading, experience or observations to support your points of view.

Preparation time : 2 minutes  
Response time : 3 minutes

*Sample response:*

Different people have different ways to entertain themselves, and reading is a popular way. I love reading, and I read many genres of books in my free time. I don't agree with Do Nhat Nam when he repeated his mother's statement that comic strips are like the worms that demolish people's soul. I personally think that comic strips are fun to read, inspiring, and educational if read in the right way.

First of all, no one can deny that comic strips are entertaining. The world in comic strips is filled with wonders and excitement. With simple and humorous language, comic strips can bring children and even adults moments of enjoyment. Whenever I go to a bookshop, I see a lot of children sitting here and there around the shelves of comic strips, enjoying some free reading and giggling or even laughing in their own world with the funny speeches in comic strips.

Second, comic strips are a good source of inspiration. Readers, especially young readers, are inspired by the good guys in comic strips that can help save the earth. In many countries around the world, it is perhaps not difficult to catch sight of Superman's outfit with the big red S on the chest. In addition, we are now living in a world with so many problems that we can't solve by ourselves. What would be more enjoyable than if we could turn the impossible into the possible with the help of the robotic cat Doraemon?

Last, comic strips can be used as an educational tool. The characters in comic strips are just like the people in real life, so there are always good guys and bad guys. We should select the good characters, like we select our good friends, to learn from them. In Doraemon, we not only see Nobita as a loser; we can learn lessons regarding values such as honesty, perseverance, courage, family and respect for our elders.

As we can see, the way we read comic strips decides their value. For me, comic strips are a source of entertainment, motivation and useful lessons. And I know that I'm not an exception because millions of readers around the world have a great love for comic strips.

*Analysis*

**Introduction:** Speaker's opinion: "I don't agree with Do Nhat Nam when he repeated his mother's statement that comic strips are like the worms that demolish people's soul."

Subpoints: I personally think that comic strips are fun to read, inspiring, and educational if read in the right way.

**Body:**

Subpoint 1: First of all, no one can deny that comic strips are entertaining.

Reason 1: The world in comic strips is filled with wonders.... of enjoyment.

Example 1: children read, giggle and laugh in bookshops

Subpoint 2: Second, comic strips are a good source of inspiration.

Reason 2: Readers are inspired to act like the good guys; to solve problems

Example 2: Superman and Doraemon

Subpoint 3: Last, comic strips can be used as an educational tool.

Reason 3: We should select the good characters... to learn from them.

Example 3: lessons regarding values such as honesty, perseverance... in Doraemon

**Conclusion:** Restatement of speaker's opinion: "For me, comic strips are a source of entertainment, motivation and useful lessons."

**❖ TYPE 3: Giving an argumentative presentation about a social issue**

Food safety is now one of the primary concerns of many countries around the world. What should governments and people do to protect consumers' health? Give reasons and details or examples to support your opinion.

Preparation time : 2 minutes

Response time : 3 minutes

*Sample response:*

It is a sad reality that along with technology development comes the higher risk of food poisoning when people take advantage of technology to "kill" their fellow mates for profits. Recently, the media have reported more and more cases of food poisoning. I think governments should have a tighter control of food manufacturing and publicly impose severe penalties for violations while consumers should have a better control of what they put in their mouth.

The most effective solution to food poisoning comes from better supervision over food manufacturers. When governments tighten their control, companies or corporations have to take the responsibility for keeping their production lines in good conditions. New Zealand's milk scandal in 2013 would not have caused a scare for global consumers if the dirty pipes at Fonterra had been found out under the supervision of the line management.

In case authorities alone cannot help, law makers should have strict penalties for deliberate food poisoning. This must be judged as a serious crime, not as a slight violation! There have been cases where manufacturers ignore food safety regulations if toxic preservatives and expired ingredients can increase their profits. We know about the violations when they are reported in the media. However, most penalties are just as simple as giving manufacturers a fine or closing the business. While this may serve as a

consumer alert, it does not scare other manufacturers. Owners of bad quality products must be imprisoned because they purposefully kill their customers!

At the last resort, consumers have to protect themselves. Unlabeled products are never a good choice, and products with suspicious origins or ingredients must be checked. Although not all products in supermarkets are guaranteed, they are at least safer than products from nowhere. In addition, consumers need to wash, cook and preserve food in the right way. Carefully washed vegetables and fruits can reduce the danger of pesticides, herbicides or preservatives.

To sum up, bad and harmful products have been and will always be available. To avoid health risks, we need the administration and legal control from the government as well as our own cautiousness. And while we have to be careful with what we eat, I hope that the food industry will be more responsible for a better and healthier life for its consumers.

### *Analysis*

**Introduction:** Speaker's opinion and subpoints: I think governments should have a tighter control of food manufacturing and publicly impose severe penalties for violations while consumers should have a better control of what they put in their mouth.

#### **Body:**

Subpoint 1: The most effective solution to food poisoning comes from better supervision over food manufacturers.

Reason 1: When governments tighten their control... good conditions.

Example 1: New Zealand's milk scandal in 2013

Subpoint 2: In case authorities alone cannot help, law makers should have strict penalties for deliberate food poisoning.

Reason 2: Deliberate food poisoning must be judged as a serious crime, not as a slight violation!

Example 2: Owners of bad quality products must be imprisoned

Subpoint 3: At the last resource, consumers have to protect themselves.

Reason 3: Choose labeled products and wash, cook, and preserve food properly

Example 3: Carefully washed vegetables and fruits can reduce the danger of pesticides, herbicides or preservatives

**Conclusion:** Restatement of speaker's opinion: "To avoid health risks, we need the administration and legal control from the government as well as our own cautiousness."

## \* FOLLOW-UP EXERCISES

**Exercise 1:** "To keep the body in good health is a duty. Otherwise, we shall not be able to keep our mind strong and clear." Buddha.

Do you agree or disagree with this statement? Give reasons and details or examples from your reading, experience or observations to support your points of view.

Preparation time : 2 minutes  
Response time : 3 minutes

***Plan your response here.***

**Introduction:** .....

**Body:**

Subpoint 1: .....

Reason 1: .....

Example 1: .....

Subpoint 2: .....

Reason 2: .....

Example 2: .....

Subpoint 3: .....

Reason 3: .....

Example 3: .....

**Conclusion:** .....

**Exercise 2:** In a talk with Nguyen Minh Triet, former President of Vietnam, Lee Kuan Yew, former President of Singapore, stated that "*If education wins the race, we will win in economic development.*"

Do you agree or disagree with this statement? Give reasons and details or examples from your reading, experience or observations to support your points of view.

Preparation time : 2 minutes

Response time : 3 minutes

**Plan your response here.**

**Introduction:** .....

.....

**Body:**

**Subpoint 1:** .....

.....

**Reason 1:** .....

.....

**Example 1:** .....

.....

**Subpoint 2:** .....

.....

**Reason 2:** .....

.....

**Example 2:** .....

.....

**Subpoint 3:** .....

.....

**Reason 3:** .....

.....

**Example 3:** .....

.....

**Conclusion:** .....

.....

## C. SPEAKING PROGRESS TEST

### PART ONE

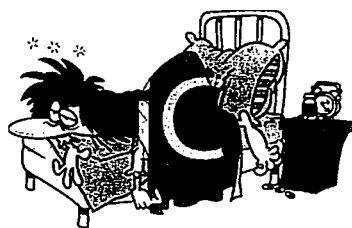
*Look at the pictures carefully. (1 minute)*



Tom



Tim



Susan



Joe

What are the people in the picture doing with their health problems? (1 minute)

### PART TWO

Describe a bad experience you had when you were a child. Give reasons and details to explain why it was a bad experience.

Preparation time : 1.5 minutes

Response time : 1.5 minutes

### PART THREE

The age of Internet users is becoming younger and younger while the contents of websites are not effectively controlled.

In your opinion, should there be an age limit for Internet users? Give reasons and details or examples from your reading, experience or observations to support your points of view.

Preparation time : 2 minutes

Response time : 3 minutes

# ACTUAL TEST

## LISTENING SECTION

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The listening section, consisting of conversations and lectures, tests your English listening skills. There are four passages and 32 questions, which are based on either stated or implied information in the passages.

Each passage will be played **twice**. The questions will follow each passage. Each question has four answer choices. Select the best answer for each question.

You may take notes while you listen and use your notes to answer the questions.

**PART ONE (20 pts) ♀ (CD 2 - Tracks 17-37)**

**Directions:** In Part 1 you will hear ten conversations between two people. After the second listening of each conversation, you will hear a question and there are four possible answers provided. Select the best answer for each question.

1. (A) Pick up her kids from the man's house.  
(B) Take her children home from school.  
(C) Go to soccer practice.  
(D) Attend a meeting with her boss.
2. (A) To ask about the coming exam.  
(B) To ask for help with her essay.  
(C) To learn how to write an essay.  
(D) To know how many questions she will answer.
3. (A) At a souvenir shop.  
(B) At a clothing store.  
(C) At a money exchange booth.  
(D) At a fitting room.
4. (A) Choose the wall paper for their living room.  
(B) Go to a meeting.  
(C) Go on a trip.  
(D) Buy some clothes and a suitcase.
5. (A) He cannot use his credit card.  
(B) His car breaks down.  
(C) He cannot see the stars.  
(D) He cannot sit or run.
6. (A) A baby sitter.  
(B) An examiner.  
(C) A social worker.  
(D) A teacher.
7. (A) Buy a more modern mobile phone.  
(B) Look for his old cell phone.  
(C) Check the calendar on his computer.  
(D) Make some appointments.
8. (A) He is a healthy man.  
(B) He often buys Brussels sprouts.  
(C) He has many good recipes for Brussels sprouts.  
(D) He knows how to cook Brussels sprouts.
9. (A) For about a week.  
(B) He has just bought it today.  
(C) For several weeks.  
(D) For a long time.
10. (A) Her cousin's education does not help him in his job.  
(B) Big companies require business degrees.  
(C) It will be hard for the man to manage his time.  
(D) The man should take four years off.

**PART TWO (20 pts) ♀ (CD 2 - Tracks 38-39)**

**Directions:** In Part 2 you will hear a conversation. After the second listening, there are six incomplete sentences and four possible options provided for each gap. Select the best option to complete each sentence.

11. The conversation is mainly about \_\_\_\_.

- (A) some crimes that people often commit
- (B) why some people are wrongly imprisoned
- (C) some prisoners with bad crimes
- (D) some reasons people go to prison

12. Eyewitnesses can \_\_\_\_.

- (A) report accurate information
- (B) intentionally tell what they did not see
- (C) give a wrong identification
- (D) be attacked in the dark

13. People may talk against themselves in all the following cases **EXCEPT** when \_\_\_\_.

- (A) they are frightened
- (B) they do not understand what they are saying
- (C) they are promised to be set free
- (D) they are forced by the police

14. In one example of police misconduct, the police \_\_\_\_.

- (A) caused an accident for the victim
- (B) destroyed the evidence purposefully
- (C) unintentionally erased what could prove the man was innocent
- (D) behaved badly with the lawyers

15. A lawyer can send an innocent person to prison if he or she \_\_\_\_.

- (A) does not understand law well
- (B) does not work well
- (C) can only see that person in court
- (D) cannot find any evidence

16. Laura Chang might agree that a lawyer should \_\_\_\_.

- (A) work hard for his or her clients
- (B) never miss any evidence
- (C) accompany his or her clients to court
- (D) work well in court

**PART THREE** (28 pts) ♫ (CD 2 - Tracks 40-41)

**Directions:** In Part 3 you will hear a talk. After the second listening, there are eight questions. Select the best answer for each question.

17. What is the talk mainly about?

- (A) The history of Hawaii.
- (B) Native Hawaiians.
- (C) Languages spoken in Hawaii.
- (D) Immigrants to Hawaii.

18. Which of the following is mentioned about Hawaii?

- (A) It has many tribal cultures.
- (B) It became part of the U.S. in the mid-20<sup>th</sup> century.
- (C) It is a favorite destination for European newly-weds.
- (D) It has mysterious immigrants.

19. Who was the first person to discover that native Hawaiians are not really native?

- (A) An explorer from New Zealand.
- (B) A cook from Tahiti.
- (C) A captain from England.
- (D) A tourist from Europe.

20. What can be inferred about the native Hawaiian language?

- (A) It is more or less the same as English.
- (B) It exactly originated from Tahiti.
- (C) Its origin has not been scientifically verified.
- (D) It is more difficult than other Polynesian languages.

21. When did the first immigrants supposedly reach Hawaii?

- (A) After 400 B.C.
- (B) Around 400 A.D.
- (C) In 1300.
- (D) Around 400 B.C.

22. What was **NOT** a material probably used by earlier immigrants to build boats?

- (A) Tree trunks.
- (B) Tree sap.
- (C) Coconut fibers.
- (D) Coconut leaves.

23. How could early immigrants travel long distances?

- (A) They made canoes with simple engines.
- (B) They made stable boats from two tree trunks.
- (C) They made their boats stable with more coconut fibers.
- (D) They doubled the tree sap to secure all the holes.

24. What is likely to be true about the early immigrants to Hawaii?

- (A) They attended classes of navigation.
- (B) They were good at measuring distances.
- (C) They never got lost in the sea.
- (D) They relied on nature to find directions.

**PART FOUR (32 pts) ♀ (CD 2 - Tracks 42-43)**

**Directions:** In Part 4 you will hear part of a lecture. After the second listening, there is a summary of the lecture with eight gaps. Select the best option for each gap to complete the summary.

The professor gives a (25) \_\_\_\_\_ of the Product Life Cycle. He begins with Product Design – the first and most important phase of the cycle. In this phase, it is the designers who decide the (26) \_\_\_\_\_ of recycling later.

The second stage of the Cycle is (27) \_\_\_\_\_. This stage involves mining minerals such as coal, gold, iron or copper and harvesting which includes cutting down trees or fishing. Money costs, extra costs such as pollution, and renewability of (28) \_\_\_\_\_ are the issues that need to be considered.

The third stage, Materials Processing, is where raw materials are turned into a usable form in manufacturing, for example, trees must be changed into paper. The use of chemical processes in this stage can lead to dangerous waste production.

The fourth stage, Manufacturing, is the most costly stage in terms of costs, energy and (29) \_\_\_\_\_. In fact, manufacturing could be reduced considerably if the process were organized better.

Packaging, the fifth stage, can be criticized if done (30) \_\_\_\_\_. However, it should be remembered that this stage has multiple purposes like maintaining freshness and hygiene and giving information about items.

Distribution, the sixth stage, involves transportation and energy consumption which leads to (31) \_\_\_\_\_.

Using products, the seventh stage, is advised to be done in a proper way to limit early replacements and waste, which is the last stage of the Cycle – Disposal.

In fact, this stage involves one more stage, reusing and recycling products. This is when more (32) \_\_\_\_\_ of products can be extracted.

25. (A) detailed description  
(B) brief overview  
(C) short review  
(D) thorough analysis

26. (A) possibility  
(B) process  
(C) technical feasibility  
(D) success

27. (A) Product Manufacturing  
(B) Productive Manufacturing  
(C) Materials Acquisition  
(D) Materials Activation

28. (A) resources  
(B) minerals  
(C) energies  
(D) man power

29. (A) machinery  
(B) pollution  
(C) profit  
(D) waste

30. (A) expensively  
(B) excessively  
(C) carelessly  
(D) unsuccessfully

31. (A) the disappearance of oil stocks  
(B) more kinds of greenhouse gases  
(C) climate change  
(D) more means of transport

32. (A) value  
(B) categories  
(C) qualities  
(D) life cycles

## READING SECTION

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The reading section tests your English reading skills. This section includes four reading passages and forty questions. Each question has four answer choices. Select the best answer choice. You have sixty minutes to complete this section of the test.

The first passage tests your grammar and vocabulary.

The last three passages test your comprehension of the passages.

You may take notes and use your notes to answer the questions.

**PART ONE (40 pts)**

**Read the passage carefully.**

## THE BIRTH OF THE PENNY BAZAAR

- 1 From the open market in Leeds, Michael Marks moved to its covered market hall, (33) \_\_\_\_\_ had the advantage of giving protection against the weather and of being open for trading throughout the week. Here he soon introduced an innovation which was to be of **fundamental** importance to the development of his business. He divided his stall into two sections and placed all those items costing a penny in one section and all those costing more in (34) \_\_\_\_\_, where the prices were individually marked. Above the penny section hung a board with the words: 'Don't Ask the Price. It's a Penny.'
- 2 This proved to be one of the most successful advertising slogans (35) \_\_\_\_\_. It was not only **striking**, simple and easily understood, it also answered a genuine popular need. Michael Marks's customers came from the working-class, then largely illiterate and keen to satisfy their domestic needs at a low price; the combination of open display, easy **inspection** and a fixed price made shopping easy and (36) \_\_\_\_\_ for them. 'Don't Ask the Price. It's a Penny.' quickly proved so popular that Michael Marks adopted the principle of the fixed price on all his stalls, and from that moment on he sold nothing that cost more than a penny.
- 3 (37) \_\_\_\_\_ success of this new way of selling was extremely important for the development of the business. It proved not only to be convenient to the customer; it was also extremely convenient to the stall owner. Michael Marks never kept any accounts or conducted his business operation by mental arithmetic; **adopting** a single fixed price of a penny (38) \_\_\_\_\_ his calculations much simpler. This element of operational simplicity was to become a central feature of the business. It was, in fact, a revolution: Michael Marks had discovered and put into practice two simple ideas – self-selection and self-service – which were to become **principles** in selling in the second half of the twentieth century.
- 4 In shops at that time, which were often small and dark, it was still usual (39) \_\_\_\_\_ goods in drawers under the counter or on shelves behind it. You had to ask for everything before you even saw if it was there. However, many people were shy of going into shops; sometimes they even avoided it in case they showed their **ignorance** or for fear that shopkeepers or shop assistants (40) \_\_\_\_\_ look down on them or exploit them. This did not happen when people came to Michael Marks's shop. They could walk around Michael's penny bazaar without being pushed to buy. They were **at ease**.



- 5 The adoption of fixed prices had another **far-reaching** effect. It meant that Michael Marks had to search (41) \_\_\_\_\_ as wide a variety of goods as possible, that could be sold for a penny; as a result, he had to accept that the profit on each item would be low and **make up for** this by selling (42) \_\_\_\_\_ possible.

**Task 1: Choose the best option A, B, C, or D for each gap.**

- |                          |                       |                        |                         |
|--------------------------|-----------------------|------------------------|-------------------------|
| 33. (A) that             | (B) which             | (C) what               | (D) it                  |
| 34. (A) other sections   | (B) other             | (C) another one        | (D) the other           |
| 35. (A) ever invented    | (B) are ever invented | (C) are ever inventing | (D) being ever invented |
| 36. (A) convenient       | (B) convenience       | (C) conveniently       | (D) convene             |
| 37. (A) A                | (B) An                | (C) The                | (D) Ø (no article)      |
| 38. (A) makes            | (B) is making         | (C) made               | (D) was making          |
| 39. (A) to have kept     | (B) to be kept        | (C) for keeping        | (D) to keep             |
| 40. (A) may              | (B) might             | (C) should             | (D) will                |
| 41. (A) at               | (B) in                | (C) for                | (D) up                  |
| 42. (A) as many items as | (B) more items than   | (C) so many items as   | (D) the most items as   |

**Task 2: Choose the best option A, B, C, or D for each gap.**

- |  |  |
|--|--|
| 43. The word <b>hall</b> in paragraph 1 is closest in meaning to _____.        | 45. The word <b>striking</b> in paragraph 2 is closest in meaning to _____.  |
| (A) narrow passage<br>(B) building<br>(C) event place<br>(D) lobby             | (A) abnormal<br>(B) modest<br>(C) comfortable<br>(D) noticeable  |
| 44. The word <b>fundamental</b> in paragraph 1 is closest in meaning to _____. | 46. The word <b>inspection</b> in paragraph 2 is closest in meaning to _____.  |
| (A) primary<br>(B) slight<br>(C) extra<br>(D) average                          | (A) a search for mistakes<br>(B) an effort to find problems<br>(C) a close look at something<br>(D) an examination of legal issues |

47. The word **adopting** in paragraph 3 is closest in meaning to \_\_\_\_.

- (A) choosing to take up something
- (B) raising another person's child
- (C) changing something to suit one's need
- (D) changing oneself to suit others

48. The word **principles** in paragraph 3 is closest in meaning to \_\_\_\_.

- (A) methods
- (B) rules
- (C) calculations
- (D) obligations

49. The word **ignorance** in paragraph 4 is closest in meaning to \_\_\_\_.

- (A) false information
- (B) wrong choice
- (C) lack of knowledge
- (D) bad taste

50. The phrase **at ease** in paragraph 4 is closest in meaning to \_\_\_\_.

- (A) nervous
- (B) happy
- (C) convenient
- (D) comfortable

51. The phrase **far-reaching** in paragraph 5 is closest in meaning to \_\_\_\_.

- (A) widely influential
- (B) remote
- (C) unimportant
- (D) minimal

52. The phrase **make up for** in paragraph 5 is closest in meaning to \_\_\_\_.

- (A) choose
- (B) compensate for
- (C) gain more of
- (D) feel content with

**PART TWO (14 pts)**

*Read the passage carefully.*

- 1 The Arctic in the north and the Antarctic in the south are at opposite ends of the planet, but they are similar in many ways. Both are lands of ice and snow where the temperature in the winter can be so low that your skin can freeze in seconds. It can be as low as -80°C. Very few animals are able to survive these conditions, but there are **some** that can, both in the north and in the south.
- 2 The Arctic has more plants and animals than the Antarctic, including polar bears, the largest bear in the world. In the south, there are no land animals because of the extreme cold, but there are penguins and other sea animals that live on or near the coast although both in the north and the south the ocean is frozen for much of the year.
- 3 One more difference between the Arctic and the Antarctic is the human population. In parts of the Arctic, there are towns and villages. **Greenland**, for example, the largest island in the world, has a population of 55,000 people. Many of these people work in fishing. They have a difficult life. There are not many roads between towns and villages, so people travel by snowmobile or with dogs. From November to January it is dark for 24 hours a day, but from May to July there are 24 hours of daylight. In the Antarctic, there are no normal towns and villages. Only scientists live there all year round, in special buildings called "stations." They study the sea animals and learn about the history of the world's climate by studying the weather and the ice. It is a hard place to live, especially in winter, but many of **them** love it there and return again and again.

**Choose the best option A, B, C, or D.**

**53.** What is the main idea of the passage?

- (A) Harsh living conditions in the Arctic and the Antarctic.
- (B) Similarities and differences between the Arctic and the Antarctic.
- (C) Plants and animals in the Arctic and the Antarctic.
- (D) Why visitors return to the Arctic and the Antarctic again and again.

**54.** What does the word **some** in paragraph 1 refer to?

- (A) conditions
- (B) lands
- (C) animals
- (D) ice and snow

**55.** According to paragraph 1 and paragraph 2, what is TRUE of the Arctic and the Antarctic?

- (A) The Arctic can be as cold as -80°C, but the Antarctic is not.
- (B) There are land animals in the Antarctic, but there are not any in the Arctic.
- (C) There is more life in the Arctic than in the Antarctic.
- (D) Penguins live both in the Arctic and the Antarctic.

**56.** According to paragraph 3, how do people in the north travel around?

- (A) They use animal force.
- (B) They build roads.
- (C) They ski on the snow.
- (D) They use boats to reach islands.

**57.** Why does the writer mention **Greenland** in paragraph 3?

- (A) To describe how large the island is.
- (B) To exemplify a populated place.
- (C) To indicate that the Arctic has the largest island in the world.
- (D) To calculate the number of fishermen there.

**58.** What does the word **them** in paragraph 3 refer to?

- (A) buildings
- (B) stations
- (C) scientists
- (D) sea animals

**PART THREE (20 pts)**

***Read the passage carefully.***



- 1 Let children learn to judge their own work. A child learning to talk does not learn by being corrected all the time: if corrected too much, he/she will stop talking. He/She notices a **thousand times** a day the difference between the language he/she uses and the language those around him/her use. Bit by bit, he/she makes the necessary changes to make his/her language like other people's. In the same way, children learning to do all the other things they learn to do without being taught – to walk, run, climb, whistle, ride a bicycle – compare their own performances with those of more skilled people and slowly make the needed changes. However, in school we never give a child a chance to find out his/her mistakes for himself/herself, let alone correct them. We do it all for him/her. We act as if we thought that he/she would never notice a mistake unless it was pointed out to him/her or correct it unless he/she was made to. Soon he/she becomes dependent on the teacher. Let him/her do it himself/herself with some guidance. Let him/her work out, with the help of other children if he/she wants it, what this word says, what the answer is to that problem, whether this is a good way of saying or doing this or not.
- 2 If it is a matter of right answers, as it may be in mathematics or science, give him/her the answer book. Let him/her correct his/her own papers. Why should we teachers waste time on such routine work? Our job should be to help the child when he/she tells us that he/she cannot find the way to get the right answer. Let us end all this nonsense of grades, exams, and marks. Let us throw **them** all out, and let the children learn what all educated persons must someday learn, how to measure their own understanding and how to know what they know or do not know.
- 3 Let them get on with this job in the way that seems most sensible to them, with our help as school teachers if they ask for it. The idea that, in a world as complicated and rapidly changing as ours, there is a body of knowledge to be learnt at school and used for the rest of one's life is nonsense. Anxious parents and teachers say, 'But suppose they fail to learn something essential, something they will need to get on in the world?' Do not worry! If it is essential, they will go out into the world and learn it.

**Choose the best option A, B, C, or D.**

**59.** The passage is mainly about \_\_\_\_\_.

- (A) helping children learn through corrections
- (B) children's ability to learn by observing
- (C) how to help children learn by themselves
- (D) why teachers should never correct children's mistakes

**60.** The writer uses the phrase **a thousand times** in paragraph 1 in order to \_\_\_\_\_.

- (A) emphasize the frequency of the child's observations
- (B) indicate the number of the child's notices in a day
- (C) illustrate the numerous differences between a child and other people
- (D) suggest a big difference between a child's language and adults' language

**61.** It can be inferred from paragraph 1 that if a student submits an essay, the teacher should \_\_\_\_\_.

- (A) correct the grammatical and spelling mistakes
- (B) return it after circling or underlining the mistakes and ask for a second draft
- (C) criticize him or her if there are mistakes
- (D) ask another student to correct it

**62.** According to paragraph 1, a child adjusts his or her language by \_\_\_\_\_.

- (A) observing how other people talk
- (B) being corrected when he/she makes a mistake in his/her statements
- (C) repeating words so many times
- (D) being pointed out the differences in his/her language and others'

**63.** According to paragraph 2, \_\_\_\_ is the best way to help students learn.

- (A) giving grades
- (B) organizing exams
- (C) offering routine help
- (D) encouraging self-correction

**64.** The word **them** in paragraph 2 refers to \_\_\_\_\_.

- (A) children
- (B) grades, exams, and marks
- (C) educated persons
- (D) teachers

**65.** According to paragraph 3, the writer believes that \_\_\_\_\_.

- (A) children will know what they should learn for themselves
- (B) parents and teachers should guide children what they should learn
- (C) parents and teachers should be anxious if children fail to learn something essential
- (D) children learn when we give them jobs to do

**PART FOUR (26 pts)**

*Read the passage carefully.*

- 1 Carbon dioxide and other naturally occurring gases in the earth's atmosphere create a natural greenhouse effect by trapping and absorbing solar radiation. These gases act as a blanket and keep the planet warm enough for life to survive and flourish. The warming of the earth is balanced by some of the heat escaping from the atmosphere back into space. Without this compensating flow of heat out of the system, the temperature of the earth's surface and its atmosphere would rise steadily.
- 2 Scientists are increasingly concerned about a human-driven greenhouse effect resulting from a rise in atmospheric levels of carbon dioxide and other heat-trapping greenhouse gases. A major contributing factor is the burning of large amounts of fossil fuels - **coal, petroleum, and natural gas**. Another is the destruction of the world's forests, which reduces the amount of carbon dioxide converted to oxygen by plants. Emissions of carbon dioxide and other gases from human activities will enhance the greenhouse effect, causing the earth's surface to become warmer.
- 3 There is considerable agreement within the scientific community that the buildup of greenhouse gases is already causing the earth's average surface temperature to rise. According to the World Meteorological Organization, the earth's average temperature climbed about 1 degree F in the past century, and nine of the ten warmest years on record have occurred since 1990. A United Nations panel has predicted that average global temperatures could rise as much as 10.5 degrees F during the next century as heat-trapping gases from human industry accumulate in the atmosphere.
- 4 What are the potential impacts of an enhanced greenhouse effect? According to estimates by an international committee, North American climatic zones could shift northward by as much as 550 kilometers (340 miles). Such a change in climate would likely affect all sectors of society. In some areas, heat and moisture stress would cut crop yields, and traditional farming practices would have to change. For example, in the North American grain belt, higher temperatures and more frequent drought during the growing season might require farmers to switch from corn to wheat and to use more water for irrigation.
- 5 Global warming may also cause a rise in sea level by melting polar ice caps. A rise in sea level would speed up coastal erosion and flood islands and low-lying coastal areas, some of **which** are densely populated. Millions of acres of coastal farmlands would be covered by water. Furthermore, the warming of seawater will cause the water to expand, thus adding to the potential danger.



6 Global warming has already left its fingerprint on the natural world. Two research teams recently reviewed hundreds of published papers that tracked changes in the range and behavior of plant and animal species, and they found ample evidence of plants blooming and birds nesting earlier in the spring. These studies are hard evidence that the natural world is already responding dramatically to climate change even though the change has just begun. If global warming trends continue, changes in the environment will have an enormous impact on world biology.

**Choose the best option A, B, C, or D.**

66. What is the passage mainly about?

- (A) Greenhouse gases as causes of global warming
- (B) Causes and effects of global warming
- (C) Consequences of the greenhouse effect
- (D) Impacts of human activity on global warming

67. The author mentions **coal, petroleum, and natural gas** in paragraph 2 in order to \_\_\_\_\_.

- (A) give some examples of fossil fuels
- (B) explain why they contribute to global warming
- (C) indicate that they are still available in large amounts
- (D) suggest that they may trap heat

68. Which sentence below best expresses the idea of the highlighted sentence in paragraph 3?

- (A) According to most scientists, our global community emits more and more greenhouse gases.
- (B) Some scientists have successfully researched on the relationship between the greenhouse gases and global warming.
- (C) Scientists considerably agree that the building of greenhouses affects the earth's average temperature.
- (D) Most scientists believe that the Earth is warmer now due to the accumulation of greenhouse gases in the atmosphere.

69. In paragraph 4, which of the following is **NOT** mentioned as a possible consequence of the greenhouse effect?

- (A) The change of crops
- (B) The need for more watering
- (C) The reduction of productivity
- (D) The irrigation frequency

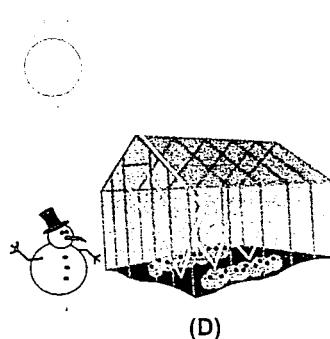
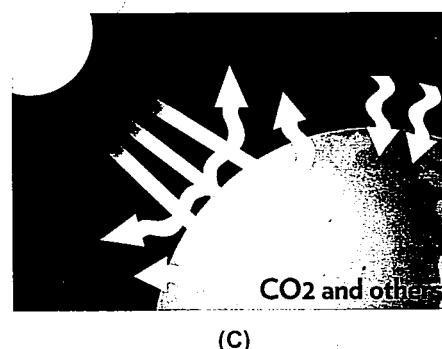
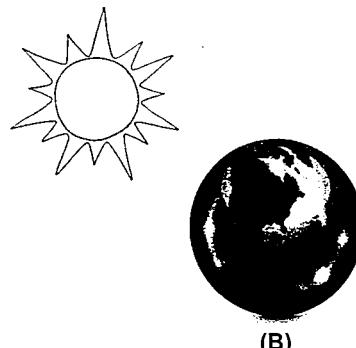
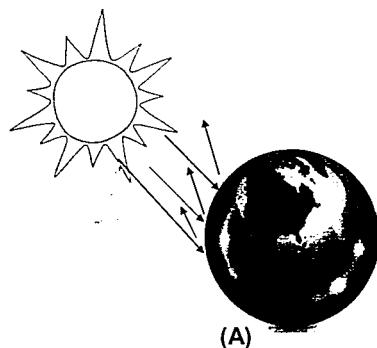
70. The word **which** in paragraph 5 refers to \_\_\_\_\_.

- (A) polar ice caps
- (B) islands and low-lying coastal areas
- (C) acres
- (D) farmlands

71. Which of the following can be inferred from paragraph 6 about one of the impacts of global warming?

- (A) Winter has been proved to be shorter now.
- (B) Plants and animals benefit from climate change.
- (C) Plants grow faster.
- (D) Birds prefer to nest earlier than normal.

72. Look at the pictures below carefully. Which picture best expresses the information in paragraphs 1 and 2 about the greenhouse effect and global warming?



## WRITING SECTION

---

The writing section tests your English writing skills. There are two parts in this section.

**Part One:** You have 5 minutes to read a passage and 20 minutes to write a paragraph summarizing the passage. You may take notes while you are reading and use your notes to write your summary.

**Part Two:** You have 35 minutes to plan and write an essay on a given topic.

**PART ONE: SUMMARY WRITING (40 pts)**

*Read the passage carefully and take notes.*

**EFFECTIVE HIV PREVENTION AND CONTROL PROGRAMS**

HIV infections have reached epidemic proportions in many developing nations around the world. Access to cheap, effective drug treatments has made it possible to live a longer, more active life with HIV. However, the key to controlling the spread of the virus is establishing prevention and control programs. These programs are considered effective if they meet the following requirements.

In the first place, effective HIV prevention programs must include an education program about the disease that reaches large sections of the population, especially high-risk sections of the population. These high-risk sections include drug users and people who work in sex-related businesses. Furthermore, that education program must emphasize practical ways in which people can reduce their risks of passing HIV. In fact, the spread of HIV can be limited if people are warned to avoid direct contact with the blood or body fluid of someone who is infected with the virus, or infected mothers are advised not to have babies.

In the second place, effective HIV control programs must maintain substantial funding. Supporting HIV patients is a costly and time-consuming effort because there is no cure for HIV/AIDS, but a variety of drugs can be used in combination to control the virus. Normally, it is best to combine at least three drugs from two different classes. Prices of these drugs are high, and patients have to take them regularly. Many programs worldwide receive large grants when they begin their operations, but these grants are not followed by sustained funding. In order to be effective, HIV programs need to receive a stable level of funding over many years.

In the last place, these programs are effective when they can create an atmosphere of acceptance for those living with the virus. In many parts of the world, individuals with HIV are not given opportunities to fully socialize with other people or are even separated from the rest of society. This encourages individuals with the virus to keep their disease secret, making it more likely they will infect others. In addition, it discourages people who believe they might have the virus from getting tested. These problems can only be solved by creating an atmosphere where HIV patients are accepted rather than rejected.

*Write a paragraph of about 100-150 words to summarize the passage above.*

**PART TWO: ESSAY WRITING (60 pts)****Question**

Some people attend a Master's program right after their university graduation. Others prefer to work for a period of time before pursuing their graduate education. Which is your preference?

Support your position with reasons and examples taken from your reading, experience, or observations.

*On your answer sheet, write an essay of about 300 words to develop your point of view.*

## SPEAKING SECTION

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The three-task speaking section tests your English speaking skills.

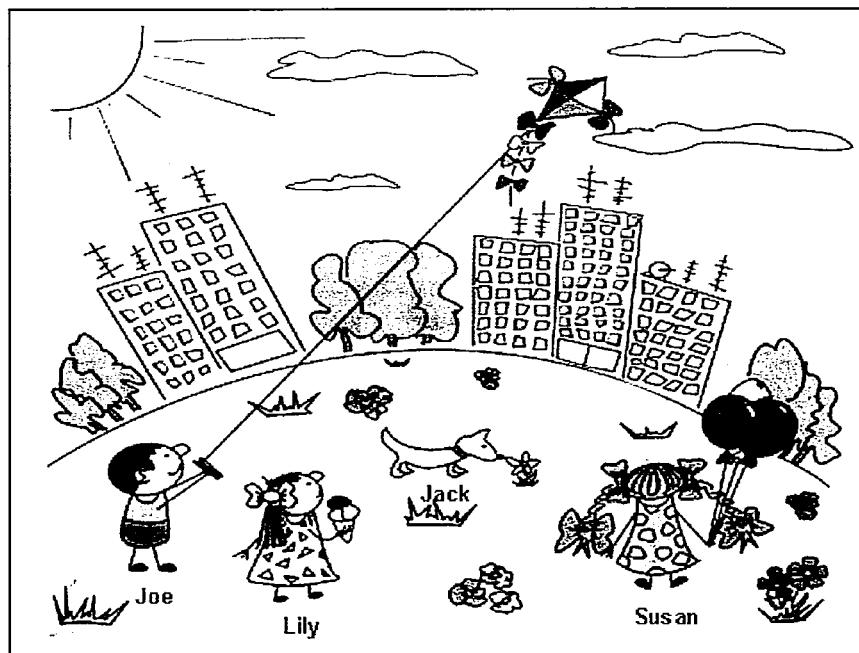
**Part One:** You are given a visual prompt, such as a picture, a mind map, or a form, and a question about the prompt. You have one minute to prepare a one-minute response. Include at least THREE main points in your response.

**Part Two:** You are asked to talk about a personal experience or interest. You have one and a half minute to prepare a one-and-a-half minute response. Be sure to include reasons and examples to support your answer. Include at least THREE main points in your response.

**Part Three:** You are asked to give your opinion about a quote, a public opinion, or a social issue. You have two minutes to prepare a three-minute argumentative presentation. Include reasons and examples in your response. Include at least THREE main points in your response.

## PART ONE: SPEAKING ABOUT A VISUAL PROMPT (20 pts)

*Look at the picture carefully. (1 minute)*



Where are the kids and the dog? What is the weather like and what are they doing there?  
(1 minute)

## PART TWO: SPEAKING ABOUT A PERSONAL EXPERIENCE/INTEREST (30 pts)

*Preparation time : 1.5 minutes*

*Response time : 1.5 minutes*

Which famous athlete do you admire? Why do you admire him or her? Give reasons and details or examples to support your opinion.

## PART THREE: MAKING AN ARGUMENTATIVE PRESENTATION (50 pts)

*Preparation time : 2 minutes*

*Response time : 3 minutes*

Some governments have issued a ban on smoking in public places. However, it is not difficult to catch sight of smokers in some places that are not permitted by law.

In your opinion, why is such a ban not as effective as it should be? Give reasons and examples from your reading, experience or observations to support your point of view.

# ANSWER KEY

## PRE-TEST

### LISTENING SECTION

- |      |       |       |       |       |
|------|-------|-------|-------|-------|
| 1. D | 8. A  | 15. C | 22. C | 29. C |
| 2. C | 9. D  | 16. D | 23. A | 30. D |
| 3. B | 10. B | 17. C | 24. D | 31. C |
| 4. A | 11. B | 18. B | 25. B | 32. A |
| 5. B | 12. A | 19. A | 26. C |       |
| 6. B | 13. C | 20. D | 27. A |       |
| 7. C | 14. D | 21. B | 28. D |       |

### READING SECTION

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 33. D | 41. D | 49. C | 57. C | 65. C |
| 34. C | 42. D | 50. C | 58. C | 66. D |
| 35. B | 43. A | 51. B | 59. B | 67. B |
| 36. A | 44. D | 52. D | 60. C | 68. C |
| 37. B | 45. C | 53. C | 61. D | 69. D |
| 38. A | 46. D | 54. A | 62. B | 70. C |
| 39. B | 47. A | 55. D | 63. A | 71. A |
| 40. C | 48. B | 56. B | 64. C | 72. B |

### WRITING SECTION

#### *Suggested answers*

#### PART ONE

Television may play an important role in educating children, but its negative influences are really worrying. First, children's attitudes and behavior have been changed due to strong influence from television, which has been increasingly replacing traditional roles of families, schools and religious institutions. Second, children may become more aggressive owing to the violent scenes they watch. Third, children are susceptible to unhealthy foods as a result of advertising on TV. Fortunately, these drawbacks of television viewing can be prevented if parents limit their children's daily watching time to one hour.

#### PART TWO

Imagine attempting a task dozens of times, failing each time to accomplish it. No matter how hard you try, you cannot improve. To some people, these experiences are not failures; instead, they are steps that take us to success. But what if, as in the example above, countless failures end with a

poor result? To me, it is not failures themselves that lead to success, but rather a combination of natural ability, persistence, and even luck.

First, there are more chances that success comes from natural ability. At age seven, swimming came easily to me. When shown the correct techniques for strokes, turns, and starts, I was able to employ them much quicker than many of my teammates. In fact, within a few months, I was swimming faster than some kids who were on the team for a few years. They had "failed" many times, but it didn't seem to help them understand the techniques or to come up with better strategies. I "failed" just a few times that first year, but my times were better. My natural ability helped me to achieve more in comparison with their numerous failures.

Persistence has also been a factor in my success. For the past eight years, I have attended practice at least three days a week, with a short break between each of two seasons. I swim at least 300 days a year. This persistence has allowed me to improve both technique and speed. In comparison, those who don't continue to practice frequently and find ways to swim better and faster don't make the times I do. On my old team, we practiced for an hour and a half, three days a week, forty weeks a year. On my new team, practice is five days a week for two hours, and we have just four weeks off a year. This new practice schedule has helped me to take seconds off every time, and my new team as a whole performs better than the old one.

Luck is also a factor in success. I once won a regional meet because my competitor, who was one hundredth of a second ahead, made an error and was disqualified. Another time, a competitor was sick on the day of the meet and didn't swim his best time (which would have beaten me). My successes at those meets involved, at least in part, luck.

In conclusion, failures are just one factor that results in success. The more important factors are natural ability, persistence, and luck. Without them, people certainly have great difficulties achieving what they want.

## SPEAKING SECTION

### ***Suggested answers***

#### **PART ONE**

All of John's family members are at home and they are doing different things. His mother is vacuuming the floor and his younger sister is helping around, cleaning the lamp. His father is ironing clothes. His grandparents are watching TV together. John is studying.

#### **PART TWO**

The most memorable event that I have ever attended is the Cultural Festival in my hometown two years ago. I will always remember it for three reasons. First, it is the biggest exchange of cultures in my country. Delegates from many countries attended the Festival and introduced their cultures in many special performances. Second, my hometown was decorated the most beautifully ever during the time of the Festival. I was excited to see the flowers, posters and paintings everywhere. Third, the Festival brought my hometown, which is a small, quiet city, a great number of visitors. These visitors have helped to develop my hometown as a tourist city. For the three reasons above, the Cultural Festival in my birth place is one of my best memories.

## PART THREE

There is a meaningful saying that: "A good friend sees the first tear, catches the second and stops the third." I totally agree with this statement because a good friend is the first to know our problems, help us deal with those problems and make us more optimistic in life.

First, when we are adults, we tend to share our problems with our best friends rather than with our parents or other relatives. This is because most of our friends are our age, with more or less the same problems, so they are more sensitive and sympathetic toward our problems. For example, at high school, I once fell behind my classmates and was really worried about that. My parents didn't know anything about my difficulty, but my best friend knew it well when she saw me often sitting alone in a corner of the classroom. She lent a hand to reduce my pain.

Second, a good friend is a shoulder to lean on when we are in trouble. Parents are good advisors only in some cases, and we seem to trust our best friends in the worst of time. We can tell them about our hard times growing up, the gains and losses in love and in life, etc, without worrying about being laughed at or causing unwanted hurt. These are the things that we can never find it easy to talk with our family.

Third, sharing our problems with a good friend is like removing a heavy burden. It is said that a trouble shared is a trouble halved. Our good friends not only wipe our tears out, but also cheer us up. I knew a handicapped boy who had to feel the way to class every day. School was a great obstacle for him until another boy with a kind heart befriended him. And then, the two friends went to school together, with one boy being the eyes for the other. No more darkness but more happiness and hope instead.

In conclusion, a true friend is all that we need when we are in difficulty, They are the ones who understand us, join hands with us and encourage us.

## SECTION ONE - GRAMMAR

### GRAMMAR OVERVIEW

#### TENSES

- |      |       |       |       |       |
|------|-------|-------|-------|-------|
| 1. B | 6. B  | 11. C | 16. C | 21. C |
| 2. C | 7. A  | 12. D | 17. D | 22. A |
| 3. B | 8. D  | 13. A | 18. B | 23. C |
| 4. C | 9. A  | 14. B | 19. D | 24. A |
| 5. D | 10. C | 15. A | 20. B | 25. D |

#### SUBJECT-VERB AGREEMENT

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. C | 3. B | 5. A | 7. A | 9. D  |
| 2. D | 4. C | 6. B | 8. C | 10. A |

**ARTICLES**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. B | 3. A | 5. D | 7. D | 9. C  |
| 2. B | 4. C | 6. C | 8. A | 10. B |

**POSSESSIVES**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. A | 3. C | 5. D | 7. D | 9. C  |
| 2. A | 4. D | 6. B | 8. C | 10. A |

**PRONOUNS**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. B | 3. C | 5. D | 7. A | 9. B  |
| 2. C | 4. A | 6. B | 8. D | 10. C |

**ADJECTIVES AND ADVERBS**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. B | 3. C | 5. B | 7. A | 9. B  |
| 2. C | 4. D | 6. C | 8. C | 10. A |

**PREPOSITIONS**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. C | 3. B | 5. D | 7. A | 9. A  |
| 2. D | 4. A | 6. C | 8. D | 10. D |

**VERBS AND COMPLEMENTS**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. C | 3. B | 5. A | 7. B | 9. C  |
| 2. A | 4. B | 6. D | 8. B | 10. A |

**QUANTIFIERS**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. C | 3. C | 5. A | 7. C | 9. A  |
| 2. B | 4. B | 6. D | 8. C | 10. B |

**MODAL AUXILIARIES**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. D | 3. B | 5. D | 7. B | 9. B  |
| 2. B | 4. D | 6. B | 8. A | 10. A |

**CONDITIONAL SENTENCES**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. C | 3. B | 5. B | 7. C | 9. B  |
| 2. D | 4. D | 6. B | 8. C | 10. D |

**PASSIVE VOICE**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. B | 3. D | 5. A | 7. C | 9. B  |
| 2. C | 4. C | 6. D | 8. B | 10. A |

**RELATIVE PRONOUNS**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. A | 3. D | 5. D | 7. A | 9. D  |
| 2. C | 4. A | 6. B | 8. A | 10. B |

**REPORTED SPEECH**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. B | 3. D | 5. D | 7. A | 9. C  |
| 2. C | 4. A | 6. B | 8. A | 10. B |

**COMPARISONS**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. B | 3. A | 5. A | 7. D | 9. B  |
| 2. A | 4. D | 6. C | 8. A | 10. C |

**GRAMMAR PROGRESS TESTS****TEST 1**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. B | 3. D | 5. B | 7. D | 9. A  |
| 2. C | 4. A | 6. C | 8. D | 10. C |

**TEST 2**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. C | 3. B | 5. B | 7. B | 9. B  |
| 2. A | 4. D | 6. D | 8. C | 10. A |

**TEST 3**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. B | 3. C | 5. B | 7. D | 9. C  |
| 2. A | 4. B | 6. C | 8. D | 10. A |

**TEST 4**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. D | 3. C | 5. A | 7. C | 9. B  |
| 2. B | 4. B | 6. D | 8. B | 10. A |

## SECTION TWO - LISTENING

### SKILL BUILD-UP

#### LISTENING SKILLS - Skill 1: Detail Questions – Follow-up Exercise

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. C | 3. D | 5. C | 7. D | 9. C  |
| 2. C | 4. B | 6. A | 8. A | 10. D |

#### LISTENING SKILLS - Skill 2: Main Idea Questions – Follow-up Exercise

- |      |      |      |      |      |
|------|------|------|------|------|
| 1. B | 2. D | 3. C | 4. B | 5. A |
|------|------|------|------|------|

#### LISTENING SKILLS - Skill 3: Inference Questions – Follow-up Exercise

- |      |      |      |      |      |
|------|------|------|------|------|
| 1. D | 2. D | 3. A | 4. B | 5. C |
|------|------|------|------|------|

### LISTENING PROGRESS TEST

- |      |      |       |       |
|------|------|-------|-------|
| 1. D | 5. B | 9. D  | 13. B |
| 2. A | 6. C | 10. A | 14. C |
| 3. C | 7. B | 11. A | 15. A |
| 4. D | 8. B | 12. D | 16. B |

## SECTION THREE - READING

### SKILL BUILD-UP

#### READING SKILLS - Skill 1: Vocabulary Questions – Follow-up Exercises

- |      |      |      |      |
|------|------|------|------|
| 1. C | 3. D | 5. C | 7. A |
| 2. A | 4. B | 6. B | 8. D |

#### READING SKILLS - Skill 2: Main Idea Questions – Follow-up Exercises

- |      |      |      |      |
|------|------|------|------|
| 1. B | 2. C | 3. A | 4. D |
|------|------|------|------|

#### READING SKILLS - Skill 3: Detail Questions – Follow-up Exercises

- |      |      |      |      |      |
|------|------|------|------|------|
| 1. C | 2. C | 3. D | 4. A | 5. D |
|------|------|------|------|------|

#### READING SKILLS - Skill 4: Negative Detail Questions – Follow-up Exercises

- |      |      |      |      |      |
|------|------|------|------|------|
| 1. C | 2. B | 3. C | 4. A | 5. D |
|------|------|------|------|------|

**READING SKILLS - Skill 5: Referent Questions – Follow-up Exercises**

- |      |      |      |
|------|------|------|
| 1. C | 3. C | 5. A |
| 2. B | 4. B | 6. C |

**READING SKILLS - Skill 6: Paraphrase Questions – Follow-up Exercises**

- |      |      |      |      |
|------|------|------|------|
| 1. B | 2. D | 3. A | 4. C |
|------|------|------|------|

**READING SKILLS - Skill 7: Purpose Questions – Follow-up Exercises**

- |      |      |      |      |
|------|------|------|------|
| 1. C | 2. D | 3. D | 4. A |
|------|------|------|------|

**READING SKILLS - Skill 8: Inference Questions – Follow-up Exercises**

- |      |      |      |      |      |
|------|------|------|------|------|
| 1. D | 2. C | 3. A | 4. B | 5. D |
|------|------|------|------|------|

**READING SKILLS - Skill 9: Information Transfer Questions – Follow-up Exercises**

- |      |      |      |      |
|------|------|------|------|
| 1. C | 2. D | 3. A | 4. B |
|------|------|------|------|

**READING PROGRESS TEST**

- |      |      |      |      |      |
|------|------|------|------|------|
| 1. A | 3. D | 5. C | 7. D | 9. B |
| 2. B | 4. C | 6. A | 8. B |      |

**SECTION FOUR - WRITING****SKILL BUILD-UP****PART ONE: SUMMARY PARAGRAPHS****WRITING SKILLS - Skill 1: Paraphrasing – Follow-up Exercise*****Suggested answers***

1. More and more social networkers find the meaning of their lives on the Internet/in the virtual world.
2. Some students seem to place more emphasis on/put more stress on entertainment than on their studies.
3. Angela sings beautifully.
4. To be admitted to the course, students have to take/do an intensive English program.
5. You have no other choice but work hard if you want to pass the test.
6. To write well in English, it is essential that you have a good knowledge of grammar.
7. Hurry up or you'll be late for class.
8. Prevention is better than cure.
9. You are thoroughly prepared for the test with the skills and exercises in this book.
10. The instructions need to be read carefully by test takers.

## WRITING SKILLS - Skill 2: Summarizing – Follow-up Exercises

### *Suggested answers*

1. Video games have a number of undesirable influences on children. Firstly, video games separate frequent players from society and they cannot learn the important lessons that require interaction. Secondly, children do not develop their mental skills when they play video games because these games do not require long and intense concentration. Lastly, unlike traditional games which teach children how to work in a team or how to solve problems, video games give children no preparation for their future lives.
2. There are some reasons to explain why the advertising method of using buzzers is not considered effective. In the first place, buzzers are considered deceitful because they hide their identity and tell lies about the products they are advertising. In the second place, buzzers with their convincing words can cause consumers to buy certain products without having a careful consideration of their quality. In the last place, buzzers are harmful to society when they create distrust among community members with their revealed identity.

## PART TWO: ESSAYS

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### WRITING SKILLS - Skill 1: Introduction – Follow-up Exercises

### *Suggested answers*

#### **Exercise 1: Thesis statements**

1. The large influx of people to this city had major effects on its ability to provide housing, employment, and social services for all residents.
2. For most students, it is almost impossible to gain a successful future without some sacrifices like joyful moments with friends and teenage life experience.
3. Beside their benefits, TV commercials contribute to increased costs of products, annoy viewers, and confuse customers.
4. More and more people want to become self-employed because they want to challenge themselves, have more independence and freedom, and get what is worth their efforts.
5. There must be a ban on smoking in public places to reduce its influence on passive smokers' health, keep these places as a clean environment, and raise people's awareness of civilized behavior in public.

#### **Exercise 2: Introductions**

1. Among the technology advances of mankind, television is probably the most important invention of all times. There have been numerous arguments over the good side and bad side of TV, one of which is whether TV has good effects on children. In my opinion, TV watching, if under proper control, can be used effectively as an educational tool for older children and a baby sitter for younger ones.
2. When God created Adam, he also created Eva to be his companion. With time, human beings have developed and gathered in communities in which they live with different levels of dependence on each other. I personally think that, as social beings, humans always need to share their lives with each other and socialize with other people.

## WRITING SKILLS - Skill 2: Body Paragraphs – Follow-up Exercises

### Suggested answers

#### Exercise 1:

a.

**Topic sentence**

**Secondly, fluent English speakers can have easy communication with foreigners, whether they are second or foreign language speakers.** In actuality, English has been used as a lingua franca (ELF), "a common means of communication for speakers of different first languages" (Vienna Oxford International Corpus of English). A typical ELF conversation may involve a Vietnamese and a Korean chatting in a coffee shop in Paris, and many other similar situations. **Obviously with English, people find no barrier in communication across borders.**

b.

**Topic sentence**

**Thirdly, English proficiency is a passport for job applicants to go through the door of most companies.** In a global economy, more and more employers have been putting English competence as a prerequisite in their job advertisements simply because they cannot communicate with their employees through body language! Without evidence of an English command, how can you gain a good position in such big multinationals as Prudential, Sony, Samsung, to name just a few? **It cannot be denied that if you can use English well enough, higher chances are you can get good job offers.**

#### Exercise 2:

- In the first place, when we work in a team, we invest less time in your work. When the workload is shared among teammates; each of them is responsible for just a small section, so they can fulfill the task in a much shorter time. Take an essay assignment as an example. If a student has to write a complete essay, it will take him or her at least thirty minutes. However, if the assignment is group writing with four or five students involved, the task will be finished in about six to eight minutes. It is obvious that with teamwork, "many hands make light work."
- In the second place, working in groups can ensure better quality. Each person may be good or even excellent in a particular field, so when group members work together, they can combine their strengths to optimize their work. Consider the example of essay group writing again and we'll see the efficiency of teamwork. One student may have good grammar knowledge while the others own a rich vocabulary or even use idiomatic expressions successfully. In this case, teamwork exemplifies the message of "two heads are better than one."

## WRITING SKILLS - Skill 3: Conclusion – Follow-up Exercise

### Suggested answers

- Conclusion:** In summary, with very few exceptions, any person living in this world needs companionship and communication with their fellow mates. However, most of us do need some time for ourselves, so that we can refresh our mind and relax our body. This is why I never forget November Rain by Guns N' Roses: "...Sometimes I need some time on my own. Sometimes I

*need some time all alone. Everybody needs some time on their own. Don't you know you need some time all alone?"*

2. **Conclusion:** In conclusion, television holds a great attrition to people of all ages, and it has a strong influence on children. Too much TV watching can affect children physically, mentally, and psychologically. To benefit rather than suffer from this technological invention, parents should limit their children's watching hours to a reasonable amount.

## WRITING PROGRESS TEST

### PART ONE - *Suggested answer*

Homeowners associations can support their members in three ways. First, these organizations help homeowners maintain the value of their property by pushing them to preserve their homes in good conditions. Second, with their financial aids to local schools, homeowners associations can have a voice in improving the academic quality, so they can build a positive image of a neighborhood with a good educational environment. Last, with the fees from members, these organizations can develop the facilities in the area and thus, homes have an added value.

### PART TWO - *Suggested outline: Preference for well-paid jobs*

**Thesis statement:** I prefer a well-paid job because money is a motivation, a support for my family, and a preparation for my old age.

**Body paragraph 1:** When I have a high salary, I will try my best to increase the effectiveness and efficiency in my work

Reason: Nothing in life is free and my good salary deserves my great efforts.

E.g.: In times of economic crisis, a salary of \$1,000 can certainly keep me and is worth my dedication.

**Body paragraph 2:** My high salary is not only for me but also for my family.

Reason: As a breadwinner in the family, I need a good income to give my family a decent life.

E.g.: My children can go to good schools, my whole family can have a holiday together, etc.

**Body paragraph 3:** With a good salary, my old age is secured.

Reason: No one wants to become a burden to their children when they grow old.

E.g.: Every month, I can put part of my salary in my savings account, or I can buy some property and sell it when I need money.

**Restatement:** With a good salary, I can feel better motivated at work, raise my family decently, and live independently in my last days.

## SECTION FIVE - SPEAKING

### SKILL BUILD-UP

#### SPEAKING SKILLS - Skill 1: Speaking about a visual prompt – Follow-up Exercises

##### *Sample responses*

**Exercise 1:** The pictures are about some people's activities at the weekend. In the first picture, the Browns often go out for a walk with their pets. In the second picture, Mr. Smith prefers to stay at home and sleeps in his armchair. In the third picture, Mary and Daisy usually go shopping and chit-chat in a coffee shop. In the last picture, Mrs. Green likes cleaning the house with her children.

**Exercise 2:** The mind map is about how we can save the Earth. First, we should reduce our wants and needs. For example, we eat and drink less, then we litter less. Second, we can reuse our things instead of throwing them away and polluting the environment. We should, for instance, reuse shopping baskets instead of single use nylon bags. Third, we should recycle used items like cans and bottles to reduce wastes. Last, we should regrow or plant more trees to make our Earth green.

**Exercise 3:** The announcement is about a support program for the victims of an/the earthquake. The program is from November first to December twenty-third. People can give/donate/provide such items as money, food, clothes, blankets, tents, etc. In addition, they can help by joining activities like taking care of the victims, cleaning the area, building new houses, etc. People can contact/call Mr. John Miller at 0679.592.564 for more information about the program.

#### SPEAKING SKILLS - Skill 2: Speaking about a personal interest/experience – Follow-up Exercises

##### *Sample responses*

**Exercise 1:** My dream house is a lovely cottage with a big garden on top of a green hill. There are three reasons why I wish to have it. First, I love spaciousness. If my house is on top of a hill, I can enjoy the immense sky above and my eyes can stretch as far as they can on the green forest below. Second, I love quietness. In a house on a hill, I can stay away from the terrible noise of traffic and other activities of urban life to enjoy the pleasing sounds of nature. Last, I love a simple lifestyle. Living in a cottage, taking care of plants and growing trees or vegetables every day will help me get close to nature. For those reasons, I wish that my dream of a house on the hill will come true.

**Exercise 2:** The person who has helped me the most to become who I am today is my mother. There are three reasons why I say so. To begin with, my mother has been working very hard to give me and my family good living conditions. I have to say I owed everything that I had until the day I could earn my own money to her. In addition, she is always my teacher. She taught me knowledge and behavior when I was a child, and she still teaches me how to live well now that I'm an adult. Last, she is the best advisor to me. More than anyone, she understands the ups and downs in my life and she has given me helpful guidance with her wisdom and experience. These are the reasons why I say my mother is the most important person to me.

## SPEAKING SKILLS - Skill 3: Making an argumentative presentation – Follow-up Exercises

### Sample responses

#### Exercise 1:

**Introduction:** Speaker's opinion and subpoints: I completely agree with the quote because good physical health not only brings good mental health, but also well being for ourselves and no or less burdens for others.

##### **Body:**

Subpoint 1: Good physical health brings good mental health.

Reason 1: When we have any physical problems, our focus becomes small: we only focus on our sufferings and we cannot concentrate on other things well enough.

Example 1: Even when I have a cold, I cannot focus my work well.

Subpoint 2: Good physical health ensures happiness.

Reason 2: No one can enjoy life if any part of their body goes wrong!

Example 2: Even a decayed tooth can cost us enjoyable moments of life.

Subpoint 3: Our good health can help avoid or reduce problems for our relatives.

Reason 3: When any family member has a health problem, it is also a problem of all.

Example 3: My grandfather had cancer, and my whole family had a hard time taking care of him.

**Conclusion:** Restatement of speaker's opinion: "Every one of us has to take good care of our own health, so that we can have a strong mind, a happy and independent life."

#### Exercise 2:

**Introduction:** Speaker's opinion and subpoints: I totally agree with Singapore's former President *Lee Kuan Yew's opinion*. This is because a good education system produces the best national leaders, the most capable scientists and inventors, and a quality work force for any country.

##### **Body:**

Subpoint 1: A good education system trains the best national leaders.

Reason 1: An economy is directed and steered by national leaders. With a good education, they will have suitable strategies to develop the country.

Example 1: Franklin Delano Roosevelt, one of Harvard's famous graduates, is a prominent leader that helped the U.S.A recover from the Great Depression in the 1930s.

Subpoint 2: A good education trains brilliant scientists and inventors.

Reason 2: An economy is developed when it has new applications in science and technology.

Example 2: Inventions of Apples, Samsung, Nokia, etc, bring profits for their countries.

Subpoint 3: A good education system produces a quality work force.

Reason 3: An educated work force is more productive and profitable than an illiterate work force.

Example 3: A company with passive, manual workers cannot compete with a company whose employees can take initiatives and know about technology.

**Conclusion:** Restatement of speaker's opinion: "A good education system leads to good leadership, R & D, and working practice which contribute to economic development."

## SPEAKING PROGRESS TEST

### PART ONE - *Sample response*

The picture is about people's health problems and what these people are doing about them. In the first picture, Tom has a toothache and he is going to the dentist. In the second picture, Tim has a cough and he is using a lot of tissues. In the third picture, Susan cannot sleep and she has to take some sleeping pills/medicine. In the last picture, Joe broke his leg and he is using a wheelchair.

### PART TWO - *Sample response*

The worst experience that I had as a child is a class outing in a national park in the fifth grade. I have never forgotten that terrible event for three reasons. For one thing, I got lost in the forest. I tried to catch a rabbit jumping out from a bush, so I didn't know that my teacher and friends had gone a long way away from me. In addition, I couldn't ask for any help because it was in the forest and it was getting dark at that time. Worst of all, I caused a lot of trouble for my companions. They spent more than one hour of the trip looking for me, until they found me crying in despair. For those reasons, that picnic is an unforgettable experience of mine.

### PART THREE - *Sample response*

**Introduction:** Speaker's opinion and subpoints: I don't think there should be age limits on Internet users because the Internet can provide useful resources for children if used in the right way. It is the parents' responsibility to supervise their children, and in case there were such a legal restriction, enforcement would not be guaranteed or it would cause controversy.

#### Body:

Subpoint 1: The Internet can be useful for children.

Reason 1: New teaching and learning methods are no longer limited to closed classrooms. Children need to connect with the wide world outside.

Example 1: In the problem-solving teaching method, teachers give children tasks and ask them to work out the answers themselves. The Internet appears to be a useful tool to develop children's independent learning.

Subpoint 2: Supervision of children's Internet use is parents' responsibility.

Reason 2: Outside the classroom, parents are "teachers" and they are also "web administrators". Parents can control websites available on computers at home.

Example 2: Set up firewalls to block harmful websites.

Subpoint 3: It is difficult, or even impossible, to enforce Internet age limits.

Reason 3: There will be arguments over why and who will supervise Internet users outside the home.

Example 3: The enforcement of the Child Online Protection Act of 1998 was a controversial issue. Chris Hansen, a senior staff attorney for the American Civil Liberties Union (ACLU), said in a statement that "It is not the role of the government to decide what people can see and do on the Internet. Those are personal decisions that should be made by individuals and their families."

**Conclusion:** Restatement of speaker's opinion: "Internet age restrictions should not be applied because the Internet is useful for children, parents can control their children's use of websites, and government enforcement is a debatable issue."

# ACTUAL TEST

## LISTENING SECTION

- |      |       |       |       |       |
|------|-------|-------|-------|-------|
| 1. B | 8. D  | 15. B | 22. D | 29. D |
| 2. A | 9. A  | 16. A | 23. B | 30. B |
| 3. B | 10. C | 17. A | 24. D | 31. C |
| 4. C | 11. B | 18. B | 25. B | 32. A |
| 5. B | 12. A | 19. C | 26. A |       |
| 6. D | 13. C | 20. C | 27. C |       |
| 7. A | 14. C | 21. B | 28. A |       |

## READING SECTION

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 33. B | 41. C | 49. C | 57. B | 65. A |
| 34. D | 42. A | 50. D | 58. C | 66. B |
| 35. A | 43. B | 51. A | 59. C | 67. A |
| 36. A | 44. A | 52. B | 60. A | 68. D |
| 37. C | 45. D | 53. B | 61. B | 69. D |
| 38. C | 46. C | 54. C | 62. A | 70. B |
| 39. D | 47. A | 55. C | 63. D | 71. A |
| 40. B | 48. B | 56. A | 64. B | 72. C |

## WRITING SECTION

### *Suggested answers*

#### PART ONE

To be considered effective in helping prevent and control the HIV epidemic, HIV prevention and control programs need to meet some criteria. First, good prevention programs have to include an education session in their agenda. This session can warn people at high risks of getting the virus and inform other people of how to avoid HIV transmissions. Second, effective control programs have to sustain large resources to provide medical treatments for HIV patients in the long term. Last, these programs must help patients feel they are accepted by the community so that they have courage to reveal their illness and to take a test if they think they are infected.

#### PART TWO

**Introduction:** I prefer to work for some time before returning to school for my graduate education so that I can prepare my finance, identify what is missing in my expertise, and gain some professional experience for my study.

**Body:**

1. My work time helps me earn tuition for my Master's education.
  - As a university graduate, I am a true adult, and I can no longer depend on my parents for any reason.
  - Ex: I can save half of my salary for my further education.
2. My work helps me realize my gaps of knowledge or lack of skills.
  - University education is not enough for all job contexts, so graduate programs help broaden knowledge or enhance skills.
  - Ex: At university, I did not learn iCLT (Intercultural Communicative Language Teaching) which is included in a Master's program. After some time teaching, I realized that teaching language through teaching about cultures is very interesting, so I decided to attend the Master's program to learn and study more about this field.
3. During my working time, I gain experience for my studies.
  - In my field of language teaching, most Master's programs require learners to do research (or at least minor theses) on practical problems that take place in the classrooms; that is why I can gather experience from the time I work with my students.
  - Ex: If I do a piece of research on how to improve students' writing skills, I can collect my students' mistakes as samples and present how I help them in my research.

**Conclusion:** I choose to work for some time before I return to school so that I can pay for my study, know what I need to learn more, and have hands-on experience.

## SPEAKING SECTION

### *Sample responses*

#### PART ONE

In the picture, the kids and the dog are in the park/on the grass near some high buildings. The weather is beautiful. The sun is shining. There are some clouds in the sky. Joe is flying a kite. Lily is eating a big ice-cream and looking at the kite. Susan is holding three balloons in red, blue, and yellow balloons. Jack, the dog, is playing/smelling a flower.

#### PART TWO

The famous athlete that I admire the most is David Beckham. I love him for three reasons. First, Beckham is a legendary English footballer. He has not only unique football techniques but also a strategic mind to lead his team. Second, he is a stylish gentleman. He is a fashion model, and according to Time News, David Beckham is a person creating new fashion trends like the combination of fashion and art in his beautiful tattoos. Last, Beckham is a wonderful family man. He is married to Victoria, and they have a happy family with four kids. This is very impressive when we know Beckham is such a handsome and talented man that he has broken many girls' hearts. These are the reasons why Beckham is my idol.

## PART THREE

**Introduction:** Sometimes a smoking ban is not as effective as it should be due to a lack of strict enforcement by the government, people's low awareness, and the availability of cigarettes and tobacco.

### **Body:**

#### 1. Weak enforcement of the ban does not warn smokers.

- There have been no reports of serious fines for cigarette smoking in public places.  
→ Smokers feel free to light up without worrying about somebody coming after them and putting them in trouble.

#### 2. Smokers do not have a sense of community.

- Smokers do not care about the health and comfort of passive smokers in public places.  
→ Smoking in amusement parks, on public means of transport, etc, is still a common sight.

#### 3. Cigarette and tobacco businesses are widely available.

- Law just limits, not forbids, the production and sales of cigarettes and tobacco. Where there is supply, there will be demand.  
→ Street vendors and shops still sell cigarettes legally, and who controls whom they sell cigarettes to?

**Conclusion:** Loose control of the government, people's lack of social responsibility and legal cigarette businesses are the reasons why the smoking ban is widely ignored.

# AUDIO SCRIPT

## PRE-TEST

### **Part 1: Short conversations**

1. Amber: Hi, Jackie.

Jackie: Hi, Amber. Where are you?

Amber: I'm with Tom. He's taken me to see Jude Law in um...oh, I can't remember what it's called, but it's really romantic. We're sitting in the back row. I'm going to go. Tom's coming back with some popcorn, and it's about to start.

**Question: Where is Amber likely to be?**

2. Customer: Good morning.

Receptionist: Good morning, sir.

Customer: I'm checking out today. From room 40.

Receptionist: OK, sir. How would you like to pay?

Customer: Oh, by credit card.

Receptionist: No problem, sir. We hope you enjoyed your stay.

**Question: How does the customer want to pay?**

3. Customer: I'd like to send these postcards to Peru. A lot of my relatives live there.

Clerk: OK. Here you are.

Customer: Thanks. How much is that?

Clerk: Um, six of them...that's \$4.50, please.

**Question: What does the man want to do?**

4. Customs officer: Hello. Welcome to Tokyo. Can I see your passport?

Tourist: Yes. Here you are.

Customs officer: Thank you. Where are you from?

Tourist: I'm an engineer from the US.

Customs officer: OK. Enjoy your stay.

**Question: Where is the tourist now?**

5. Waiter: Hi. What would you like?

Customer: Um... A cappuccino for me. And a mineral water for my friend.

Waiter: OK. Anything else?

Customer: No, thanks. We're in a hurry. We start work in ten minutes.

**Question: Why do the customers just want some drinks?**

6. Customer: Excuse me.  
 Salesperson: Hello. Can I help you?  
 Customer: Yes, please. Can I try these shoes on?  
 Salesperson: Of course.  
 Customer: How much are they?  
 Salesperson: Um...I think they're \$29.99. I'll check.

**Question: How much are the shoes?**

7. Teacher: OK. Sit down, everybody, and open your books to page 25.  
 Student: Which page, Miss Cooper?  
 Teacher: Page 25. And Mark – you're not in a cafe. Stop eating and turn off your cell phone, please.

**Question: How does the teacher probably feel?**

8. Technician: Hello, Network Support. What's the problem?  
 Customer: It's my e-mail. I can't open it. And I have a meeting at 2:30. I'm waiting for an important business e-mail.  
 Technician: OK, let me see. How often do you go online?

**Question: What does the technician mean?**

9. Tyler: Where were your parents born, Rachel?  
 Rachel: My parents? Well, my dad was born in Australia, and my mom was born in Ireland, but I was born in the US. Actually, my mom's parents are both Scottish! Um, I know. It's a crazy family!

**Question: Where was Rachel born?**

10. Melanie: Where did you go for vacation last winter, Nick?  
 Nick: We went to Mexico. My girlfriend wanted to go to Japan, but the flight was too expensive. Anyway, we had a great time.

**Question: What can be inferred about the trip to Mexico?**

## Part 2: Interview

**P: Presenter, C: caller**

- P: And our first caller this evening is Andy. Hi Andy. What's your tip for being positive?  
 C1: Hello. Well, I think it's very important to live in the present and not in the past. Don't think about the mistakes you made in the past. You can't change the past. The important thing is to think about how you will do things better in the future.  
 P: Thank you Andy. And now we have another caller. What's your name, please?  
 C2: Hi, my name's Julie. My tip is: think positive thoughts, not negative ones. We all have negative thoughts sometimes but when we start having them, we need to stop and try to change them into positive ones. Like, if you have an exam tomorrow and you start thinking "I'm sure I'll fail", then you'll fail the exam. So you need to change that negative thought to a positive thought. Just think to yourself "I'll pass." I do this and it usually works.  
 P: Thank you, Julie. And our next caller is Giovanna. Hi Giovanna.

- C3: Hi. My tip is don't spend a lot of time reading the papers or watching the news on TV. It's always bad news and it just makes you feel depressed. Read a book or listen to your favorite music instead.
- P: Thanks, Giovanna. And our next caller is Miriam. Miriam?
- C4: Hi
- P: Hi Miriam. What's your tip?
- C4: My tip is every week make a list of all the good things that happened to you. Then keep the list with you, in a bag or in your pocket, and if you're feeling a bit sad or depressed, just take it out and read it. It'll make you feel better.
- P: Thanks, Miriam. And our last call is from Michael. Hi Michael. We're listening.
- C5: Hi. My tip is to try to use positive language when you speak to other people. You know, if your friend has a problem, don't say "I'm sorry" or "Oh poor you." Say something positive like, "Don't worry! Everything will be OK". That way you'll make the other person think more positively about their problem.
- P: Thank you, Michael. Well that's all we've got time for. A big thank you to all our callers. Until next week then. Goodbye.

### **Part 3: Conversation**

**A = Student 1, B = Student 2**

- A: Hi! Are you busy?
- B: No, I just finished watching this really interesting documentary on TV about a guy named Clive Wearing. He's a man from England with terrible amnesia.
- A: You mean he forgets things?
- B: Right. He lost his memory. He had encephalitis – this virus that destroyed the part of his brain that controls memory. It happened over 20 years ago. Since then, he can't remember anything further back than about 7 seconds.
- A: Really?! He can only remember things for seven seconds? Does he know his name?
- B: Yeah, he knows his name and he knows who his wife, Deborah, is. I think he knows that he has kids from his first marriage, but he doesn't recognize them or know their names. He lives at a center for people with brain injuries. It was really amazing, though. He has signs around his room reminding him where he is. And he can't really leave the center because he might get lost or hurt. He has to have someone to care for him all the time.
- A: That's so strange, and it's so sad too. Does he know what happened to him?
- B: Kind of. He knows that he was sick, but to him – since his memory pretty much erases every seven seconds – every moment feels like his first moment following the illness. So, like, he wakes up in the morning and is excited to be alive. He writes in his journal: "7:30, I'm awake for the first time." Then a few minutes later, he has forgotten his previous waking and now has a new feeling of being awake. So he crosses out the earlier sentence and writes something like, "7:38, hooray! I'm really awake now." And then he'll cross that out and write, "7:45, now is when I'm truly awake." And over and over.
- In this program, he saw the cameraman and the producer and said, "You're the first people I've seen in 20 years." And then his wife came in and he was excited because he thought he hadn't seen her in 20 years either. They hugged and kissed as if it was a 20 year reunion. But really, she'd been there just a few minutes before.

- A: Wow. That's crazy! I can't even imagine what that must be like for her.
- B: Well, she was only in her 20s when he got sick. They'd just been married for around a year! I would've thought that she'd leave him, but actually they're still very close.
- A: That's amazing that they are still together. I don't know if I would be able to do that.
- B: I think she spent a lot of time with him for the first 10 years or so. She organized charities and tried to get good treatment for him. Once she got him into the new center, she decided she had to move on. She moved to the U.S. and got divorced from him. I think she dated other people but she was never able to get Clive out of her head. I guess she finally accepted how much she loves him and how she can't be with him and can't be away from him either. She moved back to England. A few years ago they got married again. Now she visits him all the time. He always asks when she's coming and asks her to "Please get here at dawn. Get here at the speed of light." They're still so in love.
- A: That's so sweet. What about his kids? How do they deal with their father?
- B: Well his kids are adults now. They said that it's hard to visit him. He enjoys their company when they visit, but he can't actually remember who they are. And, of course, he doesn't remember that they ever came. So in a way, it doesn't matter much whether or not they do visit.
- A: Wow. What does he do all day?
- B: Well, he doesn't read books because he has trouble remembering the sentence before. It's the same with television programs or movies. He can't follow a story line. But he does like to watch sports since he can enjoy it without remembering the previous events.
- One other really interesting thing. He was a brilliant musician before he got sick. Amazingly, after the encephalitis destroyed his memory, he still had his musical skills. For some reason, he can still play the piano. He spends a lot of his day at the piano. It's actually music that gives him a lot of comfort and satisfaction in his life.
- A: That's an amazing story! I hope I can see the program sometime.

#### **Part 4: Talk**

Today's world is characterized by globalization. Thousands of books have been written about globalization, and there may be as many definitions of the term, all depending on the perspective of the writer. For our purposes let's use this definition: Globalization is the acceleration and intensification of economic interaction among the people, companies, and governments of different nations. Did you get that definition down? Let me repeat it: Globalization is the acceleration and intensification of economic interaction among the people, companies, and governments of different nations.

If globalization is included in a book that focuses on the United States, it is because the world sees the United States (and, to a lesser degree, Western Europe and Japan) as the driving force behind the process of globalization. When one thinks of capitalism and large transnational corporations, the United States is probably the first country that comes to many people's minds. And two big international organizations that deal with development, the International Monetary Fund (or IMF) and the World Bank, are closely associated with the United States in many people's minds. Furthermore, popular American culture, from Coca-Cola and McDonalds to popular music and TV programs, is so widespread in the world that critics of globalization are quick to point to the spread of this culture as U.S. cultural imperialism. We can't really go into cultural imperialism today, but we can look at three different aspects of globalization to understand this complicated process a little

better. First, we'll talk about what critics object to in globalization. Then I want to discuss some cases where globalization has been a success, and I don't mean rich Western countries. I'll finish up by talking about some concrete objections critics of globalization have in order to see if there is any solution.

Critics of globalization will point out that poor countries are often given bad advice by international organizations like the IMF and the World Bank, or that these organizations try to impose unrealistic global trade rules. Often, poor countries are pressured to follow the rules as a condition for a loan or for aid. For example, a poor country might be advised to adjust the value of its currency. Or it might be advised to eliminate tariffs, or taxes, on goods imported from other countries. Many poor countries are also pressured to respect patents and copyright laws. Patents on new inventions and copyright laws most often protect technology from the West – and keep the technology from being used more freely by poor countries. Poorer countries may also be told to privatize industries and banks. Privatization means that the government sells the industries and banks to private companies. Furthermore, poorer countries are often encouraged not to subsidize goods that they produce. A subsidy is money paid by a government to reduce the costs of producing goods so that their prices can be kept low and therefore competitive in the world market. These are some examples, but not all of the trade rules imposed by organizations – but I think you get the picture. Did you get all five examples down? One: adjust currency. Two: eliminate tariffs. Three: respect patents and copyright law. Four: privatize industry and banks. And five: *not* subsidize the goods they produce. We don't have to go too far to find countries – Argentina comes to mind – that have tried to follow all these rules only to find that their economies have suffered instead of prospering. Critics of globalization will say that the international organizations do not have good intentions – that they want conditions where rich countries or companies can take advantage of poor countries' cheap labor. A more objective and perhaps fairer conclusion might be that these bodies are trying to lead the poor countries to success by copying conditions in richer democracies, where these rules are more or less observed now. That is not to say, however, that Japan, Germany, and the United States developed their economies following the rules, only that the rules are more or less observed now. I say more or less because the United States and Europe have had subsidies on agricultural products for a long time. Another reason for trying to impose trade rules is that the organizations feel that investments from rich countries will not come to poorer countries that do not follow the trade rules, and there is probably a lot of truth in that. Whose opinion you agree with – that of critics of globalization or supporters of it – will depend perhaps on where you are from and how you view capitalism itself.

## SECTION TWO - LISTENING

### SKILL BUILD-UP

#### LISTENING SKILLS - Skill 1: Detail Questions

##### ❖ WHO QUESTIONS

###### **Example 1: Conversation**

Man: I just read the best book. It was the true story of a British man who lives in France for a year and starts a new life there. He learns to cook French food and buys a French house.  
Woman: Really? That sounds so romantic. I love to read about people who follow their dreams, no matter what.

**Question: Who did the man read about?**

###### **Example 2: Talk**

We are pleased to welcome author Emma Hardy here today to speak to our book club about her novels and to read an excerpt from her latest work. As many of you know, Emma Hardy has had a very successful career. She was born ....

##### ❖ WHAT QUESTIONS

###### **Example 1: Conversation**

Woman: I think my computer is broken.  
Man: What makes you say that?  
Woman: My screen goes blank and I can't get my mouse to work.  
Man: Are you sure you don't have your monitor set on a timer so it turns off after a while?  
Woman: Maybe. I don't know. I'm not very good with my new computer.

**Question: What is the woman's problem?**

###### **Example 2: Lecture**

Hello, class, I am your guest lecturer today and I will be speaking about the Romantic Era. The Romantic Era, or the Age of Romanticism, began in the late 1700s in Western Europe. During this age, many famous composers and writers created masterpieces that we still enjoy today. Romanticism was a reaction to the Age of Enlightenment...

##### ❖ WHEN QUESTIONS

###### **Example 1: Conversation**

Man: There are sign-up sheets in the break room for product training.  
Woman: I took that training last year. I don't see why I need to take it again.  
Man: I know, but you have to keep up with the changes that have occurred.  
Woman: Well, I guess you are right. I'll go over and sign up now.

**Question: When did the woman take product training?**

**Example 2: Lecture**

Welcome aboard, everyone, and I hope you are prepared for a great experience. We will be going to Monkey Island, where the snorkeling is absolutely wonderful. We will spend an entire day there so you will have plenty of time to see the many exotic fish and their environments. Lunch is included and will be served in the main cabin promptly at 12:00 noon; it will be over at 1:00 P.M. Check in with the equipment staff before we reach our destination, so you will be ready to set out on your adventure. . . .

**❖ WHERE QUESTIONS****Example 1: Conversation**

Woman: The vegetable pastries you brought to the company party were wonderful. Did you buy the vegetables at the grocery store?  
Man: I rarely buy produce at the grocery store. I usually go to the farmers' market.  
Woman: I didn't know there was a farmers' market nearby. Where is it?  
Man: It's in the lot across the street from the public library on Thursday evenings. I usually stop in there right after work.

**Question: Where does the man often buy vegetables?**

**Example 2: Talk**

According to recent reports, the cold snap will continue throughout the southeast for at least another week. Farmers in Florida are particularly concerned about their citrus crop. Groups up and down the coastline from North Carolina to Florida are also worried about the safety of wildlife, such as turtles. Their lives are threatened by the unusually cold temperatures. This is the coldest recorded time in the last 50 years, so bundle up, stay warm, and remember, your pets need shelter, too. This is Larry Dithers signing off.

**❖ WHY QUESTIONS****Example 1: Conversation**

Woman: We are having a meeting at 11:00 tomorrow morning. I heard they are going to introduce a new management team.  
Man: Well, I don't know if I can make the meeting.  
Woman: This meeting is mandatory. You have to attend it.  
Man: I don't think I can.  
Woman: What's your conflict?  
Man: I have to attend a training session on the new regulations that are being put in place. This is my last chance to attend it.

**Question: Why can't the man attend the meeting tomorrow?**

**Example 2: Talk**

Good afternoon. We welcome you today for a tour of our campus. You will get to visit some of our dormitories and the main library as well as the dining facility, where we have arranged to have snacks set up for you and your parents. The tour takes about an hour to complete. Since you have all applied to our school, you will be having personal interviews today as well. You should make sure to be on time for the interviews, which generally last about 20 minutes. I think you will agree that our campus is one of the finest in the state. Before the tour starts, please register in Room 15.

## ❖ HOW QUESTIONS

### **Example 1: Conversation**

Woman: We need to make space on the shelves for these new books that just arrived.

Man: Where are we going to put them?

Woman: They're all novels, so we can make room in the fiction section. Let's go through and remove any second copies of the same novel.

Man: Good idea. We can shift things over and make room for the new books.

Woman: Okay. I'll start at the beginning of the alphabet and you start at the end.

**Question: How can the man and the woman make space for the new books?**

### **Example 2: Talk**

Tonight we are proud to bring you a new exhibition by local artist, Mark Gunderson. Mr. Gunderson is a local artist in many senses of the word. He was born in the area and has lived most of his life here, but that's not the only way in which he is local. For two decades, he has been creating three-dimensional paintings and sculpture using local materials, and his work focuses on themes drawn from our region's history, geography, and culture. For this exhibition, Mr. Gunderson worked with another local artist, a Native American who is familiar with the lore of the peoples who lived in this area long before the white settlers arrived. The results of this collaboration are striking in their beauty as well as educational. The town arts council is proud to sponsor this exhibition. We hope you enjoy the show.

## ★ FOLLOW-UP EXERCISE

1. Amy: OK, Ian, here's a question.

Ian: What?

Amy: Which city in the world would you like to live in?

Ian: Oh, um...Well, not London! Um...I'd love to live in Cape Town or Vancouver. But I wouldn't like to live in New York. It's so big.

**Question: Where would Ian want to live in?**

2. Nicole: Would you like to live in Australia, Bruce?

Bruce: No, not really.

Nicole: Why not?

Bruce: Well, they work hard and they live well, but all of my family lives here in Texas. I'd rather live here.

**Question: Why wouldn't Bruce like to live in Australia?**

3. Woman: Can I have the check, please?

Man: Yes, of course. How would you like to pay? We accept cash or checks.

Woman: Oh, do you take credit cards?

Man: Um...No, I'm sorry, we don't.

Woman: Oh, no. That's a problem, you see, I...

**Question: How does the woman want to pay?**

4. Jack: In your opinion, Angela, what are the two most frightening movies of all time?

Angela: Oh, um...

Jack: Is one of them Day of the Dead?

Angela: No, that's not frightening at all.

Jack: How about Dead of Night?

Angela: No. I think Dawn of the Dead and The Dead Return. Yes, definitely. The Dead Return is the scariest!

**Question: What are the two speakers talking about?**

5. Matt: How would you describe your boyfriend, Tiffany?

Tiffany: Um... pretty serious, I guess. But very friendly. Yeah. He's good with people. He isn't interested in clothes. And, well, he's not really generous. No. He never buys me anything.

**Question: Who are the two speakers talking about?**

6. Friend: How long have you worked here, John? About four months, right?

John: Oh, not that long. I started in February, and it's April now, so how long is that? A couple of months, that's all. But I'm really enjoying the job.

**Question: When did John start his job?**

7. Man: Do you have any fears or phobias, Carla?

Carla: Oh, yes. I'm afraid of a lot of things – flying, heights, snakes. And I used to be afraid of dogs, but not anymore. I kind of like dogs now, and, believe it or not, spiders don't frighten me.

**Question: Which of the following is NOT Carla's phobia?**

8. Man: Do you know when the cell phone was invented?

Woman: No, but I know you're going to tell me. 1979? 1983?

Man: No, close but wrong both times. It was invented in 1973, but at the time, it didn't look anything like today's cell phones. The first one weighed about two pounds!

Woman: Fascinating.

**Question: How is the first cell phone described?**

9. Woman: What time does the next boat leave?

Boatman: In half an hour. At a quarter to ten.

Woman: OK. And how long does it take to get to the island?

Boatman: Oh, no more than 45 minutes. It'll be there at half past the hour.

**Question: When will the boat arrive?**

10. Man: Did you know that the novel Out of Africa was written by a woman, back in the 1930s?

Woman: But the author's name was Isak Dinesen. Isn't that a man's name?

Man: Yes, but she always used a man's name for her books.

Woman: Why?

Man: No one knows the reason, but some say that men were taken more seriously than women as writers in those days.

**Question: Why did the female author take a man's name?**

## LISTENING SKILLS - Skill 2: Main Idea Questions

### ***Example 1: Conversation***

Woman: I haven't seen Meredith all week. Is she away on business?

Man: No, Meredith has strep throat. She is running a high fever and is resting in bed.

Woman: I am sorry to hear that. Have you talked to her?

Man: Yes, I called her yesterday. She sounded awful, but she said she was starting a course of antibiotics. The doctor told her that she would probably be better in a few days.

Woman: And is her husband taking good care of her?

Man: Yes, she said that Jim had made her chicken noodle soup and ginger tea.

### ***Example 2: Lecture***

All over the world, there are passionate arguments going on about how educational systems can be improved. And all of the ideas for improving education, few are as simple or attractive as reducing the number of pupils per teacher. It seems like common sense – but do these ideas have any theoretical basis? Today, I want to look at the situation in the USA, and some of the research that has been done here in America on the effects of reducing class sizes.

In the last couple of decades or so, there has been considerable concern in the United States over educational standards here, following revelations that....

### ***Example 3: A complete short talk***

We are here today because we want to stop global warming. Like me, you're trying hard to reduce your own personal carbon footprint. And these small, individual changes do have an impact, do help lower our carbon emissions.

But it's not enough. It's not enough for individuals to change. We need governments to change. We need industry to change. We need big changes if we want to stop global warming from producing electricity. We need government and industry to work together to lower these emissions. To develop new, cleaner technology to heat our homes, power our factories, and to keep the lights on.

Another twenty percent, twenty percent of our emissions comes from transportation. We need government and industry to work together to build more energy efficient cars and trucks. To build more public transportation. Good quality transportation will let us get rid of our cars and the pollution they produce forever.

Another twenty percent of emissions comes from industry – our factories and businesses. Putting tons upon tons of carbon into the air... our air... every single minute. It's time to say enough! We need these businesses to lower their own personal carbon footprint!

So my message to you today is: keep trying to reduce your personal carbon footprint. But also stand up, stand up and demand... demand that government and industry do their part. Because that is what will really make a difference!

### **\* FOLLOW-UP EXERCISE**

C: Hi Mum. It's me, Craig.

M: Craig! Hello! How lovely to hear from you. How are you? How's the new job going?

C: Work's OK – I think. I'm just ... so ...

M: Tired? You sound tired. Are you tired? What have you been doing?

C: I am tired, really tired. I've been working so hard and everything's so new to me. I'm in the office until eight o'clock every night.

M: Eight o'clock! Every night? That's terrible. And when do you eat? Have you been eating well?

- C: Yes, yes – I've been eating OK. After work, Tessa and I go out for a drink and something to eat in the pub round the corner. We're too tired to cook.
- M: Tessa? Who's Tessa?
- C: Tessa? Yes, Tessa. I'm sure I've told you about Tessa. We work together in the same office – she's been working here for a while, so she's been helping me a lot. She's really nice. You'd like her mum, if you met her. She lives near me.
- M: Mmm. Maybe you told your father about her, but not me. I've certainly never heard you talk about Tessa before.
- C: Ah yes. Dad. How is he? What's he been doing recently?
- M: Well, he's just returned from a business trip to Holland, so he hasn't been to work today, he's ... he's been relaxing.
- C: Oh, yes of course. He's been working in Amsterdam, hasn't he? Well, I'm glad he's relaxing now. And what about you, Mum?
- M: Well, I was going to ring you actually. You see I'm coming to London next Tuesday. I'm going to a teachers' conference at the university, and I wondered if I could stay at your flat.
- C: Next Tuesday. That's great! Of course you can stay at my flat. I'll try to leave work earlier that day and I'll meet you after the conference. You can meet Tessa, too. We'll go out for a meal.
- M: Lovely! I'm looking forward to it already.
- C: Me too. See you next week. Bye for now. Love to Dad!
- M: Bye, Craig. Take care.

### **LISTENING SKILLS - Skill 3: Inference Questions**

#### ***Example 1: Conversation***

- Allison: Hi.
- Tom: Hi. Hello. You're Allison, right? Nice party.
- Allison: Yes.
- Tom: So, what do you do, Allison? Let me guess. A hairdresser?
- Allison: Well, no. I teach economics at...
- Tom: Oh, no. I'd hate to have to control all those teenagers all day.
- Allison: Um...well, as a matter of fact, all my students are over 25.

#### ***Example 2: Talk***

Good evening, ladies and gentlemen. We are now approaching the equator and you might say that things are heating up. We have an extraordinary evening planned for you tonight. After dinner, there will be a fun-filled variety show on the main deck, which we call "A Taste of Vegas." Later you can dance the night away to the strains of our talented internationally known band, The Ocean Reefs, in the Neptune Nightclub. Tomorrow after we put in, you will have an entire day to explore the magical island of Dupree. Dinner will be onboard again tomorrow evening, but you will be on your own for lunch. So, let the fun begin!

#### ***Example 3: Lecture***

One of the most important skills that an insurance company needs to have is the ability to do reliable risk assessment. An insurance company is based on the idea that they will make more money in insurance payments than they will pay out in insurance claims, right? Well, for that to work, they need to know what the chances are that something will go wrong and that... uh... they'll have to pay an insurance claim. Let's look at a fairly simple example.

For those of you who moved here from the suburbs, you've probably noticed that your car insurance is much higher in the city, right? That's because the city is considered a high crime area... uh statistically... and I'm not trying to scare you or anything... but statistically you have a higher chance of having your car stolen, vandalized... whatever... here than you do in the suburbs.

#### ↓ FOLLOW-UP EXERCISE

**I = Interviewer, MK = Michio Kaku**

I: Are you optimistic about the future?

MK: Generally, yeah. If we go back to 1900, most Americans didn't live after the age of 50. Since then we've had improvements in healthcare and technology. There's no reason why these won't continue far into the 21<sup>st</sup> century.

I: Are we ready for the changes that will come?

MK: Changes are already happening. The future is here now. We have DNA, microchips, the Internet. Some people's reaction is to say "We're too old, we don't understand new technology". My reaction is to say "We must educate people to use new technology now."

I: Is world population going to be a big problem?

MK: Yes and no. I think that world population will stop increasing as we all get richer. If you are part of the middle class, you don't want or need twelve children.

I: What will happen to people who don't have computers?

MK: Everyone will have computers. The Internet will be free and available to everyone.

I: Will there be a world government?

MK: Very probably. We will have to manage the world and its resources on a global level, because countries alone are too small. We already have a world language called English, and there is the beginning of a world telephone system, and that's called the Internet.

I: Will we have control of everything?

MK: I think we'll learn to control the weather, volcanoes and earthquakes. Illness won't exist. We will grow new livers, kidneys, hearts, and lungs like spare parts for a car. People will live till about 130 or 150. For two thousand years we have tried to understand our environment. Now we will begin to control it.

I: What are your reasons for pessimism?

MK: People will still fundamentally be the same, with all their intelligence and stupidity. There will still be cruel people, people who want to fight wars against other races and religions, people who don't see that we have to look after our forests, our oceans, our atmosphere, people who think that money is everything. We will have the technology. The question is, will we have the wisdom to use the technology to our advantage?

#### **LISTENING PROGRESS TEST**

##### **Part 1: Short conversations**

1. Woman: So, when are you going?

Man: Tomorrow. I'm really looking forward to it. We're flying at seven in the morning so, with luck, we'll be swimming in the ocean before lunchtime.

Woman: Hope the weather's good.

Man: Me too. We're camping on the beach – no nice, comfortable hotels for us!

**Question: When is the man going to enjoy his beach camping?**

**2.** Man: What are you going to do on Friday?

Woman: Oh, not much. Joe and I are going to see the new Jack Black movie. Do you want to come? It'll be fun.

Man: Yes, I'd love to. What time are you meeting?

**Question: What is the woman's plan for Friday?**

**3.** Woman: Do you want to go out for dinner?

Man: Oh, I don't know. I'm happy to stay home and cook. What would you like to eat?

Woman: Well, I really want pizza, and there's a fantastic new place on Mulberry Street. It's very romantic, you know.

Man: Oh, in that case, let's go out.

**Question: Where does the woman want to have dinner?**

**4.** Woman: Is tomorrow going to be a busy day for you?

Man: Very busy. I've got a really important meeting with my boss and some people from the head office. We'll be spending all day at a conference center in some expensive hotel. It's going to be really hard work.

**Question: Why is the man having a busy day tomorrow?**

**5.** Man: What are you doing for New Year's?

Woman: Well, we live in Australia, so lots of people there go to the beach on New Year's Day. But we won't. We're going to my mother's, but this year I'm cooking for a change. I hope dinner will be OK. I'm not exactly the world's greatest chef.

**Question: How do many Australians celebrate New Year's Day?**

## *Part 2: Interview*

Mrs. Rogers: Hello. Can I help you?

Paul: Hi. Yes. I hope so. I'm doing a survey about houses in this area. Is this number 23?

Mrs. Rogers: No, 25. Twenty-three is next door.

Paul: Oh, OK. So you're Mrs. Anne Rogers?

Mrs. Rogers: Not quite. Anna Rogers. Not Anne. Anna. A-N-N-A.

Paul: Fine. Can I ask you a few questions?

Mrs. Rogers: Sure.

Paul: How long have you lived at your current address?

Mrs. Rogers: Here? Oh. Since Claire was born – she's my youngest daughter, and she was six last month.

Paul: OK. So, I'll put...um...for about six years, OK?

Mrs. Rogers: Yes, that's right.

Paul: Have you always lived in this area?

Mrs. Rogers: Well, it feels like forever. I lived in a house across from the post office – that's just around the corner from here – oh, for 13 years before buying this house. But I wasn't born here, and neither was my husband. He's Canadian, you know. And when I was growing up, I used to live in Seattle. We only moved here after we got married.

Paul: OK. Thank you. One more question. If you could change anything about the area, what would that be?

Mrs. Rogers: Well, it's very dark at night, so you can't see parked cars on the street. I have to carry a flashlight sometimes when I go out. They should improve the street lighting.

Paul: OK. Great. Thanks ...

Mrs. Rogers: Oh, and one more thing ...

### Part 3: Lecture

Having referred briefly to the general definition of culture, I want to move on to an example of cultural research in action - a real example of what researchers into culture are doing. This is a study done in 2004 into the "global teenager hypothesis". Now the global teenager hypothesis states that the values and attitudes of teenagers all over the world have become very similar, that teenagers are part of a global culture, rather than a national or a regional one. This study investigated the subject of materialism in three different cultures. It asked if teenagers' attitudes to materialism were similar or different in those three different cultures. I'd like to go through the main points of this study because I think it demonstrates the interest and usefulness of this kind of research.

The research took a sample of 556 high school students of between fourteen and seventeen years of age from three countries. The three countries - being also three differing cultures - were China, Japan, and the USA. The high schools were in medium-sized cities and the students came from middle-class areas. There were 172 respondents from China, 168 from Japan and 216 from the USA. The students were asked to reply to a questionnaire (or survey) which consisted of seven statements. They were asked to say if they agreed or disagreed with the statements. The first statement was: It is really true that money can make you happy. Respondents were asked - as they were asked about all the statements - to give their answer on a scale of one to seven. One on the scale indicated 'I strongly disagree'; four on the scale was neutral; and seven on the scale was 'I strongly agree'. The second statement was: My dream in life is to be able to own expensive things. And the fifth was: Having the right possessions is the most important things in life.

Let's look at some of the results. With regard to the first statement, it was the Japanese teenagers who agreed most strongly that money could make you happy. The Americans were second and the Chinese agreed least. However, regarding one's life dream being to own expensive things, it was American teenagers who agreed most strongly with this and the Chinese who agreed least. As regards the fifth statement – about owning the right things – the Americans agreed less strongly than the other two groups. It was the Chinese who agreed most strongly with this statement.

I haven't been able to analyze all aspects of the study in the lecture, but it does suggest that the hypothesis is not supported by the data. It may be that the culture of the U.S.A. is more individualistic, whereas the Chinese culture is more collectivist or communitarian. However, it does not seem to support the global teenager hypothesis. As always, this is something on which we need to carry out more research.

# ACTUAL TEST

## Part 1: Short conversations

1. Woman: Can you pick up the kids from school today and take them to soccer practice at 3 o'clock?  
Man: I thought you said yesterday that you were going to pick them up.  
Woman: I did, but I just got an e-mail from my boss. I have a 3 o'clock meeting that I can't reschedule.

**Question: What can't the woman do at three o'clock?**

2. Woman: Professor, I have some questions about the exam on Monday.  
Man: Sure, what are they?  
Woman: You said that there would be one essay question. Will we have any options for which essay to write?  
Man: Yes, there will be three questions you can choose from, and you only need to write an essay on one of the questions.

**Question: Why does the woman talk to the man?**

3. Woman: How can I help you, sir?  
Man: I would like to return these pants, please.  
Woman: Certainly. Is there something wrong with them?  
Man: My sister gave them to me as a gift, but they're too small.  
Woman: Would you like a refund, or would you like to exchange them for a pair that fits?

**Question: Where does the conversation probably take place?**

4. Woman: Can we finish packing later? I have to meet my friend to help her pick out wallpaper for her living room.  
Man: I won't have time later. I have a meeting until right before we have to leave for the airport. I'll just put my clothes in the suitcase and leave you enough space. You can finish by yourself later.

**Question: What are the man and woman likely to do?**

5. Man: I'm having a problem with my car. Can you take a look at it today?  
Woman: Certainly. Let me ask you a few questions first. What kind of problem have you been having?  
Man: It's difficult to start, and when I do finally get it started, I have to let it sit and run.

**Question: What problem is the man having?**

6. Man: Your son has been having some difficulty in school.  
Woman: What kind of difficulty?  
Man: He hasn't been doing all his homework, and his test scores have dropped over the past few weeks. Are there any problems at home that might be affecting his work?  
Woman: My mother - his grandmother - died two weeks ago, and he's been pretty upset about it.

**Question: Who might the man be?**

7. Man: I'm thinking about getting a new cell phone, but I want one that's more powerful than the one I currently have.

Woman: What would you like your new phone to do that your old one doesn't?

Man: I want to be able to keep track of my schedule. My old phone has a calendar feature, but I can't sync it up with the calendar on my computer, and it's very difficult to add new appointments.

**Question: What does the man want to do?**

8. Woman: Excuse me, sir. I noticed that you're buying Brussels sprouts. Do you have a good recipe? I've always wanted to eat more Brussels sprouts because they're so healthy, but I never know how to cook them.

Man: I usually cut them in half first and then fry them in butter over a high heat. Then I add garlic and turn down the heat. When the garlic is cooked, I add a little water and simmer for about five minutes until the Brussels sprouts are tender but still crunchy.

**Question: What can be inferred about the man?**

9. Man: I want to return this camera I bought last week.

Woman: Is there a problem with it?

Man: Yes. The flash takes a really long time to recharge. I'm missing a lot of good pictures waiting for it.

Woman: Did you try putting a new battery in? Sometimes even with a new camera, the battery gets worn down just sitting in the box on the shelf.

**Question: How long has the man had the camera?**

10. Man: I'm going back to school.

Woman: Really? What will you study?

Man: I'm going to take a business degree so that I can get a better job.

Woman: My cousin did that and now he works for a big company.

Man: Does he like it?

Woman: Yes, but it was hard for him to take four years off.

**Question: What does the woman imply?**

**Part 2: Interview**

Chris Meyers: We are talking to Laura Chang, a lawyer for the Innocence Project. Laura helped Roger Brooks, a man who spent 25 years in prison, prove that he was innocent. So, Laura, tell me, why do people go to prison for crimes they didn't commit? How's that possible?

Laura Chang: Well, Chris. There are several reasons why innocent people go to prison. But the number one reason is mistaken identity.

Chris Meyers: Hmm ... mistaken identity? Is that when an eyewitness says he or she saw a person commit the crime, but in fact is wrong?

Laura Chang: Exactly. It happens because sometimes eyewitnesses don't remember correctly or they weren't able to really see well. They make a mistake because they have bad eyesight or maybe it was dark ...

Chris Meyers: Aha ... and they think they saw the person when in fact it was someone else?

Laura Chang: Exactly.

Chris Meyers: So, what are some other reasons why innocent people go to prison?

Laura Chang: Another reason is false confession-when people say they did something that they didn't in fact do.

Chris Meyers: Really? Why would people say that they committed a crime if they hadn't?

Laura Chang: Well, some people get scared ... or don't understand what they're saying or the police pressure them to say they're guilty ... That happens.

Chris Meyers: So, you're saying police behavior might also be a reason why innocent people go to prison?

Laura Chang: Yes ... and that makes me think of another problem I wanted to talk about. The police sometimes make mistakes, too. It's called police misconduct. In one case I worked on, the police actually destroyed some evidence—they stepped on it by accident, so the lawyers couldn't use it to prove the man was innocent.

Chris Meyers: Wow ... interesting.

Laura Chang: Aha. But, the lawyer can also be the reason why an innocent person goes to prison.

Chris Meyers: Really? How come?

Laura Chang: Sometimes the lawyers just don't do a good job ... they don't work hard enough to find the evidence to prove the person is innocent. Sometimes the first time a lawyer meets the accused person is the day they come to court together!

Chris Meyers: I see. So a bad lawyer can make things worse...

Laura Chang: Unfortunately, it does happen.

### Part 3: Discussion

#### A = Narrator, B = Dr. Higgins, C = Dr. Rooks

- A: Today, the islands of Hawaii are a popular tourist destination. Visitors from the United States, Europe, and all over the world come here for the beautiful weather, the perfect beaches, and the fascinating culture. Americans come to Hawaii for honeymoons and exotic destinations. But many people forget that Hawaii is part of the United States. It became the 50th state in 1959.
- However, Hawaii doesn't look or feel like part of the United States. The people, language, stories, and culture of Hawaii reveal a mysterious history of immigration and settlement. We'll investigate this history tonight. The first stop on our trip is at the University of Hawaii. Dr. Emily Higgins is an expert on immigration to Hawaii. So, Dr. Higgins, who are the native people of these islands?
- B: The one thing we know about native Hawaiians is that they're not really native to Hawaii. They came from somewhere else.
- A: Where did they come from?
- B: That's an interesting question. The first European to find Hawaii was the famous English explorer, Captain James Cook. He arrived in Hawaii in 1778, and he noticed that the native people were similar to other people he'd seen in the other islands of Polynesia.
- A: And Polynesia refers to a number of islands in the South Pacific Ocean.
- B: Right, including the islands of Hawaii, as well as New Zealand, Tahiti, Fiji, Samoa, Tonga, and the Cook Islands ... which were named after Captain Cook.
- A: So, what do Hawaiians have in common with other Polynesians?
- B: Well, one way to find the origins of an immigrant group is to look at their language. Languages exist in families—just like people. So, if you find two languages that are related—brother and sister, for example—you can guess that they have the same parent. Although most Hawaiians today speak English, there is a native Hawaiian language. Cook noticed, and modern linguists have confirmed, that the Hawaiian language is related to other Polynesian languages. This suggests that the languages come from the same place, and that the Hawaiian people came from another Polynesian island. We don't know exactly where, but one idea is that they came from Tahiti. Of course, there's only one problem with that theory: Tahiti is 2000 miles from Hawaii, by sea!

- A: The story of the settlement of Hawaii is truly remarkable. According to some experts, the first immigrants to Hawaii from Tahiti and other islands arrived around the year 400. That's 1300 years before the first known European contact with Hawaii. Those first Polynesian fisherman and explorers built canoes-simple boats-with the most basic materials. To find out more about these people, we spoke with John Rooks, the director of the Hawaiian History Museum.
- C: The Polynesians probably built their boats from tree trunks. We think that they would chop down a tree and then cut a canoe from the center of the tree. Then, they used coconut fibers and tree sap to fill holes. The brilliant part of the construction was the idea to tie two trees together to form a double canoe-again, with wood and coconuts. This made the boats more stable so that they could travel these huge distances.
- A: But how did these earlier migrants navigate? How did they find their way to Hawaii without getting lost?
- C: These explorers had amazing knowledge of navigation. They used the sun, the stars, and the winds. They memorized distances and directions. They sailed across thousands of miles of empty sea. It's an amazing achievement.
- Coming up on Mass Migrations, we'll look at some research that may lead to new theories of how the Hawaiian Islands were populated...

#### **Part 4: Lecture**

I'm going to begin my lecture today with a look at Product Life Cycles. Now as we go through the Product Life Cycle I will be trying to raise some issues which are important with regard to each phase of the cycle. I won't have all the answers for you this morning. This one of the lecture series is just to get you started and - I hope - interested. Let's start with the first phase of the cycle, that of Product Design. This is really the most important part of the cycle. We often talk as if it is consumers who are responsible for recycling - and so they are - but in reality the major responsibility must be borne by designers. They can design products where recycling is easy and cheap, or difficult and expensive. In the latter case, the likelihood is that recycling - though technically feasible - will not, in fact, take place.

Now don't jump ahead, because the second stage is not Product Manufacturing, but rather that of Materials Acquisition. This is the activity we do when we mine coal or other minerals such as gold or iron or copper. In addition to mining, there is harvesting, which includes the cutting down of trees as a first step in the making of furniture or paper, or fishing. These activities have costs which are not only money costs: pollution is one of the extra costs. We have also to think whether the resources we use are renewable - such as trees - or not - such as coal and other minerals.

The third stage is not manufacturing either. It is Materials Processing. This is where we take the raw materials and use energy to change them into a form that can be used in manufacturing. For example, trees must be turned into paper, or oil into plastic. The cotton plants that grow in the fields must be turned into cloth. All of these activities require the use of chemical processes and, as with all chemical processes, waste is produced - often of a dangerous kind.

And now we come to the Manufacturing stage. This is usually the most expensive in terms of cost and energy and waste. The wastes are often those that contribute to global climate change. For example, we make 41 billion glass containers (mostly bottles) each year and we throw most of them away: a lot of manufacturing seems unnecessary if we could only organize things better. And this could mean greater profits for the manufacturing companies, too.

Stage five is Packaging. Many products are packed in paper or plastic which themselves, of course, have their own processes and costs. Excessive packaging is often criticized, but it must be remembered that packaging serves a purpose - often more than one purpose - such as maintaining freshness and hygiene, as well as providing information.

In our globalized world, we must never forget the next stage, which is Distribution. This is the stage where transportation and energy play a big part. Lorries, trucks, trains, planes, and ships all use up the precious stocks of oil and, as we know, generate greenhouse gases which, as we hear again and again, contribute to climate change.

Stage seven is the point of it all: using the product. Looking after products, using them in the recommended ways, timely repair and maintenance, all reduce the need for early replacement and reduce the number of products in landfill sites. We should not encourage the purchase of single use products, that is, products which are designed for use on one occasion only, and then to be thrown away and replaced.

I'm going to skip a stage for a moment and move straight on to the final stage which is Disposal - putting the product in the bin. This is the end of the life of the product and we lose it completely. It may have only a little value but it does have a value even at this stage of its life, even in fact when it's actually in the landfill site. Now, I missed out one stage. This is a cycle within a cycle. That is, within the life cycle of the product there can be a closed loop cycle which can extract more value from the product. This is the reuse and recycle loop. It is a closed loop because, in theory, it can continue forever, though in practice of course, this is not possible. Recycling products means that they can be used to make more of the same product CDs, bottles, books - or that they can be used to make different ones. For example, one pound of recycled paper can make six cereal boxes. And if we recycled all our newspapers, we could save 40,000 trees a day! Now with this approach to the life cycle of a product in mind, we can go on to consider Life Cycle Analysis...

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