IELTS family

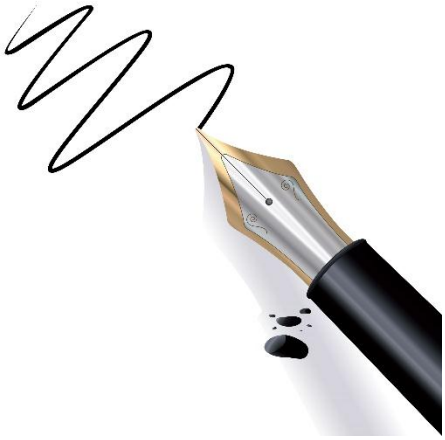
Dinh Thang

BOOST YOUR VOCABULARY

• Second Edition •

Help you learn the most common academic words from

CAMBRIDGE IELTS 9



Cuốn sách này là của

.....

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

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

LỜI GIỚI THIỆU

Chào các bạn,

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

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

Trân trọng cảm ơn,


dinhthangielts

TÁC GIẢ & NHÓM THỰC HIỆN

Đinh Thắng

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

Facebook.com/dinhthangielts

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

Tài trợ

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

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

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

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

2. Tập trung bộ nhớ vào các từ quan trọng

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

3. Học một từ nhớ nhiều từ

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

HƯỚNG DẪN SỬ DỤNG SÁCH

ĐỐI TƯỢNG SỬ DỤNG SÁCH

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

CÁC BƯỚC SỬ DỤNG

CÁCH 1: LÀM TEST TRƯỚC, HỌC TỪ VỰNG SAU

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

Bước 2: Tìm mua cuốn Cambridge IELTS (8 cuốn mới nhất từ 6-14) của Nhà xuất bản Cambridge để làm. Hãy cẩn thận đừng mua nhầm sách lậu. Sách của nhà xuất bản Cambridge được tái bản tại Việt Nam thường có bìa và giấy dày, chữ rất rõ nét.

Bước 3: Làm một bài test hoặc passage bất kỳ trong bộ sách trên. Ví dụ passage 1, test 1 của Cambridge IELTS 9.

Bước 4: Đối chiếu với cuốn sách này, bạn sẽ lọc ra các từ vựng quan trọng cần học. Ví dụ passage 1, test 1 của Cambridge IELTS 9, bài về William Henry Perkin: Bạn sẽ thấy
4.1 Cột bên trái là bản text gốc, trong đó bôi đậm các từ học thuật - **academic word**
4.2 **Cột bên phải chứa các từ vựng này theo kèm định nghĩa (definition) hoặc từ đồng nghĩa (synonym)**

CÁCH 2: HỌC TỪ VỰNG TRƯỚC, ĐỌC TEST SAU

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

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

Bước 3: Làm một bài test hoặc passage bất kỳ trong bộ sách Cambridge IELTS. Ví dụ bạn đọc xong cuốn Boost your vocabulary 9 này thì có thể quay lại làm các test trong cuốn 8 chẳng hạn. **Làm test xong thì cố gắng phát hiện các từ đã học** trong cuốn 9. Bạn nào có khả năng ghi nhớ tốt chắc chắn sẽ gặp lại rất nhiều từ đã học. Bạn nào có khả năng ghi nhớ vừa phải cũng sẽ gặp lại không ít từ.

Bước 4: Đọc cuốn Boost your vocabulary tương ứng với test bạn vừa làm. Ví dụ trong cuốn Boost your vocabulary 8.

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

B1. Đọc **hiểu** và học từ cuốn Boost your vocabulary 9

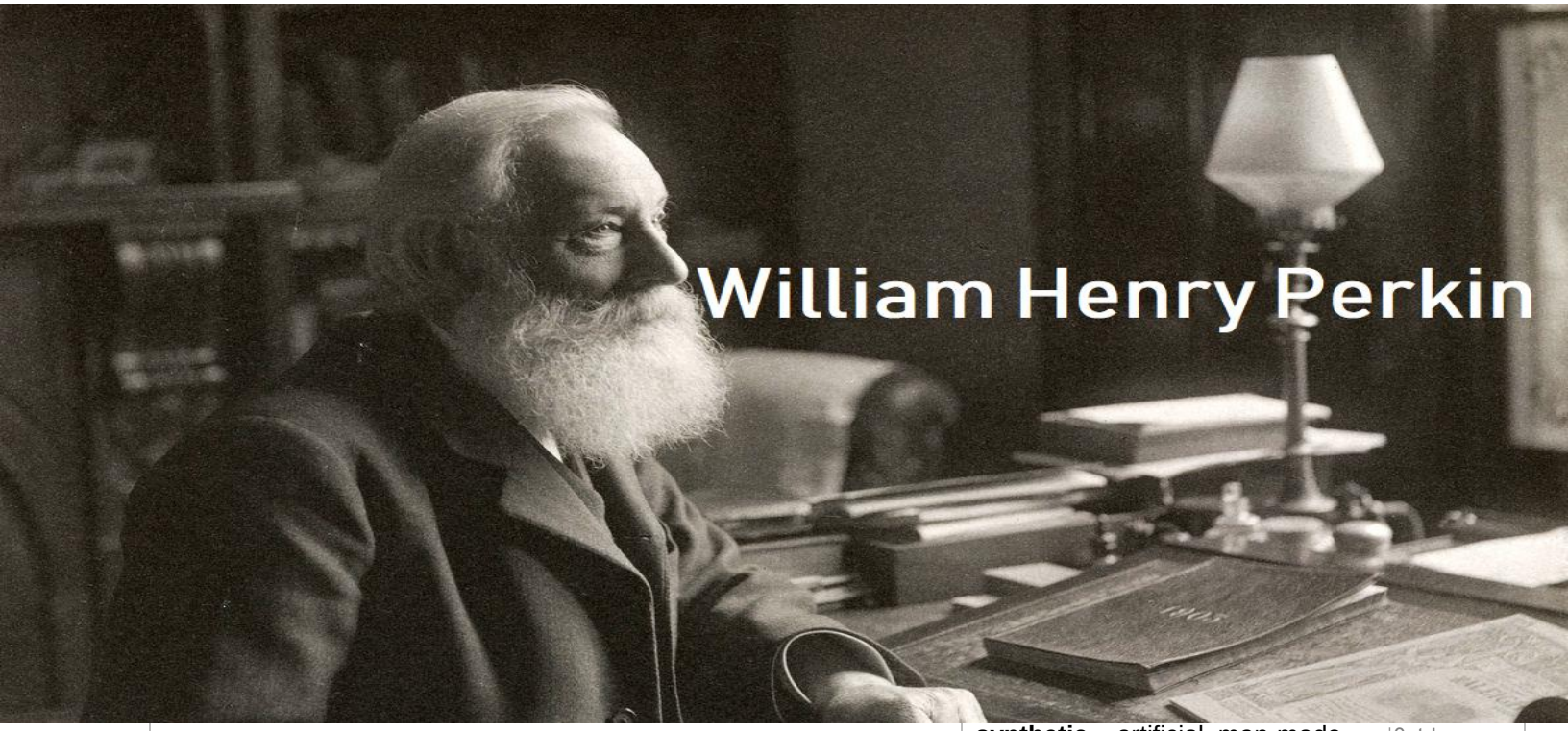
B2. Làm test 1 trong cuốn Boost your vocabulary 8

B3. Đọc **hiểu** và học từ cuốn Boost your vocabulary 8 & tìm các từ lặp lại mà bạn đã đọc trong cuốn Boost your vocabulary 9

CAMBRIDGE IELTS 9

TEST 1

READING PASSAGE 1



The man who invented **synthetic dyes**

Henry Perkin was born on March 12,1838, in London, England.

As a boy, Perkin's **curiosity prompted** early interests in the arts, sciences, photography, and engineering. But it was a chance **stumbling upon** a **run-down**, yet **functional**, laboratory in his late grandfather's home that **solidified** the young man's **enthusiasm** for chemistry.

synthetic = artificial, man-made. sɪnˈθetɪk
dye= color, tint, pigment. daɪ

curiosity = the desire to know about something. # apathy kjʊəriˈɒsəti
prompt = to make someone decide to do something. (= encourage, stimulate, motivate) prɒmpt
stumble on/across/upon something = come across = to find or discover something by chance and unexpectedly. ˈstʌmbəl ɒn əˈkrɒs əˈpɒn ˈsʌmθɪŋ
run-down = in bad condition, badly maintained. rʌn - daʊn
functional= useful, handy, practical ˈfʌŋkʃənəl
solidify = strengthen, to make an agreement, plan, attitude etc more definite and less likely to change. səˈlɪdɪfaɪ
enthusiasm= interest, passion #apathy ɪnˈθjuːziæzəm

As a student at the City of London School, Perkin became **immersed in** the study of chemistry. His talent and **devotion** to the subject were **perceived** by his teacher, Thomas Hall, who encouraged him to **attend** a series of lectures given by the **eminent** scientist Michael Faraday at the Royal Institution. Those speeches **fired** the young chemist's **enthusiasm** further, and he later went on to **attend** the Royal College of Chemistry, which he succeeded in entering in 1853, at the age of 15.

At the time of Perkin's **enrolment**, the Royal College of Chemistry was headed by the **noted** German chemist August Wilhelm Hofmann. Perkin's scientific **gifts** soon **caught** Hofmann's **attention** and, within two years, he became Hofmann's youngest assistant. Not long after that, Perkin made the scientific **breakthrough** that would bring him both **fame** and **fortune**.

At the time, **quinine** was the only **viable** medical **treatment** for **malaria**. The drug is **derived from** the **bark** of the cinchona tree, **native** to South America, and by 1856 demand for the drug was **surpassing** the available supply. Thus, when Hofmann made some passing comments about the **desirability** of a **synthetic substitute** for quinine, it was unsurprising that his star pupil **was moved** to **take up** the challenge.

During his vacation in 1856, Perkin spent his time in the laboratory on the top floor of his family's house. He was

immersed in = become completely involved in an activity ɪˈmɜːst ɪn
devotion= commitment = dedication = the strong love that you show when you pay a lot of attention to someone or something. dɪˈvəʊʃən
perceive= recognize, see, identify, notice. pəˈsiːv
attend= join, be present, go to əˈtend
eminent= famous, prominent ˈemɪnənt
fired= inspire, excite, arouse faɪəd

enrolment= the process of arranging to join a school, university, course etc. ɪnˈrəʊlmənt
head= control, rule, lead, supervise. hed
noted= well-known, famous, eminent nəʊtɪd
gift= talent, genius, ability. gɪft
catch sb attention= to make someone notice you, especially because you want to speak to them or you need their help kætʃ ˈsʌmbɒdi əˈtenʃən
breakthrough= advance, innovation, revolution, new idea, invention. ˈbreɪkθruː
fame= reputation, recognition, celebrity
obscurity feɪm
fortune= wealth, riches, opulence, prosperity
#poverty ˈfɔːtʃən

quinine= a drug used for treating fevers, especially malaria ˈkwɪniːn
viable= feasible, possible, successful ˈvaɪəbəl
treatment= cure, medicine, therapy ˈtriːtmənt
malaria= a disease that is common in hot countries and that you get when a type of mosquito bites you məˈleəriə
derive from= originate, develop, come from dɪˈraɪv frəm
bark= the outer covering of a tree bɑːk
native to= existing naturally in a place ˈneɪtɪv tə
surpass= transcend, exceed, go beyond səˈpɑːs
desirability= something that is desirable is worth having or doing dɪˈzaɪərəbəl
substitute= alternate, replacement ˈsʌbstɪtjuːt
be moved= to make someone feel strong emotions bi muːvd
take up= start, accept, engage in teɪk ʌp

attempting to **manufacture** **quinine** from aniline, an inexpensive and readily available **coal tar** waste product. Despite his best efforts, however, he did not **end up with quinine**. Instead, he produced a **mysterious** dark **sludge**. Luckily, Perkin's scientific training and **nature prompted** him to investigate the **substance** further. **Incorporating** potassium dichromate and alcohol into the aniline at various stages of the experimental process, he finally produced a **deep** purple **solution**. And, proving the truth of the famous scientist Louis Pasteur's words 'chance **favours** only the prepared mind', Perkin saw the potential of his unexpected find.

attempt= try, endeavor, make an effort əˈtempt
manufacture= produce, make, create. mænjəˈfæktʃə
coal tar= a thick black sticky liquid made by heating coal without air kəʊl tɑː
end up with= to be in a particular situation, state, or place after a series of events, especially when you did not plan it end ʌp wɪð
mysterious= strange, unexplained, enigmatic mɪˈstɪəriəs
sludge= soft thick mud, especially at the bottom of a liquid slʌdʒ
nature= character, personality ˈneɪtʃ
incorporate= merge, combine, include #divide ɪnˈkɔːpəreɪt
deep= a deep colour is dark and strong #light diːp
solution= mixture, liquid, blend səˈluːʃən
favour= help, support, back, approve ˈfeɪvə

Historically, **textile** dyes were made from such natural sources as plants and animal **excretions**. Some of these, such as the glandular **mucus** of snails, were difficult to obtain and **outrageously** expensive. Indeed, the purple colour **extracted from** a snail was once so costly that in society at the time only the rich could **afford** it. Further, natural dyes tended to be **muddy** in **hue** and **fade** quickly. It was against this **backdrop** that Perkin's discovery was made.

textile= fabric, cloth, material ˈtekstaɪl
excretion= the waste material that people or animals get rid of from their bodies. ɪkˈskriːʃən
mucus= a thick liquid produced in parts of your body such as your nose ˈmjuːkəs
outrageously= very shocking and extremely unfair or offensive aʊtˈreɪdʒəs
extract something from something= to carefully remove a substance from something which contains it, using a machine, chemical process etc. ɪkˈstrækt ˈsʌmθɪŋ frəm ˈsʌmθɪŋ
afford= pay for, manage to pay for, have enough money. əˈfɔːd
muddy= unclear, murky #clear ˈmʌdi
hue= tone, tint, color, shade hjuː
fade= lighten, lose color #darken feɪd
backdrop= the conditions or situation in which something happens. ˈbækdrɒp

Perkin quickly **grasped** that his purple **solution** could be used to colour **fabric**, thus making it the world's first **synthetic** **dye**. Realising the importance of this **breakthrough**, he **lost no time in patenting** it. But perhaps the most fascinating of all Perkin's reactions to his find was his nearly **instant recognition** that the new **dye** had **commercial** possibilities.

grasp= understand, comprehend. grɑːsp
fabric= material, clothe, textile. ˈfæbrɪk
lost no time in doing smt= to do something immediately lɒst nəʊ taɪm ɪn ˈduːɪŋ ˈsʌmθɪŋ
patent= to obtain a special document giving you the right to make or sell a new invention or product. ˈpeɪtnt
instant= immediate, instantaneous, prompt ˈɪnstənt
recognition= detection, perception, identification rekəgˈnɪʃən
commercial= money-making, profitable, saleable kəˈmɜːʃəl

Perkin originally named his **dye** Tyrian Purple, but it later became commonly known as mauve (from the French for the plant used to make the colour violet). He asked advice of Scottish **dye** works owner Robert Pullar, who **assured** him that **manufacturing** the **dye** would be well worth it if the colour remained fast (i.e. would not **fade**) and the cost was **relatively** low. So, over the **fierce objections** of his mentor Hofmann, he left college to **give birth to** the modern chemical industry.	**assure**= ensure, promise, confirm, guarantee. əˈʃʊə **relatively**= something that is relatively small, easy etc is fairly small, easy etc compared to other things ˈrelətɪvli **fierce**= strong, intense, severe #gentle fɪəs **objection**= opposition, doubt, concern əbˈdʒekʃən **mentor**= adviser, tutor, guide ˈmentɔː **give birth to**= the time when something new starts to exist gɪv bɜːθ tə
With the help of his father and brother, Perkin **set up** a factory not far from London. **Utilising** the cheap and **plentiful coal tar** that was an almost unlimited by product of London's gas street lighting, the **dye** works began producing the world's first synthetically dyed material in 1857. The company received a **commercial boost** from the **Empress** Eugenie of France, when she decided the new colour **flattered** her. Very soon, mauve was the necessary **shade** for all the fashionable ladies in that country.	**set up**= establish, start, organize set ʌp **utilise**= use, apply, exploit, make use of. ˈjuːtəlaɪz **plentiful**=more than enough in quantity ˈplentɪfəl **boost**= increase, improvement, enhancement buːst **empress**= queen, ruler, monarch, king ˈemprɪs **flatter**= to make someone look as attractive as they can. ˈflætə **shade**= hue, tint, color ʃeɪd
Not to be outdone, England's Queen Victoria also appeared in public wearing a mauve **gown**, thus making it **all the rage** in England as well. The **dye** was **bold** and fast, and the public **clamoured for** more. Perkin **went back to the drawing board**. Although Perkin's **fame** was **achieved** and **fortune assured** by his first discovery, the chemist continued his research. Among other dyes he developed and introduced were aniline red (1859) and aniline black (1863) and, in the late 1860s, Perkin's green. It is important to note that Perkin's **synthetic dye** discoveries had outcomes far beyond the **merely** decorative. The dyes also became **vital** to medical research in many ways. For instance, they were used to **stain** previously **invisible** microbes and bacteria, allowing researchers to identify such bacilli as tuberculosis, cholera, and anthrax. Artificial dyes continue to play a **crucial** role today. And, in what would have been particularly **pleasing to** Perkin, their current use is in the search for a vaccine against malaria.	**not to be outdone** = in order not to let someone else do better or seem better than you nɒt tə bi aʊtˈdʌn **gown=** a long dress that a woman wears on formal occasions gaʊn **be all the rage**= to be very popular or fashionable. bi ɔːl ðə reɪdʒ **bold**=very strong or bright so that you notice them bəʊld **clamour for**= to demand something loudly. ˈklæmə fə **go back to the drawing board**= if you go back to the drawing board, you start again with a completely new plan or idea, after the one you tried before has failed. gəʊ bæk tə ðə ˈdrɔːɪŋ bɔːd **achieve**= attain, get, reach əˈtʃiːv **merely**= only, just, simply. ˈmɪəli **vital**= very important, crucial, necessary, central. ˈvaɪtl **stain**= mark, spot steɪn **crucial**= vital, very important, central. ˈkruːʃəl **pleasing to**= giving pleasure, enjoyment, or satisfaction ˈpliːzɪŋ tə

READING PASSAGE 2

The Search for **Extra-terrestrial** Intelligence

The question of whether we are alone in the Universe has **haunted** humanity for centuries, but we may now stand **poised on the brink** of the answer to that question, as we search for radio signals from other intelligent **civilisations**. This search, often known by the acronym SETI (search for extra-terrestrial intelligence], is a difficult one. Although groups around the world have been searching **intermittently** for three decades, it is only now that we have reached the level of technology where we can make a **determined** attempt to search all nearby stars for any sign of life.

A

extra-terrestrial= relating to things that exist outside the earth. ˈekstrə təˈrestriəl
haunt= to cause problems for someone over a long period of time hɔːnt
poised on the brink/edge of something = completely ready to do something or for something to happen, when it is likely to happen soon. pɔɪzd ˈɒn ðə brɪŋk/ edʒ əv ˈsʌmθɪŋ
civilisation= a society that is well organized and developed, used especially about a particular society in a particular place or at a particular time sɪvəl-aɪˈzeɪʃən
intermittently= sporadically= stopping and starting often and for short periods. ɪntəˈmɪtntli
determined= having a strong desire to do something, so that you will not let anyone stop you. dɪˈtɜːmɪnd

The **primary** reason for the search is basic **curiosity** - the same **curiosity** about the natural world that drives all **pure science**. We want to know whether we are alone in the Universe. We want to know whether life **evolves** naturally if given the right conditions, or whether there is something very special about the Earth to have **fostered** the variety of **life forms** that we see around us on the planet. The simple **detection** of a radio signal will be **sufficient** to answer this most basic of all questions. In this sense, SETI is another **cog in the machinery** of **pure science** which is continually **pushing out** the horizon of our knowledge. However, there are other reasons for being interested in whether life exists elsewhere. For example, we have had **civilisation** on Earth for perhaps only a few thousand years, and the **threats** of nuclear war and pollution over the last few decades have told us that our **survival** may be **tenuous**. Will we **last** another two thousand years or will we **wipe ourselves out**? Since the **lifetime** of a planet like ours is several billion years, we can **expect** that, if other civilisations do survive in our galaxy, their ages will range from zero to several billion years. Thus any other **civilisation** that we hear from is likely to be far older, on average, than ourselves. The **mere** existence of such a **civilisation** will tell us that long-term survival is possible, and gives us some cause for **optimism**. It is even possible that the older **civilisation** may pass on the benefits of their experience in **dealing with threats** to **survival** such as nuclear war and global pollution, and other threats that we haven't yet discovered.

B

In discussing whether we are alone, most SETI scientists **adopt** two **ground rules**. First, UFQs (Unidentified Flying Objects) are generally ignored since most scientists don't **consider** the **evidence** for them to be strong enough to **bear** serious **consideration** (although it is also important to keep **an**

primary= main, chief, key, principal, most important. ˈpraɪmərɪ
curiosity= the desire to know about something. kjʊərɪˈɒsəti
drive= push, impel, urge draɪv
pure science= a science depending on deductions from demonstrated truths, such as mathematics or logic, or studied without regard to practical applications. pjʊə ˈsaɪəns
evolve= develop, change, grow, progress ɪˈvɒlv
foster= promote, encourage. ˈfɒstə
life form= any living thing laɪf fɔːm
detection= discovery, finding. dɪˈtekʃən
sufficient= enough, plenty, adequate səˈfɪʃənt
a cog in the machine/wheel= someone who only has a small unimportant job in a large organization. ə ˈkɒg ɪn ðə məˈʃiːn/ ˈwiːl
push smt out= to produce large quantities of something pʊʃ ˈsʌmθɪŋ ˈaʊt
threat= danger, risk, menace θret
survival= existence, being #death səˈvaɪvəl
tenuous= uncertain, weak, vague ˈtenjuəs
last= survive, live, endure lɑːst
wipe something out= to destroy, remove, or get rid of something completely. waɪp ˈsʌmθɪŋ aʊt
lifetime= lifespan, duration, lifecycle ˈlaɪftaɪm
expect= anticipate, await, wait for ɪkˈspekt
mere= used to emphasize that something which is small or not extreme has a big effect or is important mɪə
optimism= a tendency to believe that good things will always happen ≠pessimism ˈɒptəmɪzəm
pass smt on (to somebody)= to give something to somebody else, especially after receiving it or using it yourself pɑːs ˈsʌmθɪŋ ˈɒn (tu ˈsʌmbədi)
deal with= to take the necessary action, especially in order to solve a problem diːl wɪð

adopt= accept, assume, approve əˈdɒpt
ground rules= the basic rules or principles on which future actions or behaviour should be based. graʊnd ruːls
consider= think, believe, contemplate kənˈsɪdə
evidence= proof, testimony, fact ˈevɪdəns
bear= to be responsible for or accept something beə
consideration= thought, comtemplation, deliberation kənˌsɪdəˈreɪʃən

open mind in case any really **convincing evidence emerges** in the future). Second, we make a very **conservative assumption** that we are looking for a **life form** that is pretty well like us, since if it differs **radically** from us we may well not recognise it as a **life form**, quite apart from whether we are able to communicate with it. In other words, the **life form** we are looking for may well have two green heads and seven fingers, but it will nevertheless **resemble** us in that it should communicate with **its fellows**, be interested in the Universe, live on a planet **orbiting** a star like our Sun, and perhaps most restrictively, have a chemistry, like us, based on carbon and water.

C

Even when we make these **assumptions**, our understanding of other **life forms** is still **severely** limited. We do not even know, for example, how many stars have planets, and we certainly do not know how likely it is that life will **arise** naturally, given the right conditions. However, when we look at the 100 billion stars in our galaxy (the Milky Way), and 100 billion galaxies in the **observable** Universe, it seems **inconceivable** that at least one of these planets does not have a **life form** on it; in fact, the best **educated guess** we can make, using the little that we do know about the conditions for carbon-based life, leads us to estimate that perhaps one in 100,000 stars might have a life-bearing planet **orbiting** it. That means that our nearest neighbours are perhaps 100 light years away, which is almost next door in **astronomical** terms.

D

An **alien civilisation** could choose many different ways of sending information across the galaxy, but many of these either **require** too much energy, or else

an open mind= if you have an open mind, you deliberately do not make a decision or form a definite opinion about something. ən ˈəʊpən maɪnd

convincing= persuasive, believable, credible. kənˈvɪnsɪŋ

emerge= arise, appear, occur, develop. ɪˈmɜːdʒ

conservative = traditional, old-fashioned, conventional. kənˈsɜːvətɪv

assumption= supposition, guess, hypothesis, theory, belief. əˈsʌmpʃən

radically= very, completely, totally, drastically. ˈrædɪkli

resemble= look like, be similar to #differ

somebody's fellows= people that you work with, study with, or who are in the same situation as you. rɪˈzembəl

sb's fellows=people that you work with, study with, or who are in the same situation as you ˈsəmˌbɑːdi ˈfeləʊz

orbit= to travel in a curved path around a much larger object such as the earth, the sun etc. ˈɔːbɪt

severely= strictly, cruelly, harshly #gently səˈvɪəli

arise= happen, occur, start, appear. əˈraɪz

observable= noticeable, visible, apparent, obvious əbˈzɜːvəbəl

inconceivable= unthinkable, unimaginable, unbelievable. ɪnkənˈsiːvəbəl

educated guess= a guess that is likely to be correct because it is based on some knowledge ˈedʒʊkeɪtɪd ges

estimate= calculate approximately. ˈestəmət

astronomical= relating to the scientific study of the stars. æstrəˈnɒmɪkəl

alien= in stories, a creature from another world ˈeɪliən

require= need, involve, entail. rɪˈkwaɪə

are **severely attenuated** while **traversing** the **vast** distances across the galaxy. It turns out that, for a given amount of **transmitted** power, radio waves in the **frequency** range 1000 to 3000 MHz travel the greatest distance, and so all searches **to date** have **concentrated on** looking for radio waves in this **frequency** range. So far there have been a number of searches by **various** groups around the world, including Australian searches using the **radio telescope** at Parkes, New South Wales. Until now there have not been any **detections** from the few hundred stars which have been searched. The **scale** of the searches has been increased **dramatically** since 1992, when the US **Congress** voted NASA $10 million per year for ten years to **conduct** a **thorough** search for **extra-terrestrial** life. Much of the money in this project is being spent on developing the special **hardware** needed to search many **frequencies** at once. The project has two parts. One part is a **targeted** search using the world's largest **radio telescopes**, the American-operated telescope in Arecibo, Puerto Rico and the French telescope in Nancy in France. This part of the project is searching the nearest 1000 likely stars with high **sensitivity** for signals in the **frequency** range 1000 to 3000 MHz. The other part of the project is an undirected search which is **monitoring** all of space with a lower **sensitivity**, using the smaller **antennas** of NASA's Deep Space Network.

E

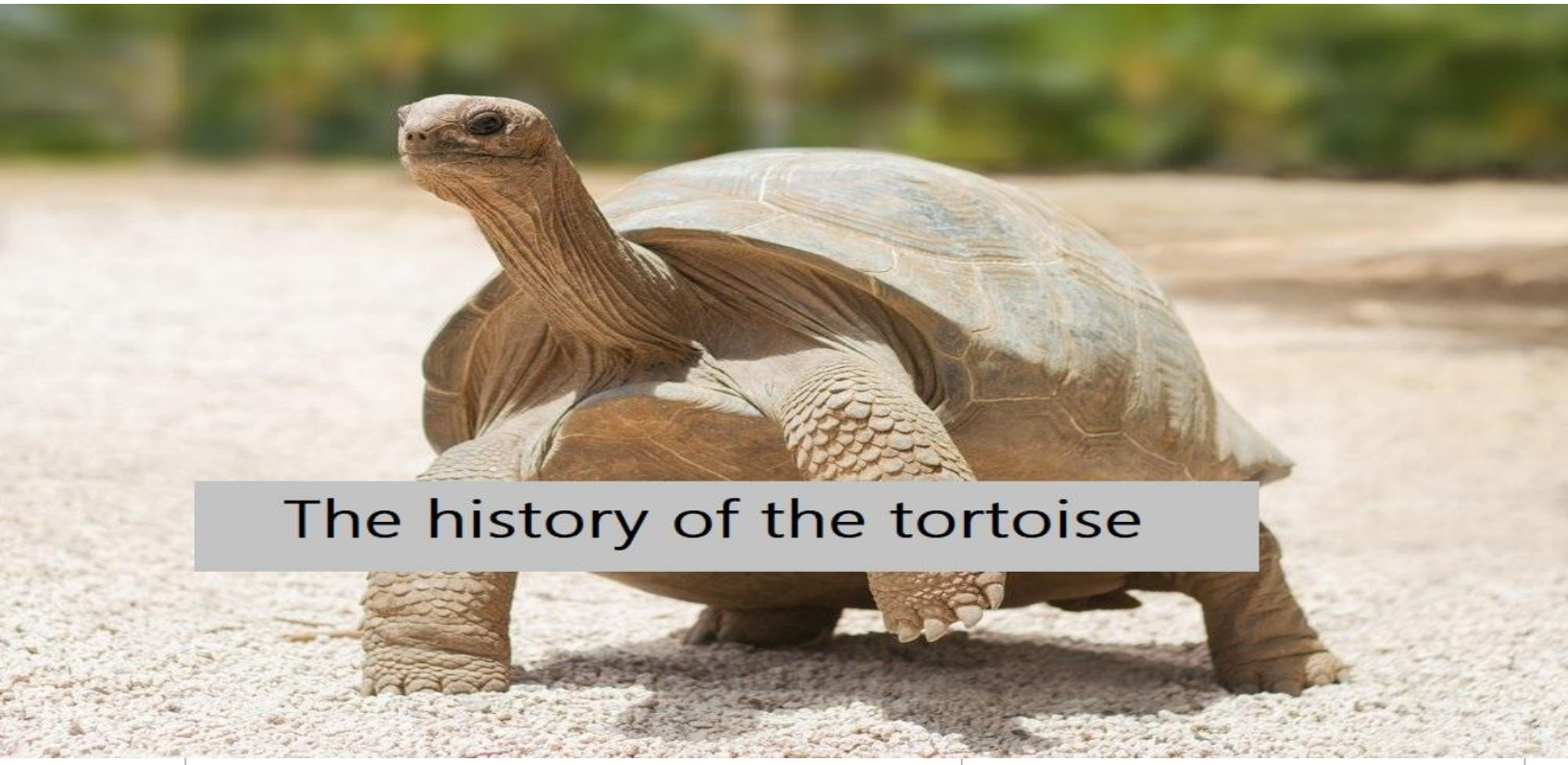
There is **considerable debate** over how we should react if we detect a signal from an **alien civilisation**. Everybody agrees that we should not reply immediately. Quite apart from the **impracticality** of sending a reply over such large distances **at short notice**, it raises **a host of ethical** questions that would

severely= harshly, strictly. sə'vɪəli
attenuate= weaken, reduce, decrease ə'tenjueɪt
traverse= pass through= to move across, over, or through something, especially an area of land or water. 'trævɜːs
vast= huge, massive, immense vɑːst
transmit= transfer, communicate, spread trænz'mɪt
frequency= the number of radio waves, sound waves etc that pass any point per second. 'friːkwənsi
to date= up to now. tu deɪt
concentrate on= focus on, think, deliberate, contemplate. 'kɒnsəntreɪt ɒn
various= numerous, many, countless. 'veəriəs
radio telescope= a piece of equipment that collects radio waves from space and is used to find stars and other objects in space. 'reɪdiəʊ 'teləskəʊp
detection= discovery, finding, recognition dɪ'tekʃən
scale= size, level, range, degree skeɪl
dramatically= radically, noticeably, considerably, significantly. drə'mætɪkli
congress= the group of people elected to make laws in the us, consisting of the senate and the house of representatives 'kɒŋgres
conduct = do, perform, carry out kən'dʌkt
thorough= detailed, full, comprehensive 'θʌrə
hardware= the machinery and equipment that is needed to do something. 'hɑːdweə
target= aim, point, direct 'tɑːgɪt
sensitivity= the ability to react to very small changes in light, heat, movement etc sensə'tɪvəti
monitor= check, observe, watch, supervise 'mɒnɪtə
antenna= a wire rod etc used for receiving radio and television signals æn'tenə

considerable= substantial, large, significant, huge. kən'sɪdərəbəl
debate= argument, discussion. dɪ'beɪt
impracticality= not sensible or possible for practical reasons ɪm'præktɪkəl
at short notice= if you do something at short notice, you do not have very much time to prepare for it ət ʃɔːt 'nəʊtɪs
a host of= a large number of people or things ə həʊst ɒv
ethical= moral, principled #unethical 'eθɪkəl

have to be **addressed** by the global community before any reply could be sent. Would the human race **face** the **culture shock** if faced with a **superior** and much older **civilisation**? Luckily, there is no **urgency** about this. The stars being searched are hundreds of light years away, so it takes hundreds of years for their signal to reach us, and a further few hundred years for our reply to reach them. It's not important, then, if there's a delay of a few years, or decades, while the human race debates the question of whether to reply, and perhaps carefully **drafts** a reply.	**address a problem/question/issue etc=** if you address a problem, you start trying to solve it əˈdres ə ˈprɒbləm ˈkwestʃən ˈɪʃuː etˈsetrə **face=** tackle, confront, handle feɪs **culture shock**= the feeling of being confused or anxious that you get when you visit a foreign country or a place that is very different from the one you are used to ˈkʌltʃə ʃɒk **superior**= someone who has a higher rank or position than you, especially in a job suːˈpɪəriə **urgency**= very important and needing to be dealt with immediately ˈɜːdʒənsi **draft**= to write a plan, letter, report etc that will need to be changed before it is in its finished form drɑːft

READING PASSAGE 3



If you **go back** far enough, everything lived in the sea. At various points in **evolutionary** history, **enterprising** individuals within many different animal groups **moved out** onto the land, sometimes even to the most **parched** deserts, taking their own private seawater with them in blood and **cellular** fluids. In addition to the **reptiles**, birds, **mammals** and insects which we see all around us, other groups that have succeeded out of water include scorpions, snails, crustaceans such as woodlice and land crabs, millipedes and centipedes, spiders and various worms. And we mustn't forget the plants, without whose **prior**

go back= to have existed since a time in the past gəʊ bæk
evolutionary= relating to the way in which plants and animals develop and change gradually over a long period of time. iːvəˈluːʃənəri
enterprising= having the ability to think of new activities or ideas and make them work ˈentəpraɪzɪŋ
move out= leave, depart, set off #move in muːv aʊt
parched= dry, arid, waterless. pɑːtʃt
cellular= consisting of or relating to the cells of plants or animals ˈseljələ
reptile= a type of animal, such as a snake or lizard, whose body temperature changes according to the temperature around it, and that usually lays eggs to have babies. ˈreptaɪl
mammal= a type of animal that drinks milk from its mother's body when it is young. humans, dogs, and whales are mammals. ˈmæməl
prior = previous, past, earlier, preceding. ˈpraɪə

invasion of the land none of the other **migrations** could have happened. Moving from water to land involved a major redesign of every aspect of life, including breathing and **reproduction**. Nevertheless, a good number of **thoroughgoing** land animals later turned around, **abandoned** their **hard-earned terrestrial re-tooling**, and returned to the water again. Seals have only gone part way back. They show us what the **intermediates** might have been like, **on the way to extreme cases** such as whales and dugongs. Whales (including the small whales we call dolphins) and dugongs, with their close cousins the manatees, ceased to be land **creatures** altogether and **reverted to** the full marine habits of their **remote ancestors**. They don't even come **ashore** to **breed**. They do, however, still breathe air, having never developed anything **equivalent to** the **gills** of their earlier marine **incarnation**. Turtles **went back** to the sea a very long time ago and, like all **vertebrate returnees** to the water, they breathe air. However, they are, **in one respect**, less fully given	**invasion=** the arrival in a place of a lot of people or things, often where they are not wanted ɪnˈveɪʒən **migration=** when birds or animals travel regularly from one part of the world to another maɪˈgreɪʃən **reproduction**= breeding, procreation. riːprəˈdʌkʃən **thoroughgoing**= complete, thorough, absolute. θʌrəˈgəʊɪŋ **turn around**= if a business, department etc that is not successful turns around, or if someone turns it around, it starts to be successful tɜːn əˈraʊnd **abandon**= discard, dump, throw away. əˈbændən **hard-earned=** earned or achieved after a lot of effort ˈhɑːdˈɜːnd **terrestrial**= living on or relating to land rather than water. təˈrestriəl **re-tool=** to organize something in a new way riːˈtuːl **intermediate=** in-between, halfway, middle ɪntəˈmiːdiət **be on the way to sth**= to be close to doing something bi ˈɒn ðə ˈweɪ tu ˈsʌmθɪŋ **extreme case=** very unusual and severe or serious ɪkˈstriːm keɪs **cease to do smt**= to stop doing something or stop happening ˈsiːs tu duː ˈsʌmθɪŋ **creature**= animal, living thing, organism ˈkriːtʃə **revert to somebody/something**= go back to= to change back to a situation that existed in the past. rɪˈvɜːt tə ˈsʌmbɒdi/ ˈsʌmθɪŋ **remote**= distant, isolated, faraway. rɪˈməʊt **ancestor**= an animal that lived in the past, that modern animals have developed from ˈænsəstə **ashore**= on or towards the shore of a lake, river, sea etc. əˈʃɔː **breed**= reproduce, procreate, have a baby briːd **equivalent to** = having the same value, purpose, job etc as a person or thing of a different kind. ɪˈkwɪvələnt tə **gill=** one of the organs on the sides of a fish through which it breathes gɪl **incarnation**= the state of living in the form of a particular person or animal. according to some religions, people have several different incarnations. ɪnkɑːˈneɪʃən **vertebrate=** a living creature that has a backbone ˈvɜːtəbrət **returnee**= a person who returns to their own country after living in another country rɪˌtɜːˈniː **in one respect/in some respects etc=** used to say that something is true in one way, in some ways etc ɪn wʌn rɪˈspekt ɪn səm rɪˈspekts etˈsetrə

back to the water than whales or dugongs, for turtles still **lay** their eggs on beaches.

There is evidence that all modem turtles are **descended from** a **terrestrial ancestor** which lived before most of the dinosaurs. There are two key **fossils** called Proganochelys quenstedti and Palaeochersis talampayensis dating from early dinosaur times, which appear to be close to the **ancestry** of all modem turtles and tortoises. You might wonder how we can tell whether **fossil** animals lived on land or in water, especially if only **fragments** are found. Sometimes it's obvious. Ichthyosaurs were reptilian **contemporaries** of the dinosaurs, with **fins** and **streamlined** bodies. The **fossils** look like dolphins and they surely lived like dolphins, in the water. With turtles it is a little less obvious. One way to tell is by measuring the bones of their **forelimbs**. Walter Joyce and Jacques Gauthier, at Yale University, **obtained** three measurements in these particular bones of 71 **species** of living turtles and tortoises. They used a kind of triangular **graph** paper to **plot** the three measurements against one another. All the land tortoise **species** formed a tight **cluster of** points in the upper part of the triangle; all the water turtles **cluster** in the lower part of the triangular **graph**. There was no **overlap**, except when they added some **species** that spend time both in water and on land. Sure enough, these **amphibious species** show up on the triangular graph **approximately** half way between the 'wet **cluster'** of sea turtles and the 'dry **cluster'** of land tortoises. The next step was to **determine** where the **fossils** fell. The bones of P quenstedti and JR talampayensis **leave us in no doubt**. Their points on

lay= if a bird, insect etc lays eggs, it produces them from its body leɪ

descend from= to have developed from something that existed in the past dɪˈsend frəm
fossil= an animal or plant that lived many thousands of years ago and that has been preserved, or the shape of one of these animals or plants that has been preserved in rock ˈfɒsəl
ancestry= the members of your family who lived a long time ago ˈænsəstri
fragment= piece, part, portion #whole ˈfrægmənt
contemporary= someone who lived or was in a particular place at the same time as someone else. kənˈtempərəri
fin= one of the thin body parts that a fish uses to swim fɪn
streamlined= designed or arranged in a way that makes movement easier through air or water ˈstriːmlaɪnd
forelimb = one of the two front legs of an animal with four legs. ˈfɔːleg
obtain= get, gain, attain, acquire. əbˈteɪn
species= group, type, class, kind, sort ˈspiːʃiːz
graph= chart, diagram, table. grɑːf
plot= to draw marks or a line to represent facts, numbers etc. plɒt
cluster of something= bunch, group, collection ˈklʌstə əv ˈsʌmθɪŋ
cluster= gather, group, assemble, collect ˈklʌstə
overlap= the amount by which two things or activities cover the same area əʊvəˈlæp
amphibious= able to live both on land and in water. æmˈfɪbiəs
approximately= about, around, roughly, almost, nearly. əˈprɒksəmətli
determine= decide, find out, verify. dɪˈtɜːmɪn
leave no/little doubt (that)=make people sure or almost sure about something liːv nəʊ/ ˈlɪtl daʊt (ðæt)

the **graph** are right **in the thick of** the dry cluster. Both these **fossils** were dry-land tortoises. They come from the **era** before our turtles returned to the water. You might think, therefore, that modem land tortoises have probably stayed on land ever since those early **terrestrial** times, as most **mammals** did after a few of them went back to the sea. But apparently not. If you draw out the **family tree** of all modem turtles and tortoises, nearly all the branches are **aquatic**. Today's land tortoises **constitute** a single branch, deeply nested among branches consisting of **aquatic** turtles. This suggests that modem land tortoises have not stayed on land continuously since the time of P. quenstedti and P talampayensis. Rather, their **ancestors** were among those who **went back** to the water, and they then re-**emerged** back onto the land in (**relatively**) more recent times. Tortoises therefore **represent** a **remarkable** double return. **In common with** all mammals, reptiles and birds, their **remote ancestors** were marine fish and before that various more or less worm-like creatures stretching back, still in the sea, to the **primeval** bacteria. Later **ancestors** lived on land and stayed there for a very large number of **generations**. Later **ancestors** still **evolved** back into the water and became sea turtles. And finally they returned yet again to the land as tortoises, some of which now live in the driest of deserts.	**in the thick of**= involved in the busiest, most active, most dangerous etc part of a situation ɪn ðə θɪk əv **era**= period, age, time. ˈɪərə **family tree**= a drawing that gives the names of all the members of a family over a long period of time, and shows how they are related to each other ˈfæməli tri: **aquatic**= living or growing in water. əˈkwætɪk **constitute** = form, establish, create, set up ˈkɒnstɪtju:t **emerge**= arise, appear, occur, develop ɪˈmɜ:dʒ **relatively**= something that is relatively small, easy etc is fairly small, easy etc compared to other things ˈrelətɪvli **represent**= signify, denote, stand for reprɪˈzent **remarkable**= noteworthy, notable, significant. rɪˈmɑ:kəbəl **in common with**= in the same way as someone or something else ɪn ˈkɒmən wɪð **primeval**= ancient, prehistoric #modern praɪˈmi:vəl **generation**= all the members of a family of about the same age dʒenəˈreɪʃən **evolve=** change, grow, develop, progress ɪˈvɒlv

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

Đinh Thắng

TEST 2

READING PASSAGE 1

A

Hearing **impairment** or other **auditory** function **deficit** in young children can have a major impact on their development of **speech** and communication, resulting in a **detrimental** effect on their ability to learn at school. This is likely to have major **consequences** for the individual and the population as a whole. The New Zealand Ministry of Health has found from research **carried out** over two decades that 6-10% of children in that country are affected by hearing loss.

mental/visual/cognitive/hearing etc impairment= a condition in which a part of a person's mind or body is damaged or does not work well. ˈmentl/ ˈvɪʒuəl/ ˈkɒgnətɪv/ ˈhɪərɪŋ et ˈsetərə ɪmˈpeəmənt
auditory = connected with hearing ˈɔːdətəri
deficit= shortfall, shortage, insufficiency #surplus ˈdefɪsɪt
speech= verbal communication= the ability to speak. spiːtʃ
detrimental= harmful, damaging= causing harm or damage. detrəˈmentl
consequence= result, outcome, effect. ˈkɒnsəkwəns
carry out= do, perform, conduct. ˈkæri ˈaʊt

B

A **preliminary** study in New Zealand has shown that classroom noise presents a **major** concern for teachers and pupils. Modern teaching practices, the organisation of desks in the classroom, poor classroom **acoustics**,

preliminary= initial, opening, primary prɪˈlɪmənəri
major= main, key, chief #minor ˈmeɪdʒə
acoustics= the shape and size of a room, which affect the way sound is heard in it. əˈkuːstɪks

and mechanical means of **ventilation** such as air-conditioning units all **contribute** to the number of children unable to **comprehend** the teacher's voice. Education researchers Nelson and Soli have also suggested that recent trends in learning often involve **collaborative interaction** of **multiple** minds and tools as much as individual **possession** of information. This all **amounts to heightened** activity and noise levels, which have the **potential** to be particularly serious for children experiencing **auditory function deficit**. Noise in classrooms can only **exacerbate** their difficulty in comprehending and processing **verbal** communication with other children and **instructions** from the teacher.	**ventilation**= the fact of allowing fresh air to enter and move around a room, building, etc. ˈventəleɪt **contribute to=** to help to make something happen kənˈtrɪbjuːt tə **comprehend**= understand, know, figure out. kɒmprɪˈhend **collaborative**= joint, two-away, combined kəˈlæbərətɪv **interaction**= communication, contact, interface. ɪntərˈækʃən **multiple=** several, many, various ˈmʌltəpəl **possession**= ownership, tenure. pəˈzeʃən **amount to**= sum, total, aggregate. əˈmaʊnt tə **heighten** = increase, intensify, improve, enhance ˈhaɪtn **potential** =possibility, latent, dormant pəˈtenʃəl **exacerbate** = worsen, aggravate, impair. ɪgˈzæsəbeɪt **verbal=** spoken rather than written ˈvɜːbəl **instruction**= teaching, training, tuition, guidance. ɪnˈstrʌkʃən
C Children with **auditory** function **deficit** are potentially **failing to learn** to their maximum **potential** because of noise levels **generated** in classrooms. The effects of noise on the ability of children to learn effectively in **typical** classroom environments are now the subject of increasing concern. The International Institute of Noise Control Engineering (I-INCE), on the advice of the World Health Organization, has established an international **working party**, which includes New Zealand, to **evaluate** noise and **reverberation** control for school rooms.	**fail to do smt=** to not succeed in achieving something ˈfeɪl tu duː ˈsʌmθɪŋ **generate**= produce, create, make. ˈdʒenəreɪt **typical**= usual, normal, standard ˈtɪpɪkəl **working party**= team, working group, committee ˈwɜːkɪŋ ˈpɑːti **evaluate**= assess, estimate, value. ɪˈvæljueɪt **reverberation**= echo= a loud sound that is heard again and again as it is sent back from different surfaces rɪˌvɜːbəˈreɪʃən
D While the **detrimental** effects of noise in classroom situations are not limited to children experiencing **disability**, those with a **disability** that affects their processing of speech and **verbal** communication could	**disability**= frailty = debility = a physical or mental condition that makes it difficult for someone to use a part of their body properly, or to learn normally. dɪsəˈbɪləti

be extremely **vulnerable**. The **auditory** function **deficits** in question include **hearing impairment**, autistic **spectrum disorders** (ASD) and attention **deficit disorders** (ADD/ADHD).	**vulnerable**= weak= someone who is vulnerable can be easily harmed or hurt ˈvʌlnərəbəl **disorder**= a mental or physical illness which prevents part of your body from working properly. dɪsˈɔːdə **spectrum=** range, band, scale ˈspektrəm
E **Autism** is considered a **neurological** and **genetic** life-long **disorder** that causes **discrepancies in** the way information is processed. This **disorder** is **characterised** by **interlinking** problems with social imagination, social communication and social **interaction**. According to Janzen, this affects the ability to understand and relate in **typical** ways to people, understand events and objects in the environment, and understand or **respond** to **sensory stimuli**. **Autism** does not allow learning or thinking in the same ways as in children who are developing **normally**. **Autistic spectrum disobrders** often result in **major** difficulties in **comprehending verbal** information and **speech** processing. Those experiencing these **disorders** often find sounds such as crowd noise and the noise **generated** by machinery painful and **distressing**. This is difficult to scientifically **quantify** as such extra-**sensory stimuli vary** greatly from one **autistic** individual to another. But a child who finds any type of noise in their classroom or learning space **intrusive** is likely to be **adversely** affected in their ability to process information.	**autism**= a mental disorder (=problem) that makes people unable to communicate properly, or to form relationships. ˈɔːtɪzəm **neurological=** the scientific study of the nervous system and its diseases njʊərəˈlɒdʒɪkl **genetic=** relating to genes or genetics dʒəˈnetɪk **discrepancy in/ between**= difference, inconsistency, divergence dɪˈskrepənsi ɪn/ bɪˈtwiːn **characterise**= describe, portray, illustrate, depict. ˈkærəktəraɪz **interlink**= to connect or be connected with something else. ɪntəˈlɪŋk **respond to=** react = to do something as a reaction to something that has been said or done rɪˈspɒnd tə **extra-** (prefix)**=** outside or beyond ˈekstrə **sensory**= relating to or using your senses of sight, hearing, smell, taste, or touch. ˈsensəri **stimulus (*plural* stimuli)** = something that makes someone or something move or react. ˈstɪmjələs **distressing**= stressful = upset, painful. dɪˈstresɪŋ **quantify**= measure, calculate, count. ˈkwɒntɪfaɪ **vary=** differ, diverge, contrast ˈveəri **intrusive**= disturbing, unpleasant, upset. ɪnˈtruːsɪv **adversely**= harmfully, badly, negatively. ˈædvɜːsli
F The attention **deficit disorders** are **indicative of**	**be indicative of something**= to be a clear sign that a particular situation exists or that something is likely to be true. bi ɪnˈdɪkətɪv əv ˈsʌmθɪŋ

neurological and **genetic disorders** and are **characterised** by difficulties with **sustaining** attention, effort and **persistence**, organisation skills and **disinhibition**. Children experiencing these **disorders** find it difficult to **screen out** unimportant information, and **focus** on everything in the environment rather than attending to a **single** activity. **Background** noise in the classroom becomes a major **distraction**, which can affect their ability to **concentrate**.	**sustain**= maintain, protract, keep up səˈsteɪn **persistence**= tenacity, diligence, insistence pəˈsɪstəns **inhibition=** a feeling of shyness or embarrassment that stops you doing or saying what you really want #disinhibition ɪnhəˈbɪʃən **screen something out/ screen out something**= filter out= to remove people or things that are not acceptable or not suitable. skriːn ˈsʌmθɪŋ aʊt/ skriːn aʊt ˈsʌmθɪŋ **background**= environment, surroundings, setting. ˈbækgraʊnd **distraction**= something that stops you paying attention to what you are doing. dɪˈstrækʃən **concentrate**= focus, think, deliberate, contemplate ˈkɒnsəntreɪt
G Children experiencing an **auditory** function **deficit** can often find speech and communication very difficult to **isolate** and process when **set against** high levels of **background** noise. These levels come from outside activities that **penetrate** the classroom **structure**, from teaching activities, and other noise **generated** inside, which can be **exacerbated** by room **reverberation**. **Strategies** are needed to **obtain** the **optimum** classroom construction and perhaps a change in classroom culture and methods of teaching. **In particular**, the effects of noisy classrooms and activities on those experiencing **disabilities in the form of auditory** function **deficit** need **thorough** investigation. It is **probable** that many **undiagnosed** children exist in the education system with '**invisible**' **disabilities**. Their needs are less likely to be met than those of children with known **disabilities**.	**isolate** = separate, divorce, insulate. ˈaɪsəleɪt **set against=** to make someone start to fight or quarrel with another person, especially a person who they had friendly relations with before set əˈgenst **penetrate**= go through, enter, invade. ˈpenətreɪt **strategy**= plan, scheme, approache. ˈstrætɪdʒi **obtain=** get, gain, achieve, acquire. əbˈteɪn **optimum** = best, optimal, ideal, prime. ˈɒptəməm **in particular=** especially, specially, particularly ɪn pəˈtɪkjələ **in the form of**= having the shape, character, style etc of ɪn ðə ˈfɔːm ɒv **thorough=** full, detailed, comprehensive ˈθʌrə **probable=** likely, possible #unlikely ˈprɒbəbəl **diagnose**= to find out what illness someone has, or what the cause of a fault is, after doing tests, examinations etc. ˈdaɪəgnəʊz **invisible**= hidden, concealed, disguised #obvious ɪnˈvɪzəbəl
H The New Zealand Government has developed a New Zealand Disability **Strategy** and has **embarked on** a **wide-ranging consultation** process. The **strategy**	**embark on/upon something**= to start something, especially something new, difficult, or exciting. ɪmˈbɑːk ˈɒn əˈpɒn ˈsʌmθɪŋ **wide-ranging=** widespread, comprehensive, thorough. waɪd - ˈreɪndʒɪŋ **consultation**= discussion, talk, conference, meeting. kɒnsəlˈteɪʃən

recognises that people experiencing disability **face** significant **barriers** in achieving a full **quality of life** in areas such as attitude, education, employment and access to services. Objective 3 of the New Zealand Disability **Strategy** is to 'Provide the Best Education for Disabled People' by improving education so that all children, youth learners and adult learners will have equal opportunities to learn and develop within their already existing local school. For a successful education, the learning environment is **vitally** significant, so any effort to improve this is likely to be of great benefit to all children, but especially to those with **auditory** function **disabilities**.	**face=** confront, meet, encounter. feɪs **barrier**= difficulty, obstacle, hindrance ˈbæriə **quality of life**= the level of enjoyment, comfort and health in someone's life: ˈkwɒlɪti əv laɪf **vitally**= crucially, fundamentally, essentially. ˈvaɪtli
I A number of countries are already in the **process of formulating** their own **standards** for the control and reduction of classroom noise. New Zealand will probably follow their example. The **literature to date** on noise in school rooms appears to focus on the effects on school children **in general**, their teachers and **the hearing impaired**. Only limited attention appears to have been given to those students experiencing the other **disabilities** involving **auditory** function **deficit**. It is **imperative** that the needs of these children are **taken into account** in the **setting** of **appropriate** international **standards** to be **promulgated** in future.	**process of=** a series of things that happen naturally and result in gradual change ˈprəʊsɪs ɒv **formulate**= invent, create, make, plan ˈfɔːmjəleɪt **standard**= criterion, model, pattern, requirement. ˈstændəd **literature on something** = all the books, articles etc on a particular subject. ˈlɪtrətʃər ˈɒn ˈsʌmθɪŋ **to date**= up to now. tu deɪt **in general=** generally, on the whole, overall, in most cases. ɪn ˈdʒenɹəl **the hearing impaired=** people who are not able to hear well ðə ˈhɪərɪŋ ɪmˈpeəd **imperative**= urgent, very important, crucial, vital. ɪmˈperətɪv **take into account** = allow for, take into consideration, bear/keep in mind #ignore ˈteɪk ˈɪntə əˈkaʊnt **appropriate**= suitable, proper, fitting. əˈprəʊpri-ət **promulgate**= to spread an idea or belief to as many people as possible. ˈprɒməlgeɪt

READING PASSAGE 2

June 2004 saw the first **passage**, known as a '**transit**', of the planet Venus across the face of the Sun in 122 years. Transits have helped shape our **view** of the whole Universe, as Heather Cooper and Nigel Henbest **explain**	**passage=** movement, motion, travel, crossing ˈpæsɪdʒ **transit=** the process of moving goods or people from one place to another ˈtrænsɪt **view=** opinion, belief, notion vjuː **explain=** describe, clarify, give details, make clear. ɪkˈspleɪn
A On 8 June 2004, more than half the population of the world were **treated** to a rare **astronomical** event. For over six hours, the planet Venus **steadily inched** its way over the surface of the Sun. This '**transit**' of Venus was the first since 6 December 1882. On that **occasion**, the American **astronomer** Professor Simon	**treat sb to sth=** entertain sb with sth special triːt ˈsʌmbədi tu ˈsʌmθɪŋ **astronomical**= relating to the scientific study of the stars. æstrəˈnɒmɪkəl **steadily**= gradually, little by little, inch by inch. ˈstedəli **inch**= to move very slowly in a particular direction, or to make something do this ɪntʃ **occasion**= event, time, circumstance əˈkeɪʒən **astronomer=** a scientist who studies the stars and planets əˈstrɒnəmə

Newcomb led a **party** to South Africa to **observe** the event. They were **based** at a girls' school, where - **it is alleged** - the combined **forces** of three **schoolmistresses outperformed** the **professionals** with the **accuracy** of their observations.

party= group, team, organization ˈpɑːti
observe= watch, scrutinize, monitor. əbˈzɜːv
base= to have your main place of work, business etc in a particular place beɪs
it is alleged(that)= to say that something is true or that someone has done something wrong, although it has not been proved. ˈɪt ɪz əˈledʒd (ðæt)
force= a group of people who have been trained and organized to do a particular job fɔːs
schoolmistress= a female teacher, especially in a private school (=one that parents pay to send their children to). ˈskuːlˌmɪstrɪs
outperform= surpass, outdo, do better than. aʊtpəˈfɔːm
professional= showing that someone has been well trained and is good at their work prəˈfeʃənəl
accuracy=exactness, precision, exactness. ˈækjərəsi

B

For centuries, **transits** of Venus have **drawn** explorers and astronomers alike to **the four corners of the globe**. And you can **put it all down to** the **extraordinary polymath** Edmond Halley. In November 1677, Halley observed a **transit** of the **innermost** planet, Mercury, from the **desolate** island of St Helena in the South Pacific. He realised that, from different **latitudes**, the passage of the planet across the Sun's **disc** would appear to differ. By timing the **transit** from two widely-separated locations, teams of **astronomers** could calculate the **parallax** angle - the **apparent** difference in position of an **astronomical** body **due to** a difference in the observer's position. Calculating this angle would allow **astronomers** to measure what was then the **ultimate** goal: the distance of the Earth from the Sun. This distance is known as the **astronomical** unit' or AU.

draw somebody to something= attract, appeal, lure, entice. drɔː ˈsʌmbədi tu ˈsʌmθɪŋ
the four corners of the earth/world/globe= places or countries that are very far away from each other. ðə fɔːr ˈkɔːnəz əv ði ˈɜːθ/ˈwɜːld/ gləʊb
put down to= to think that something is caused by something else ˈpʊt daʊn tuː
extraordinary=amazing, special, remarkable. ɪkˈstrɔːdənəri
polymath= someone who has a lot of knowledge about many different subjects. ˈpɒlɪmæθ
innermost= furthest inside or nearest to the centre. ˈɪnəməʊst
desolate= isolated, uninhabited, wild. ˈdesələt
latitude= the distance north or south of the equator (=the imaginary line around the middle of the world), measured in degrees. ˈlætɪtjuːd
disc= a round flat shape or object dɪsk
parallax= the effect by which the position or direction of an object appears to change when the object is seen from different positions ˈpærəlæks
apparent= obvious, clear, noiceable. əˈpærənt
due to= because of, owing to, as a result to djuː tuː
ultimate= eventual, last, final. ˈʌltəmət

C

Halley was aware that the AU was one of the most **fundamental** of all **astronomical** measurements. Johannes Kepler, in the early 17 th century, had shown that the distances of the planets from the Sun **governed** their **orbital** speeds, which were easily measurable. But no-one had found a way to calculate **accurate** distances to the planets from the Earth. The **goal** was to measure the AU; then, knowing the **orbital** speeds of all the other planets round the Sun, the **scale** of the Solar System would **fall into place**. However, Halley realised that Mercury was so far away that its **parallax** angle would be very difficult to **determine**. As Venus was closer to the Earth, its **parallax** angle would be larger, and Halley **worked out** that by using Venus it would be possible to measure the Suns distance to 1 part in 500. But there was a problem: **transits** of Venus, unlike those of Mercury, are rare, **occurring in pairs roughly** eight years apart every hundred or so years. **Nevertheless**, he **accurately predicted** that Venus would cross the face of the Sun in both 1761 and 1769 - though he didn't **survive** to see either.

fundamental = basic, major, elementary. fʌndəˈmentl
govern= control, rule, regulate ˈgʌvən
orbit= the curved path travelled by an object which is moving around another much larger object such as the earth, the sun etc -> orbital (adj) ˈɔːbɪt
accurate = precise, correct, exact ˈækjərət
goal= objective, aim, purpose, target. gəʊl
scale= size, range, extent skeɪl
fall into place= make sense, become clear, take shape. fɔːl ˈɪntə ˈpleɪs
determine= find out, establish, form. dɪˈtɜːmɪn
work out= to calculate an answer, amount, price etc ˈwɜːk aʊt
occur= happen, take place. əˈkɜː
in pairs= in groups of two ɪn peəz
roughly= approximately, about, around, nearly. ˈrʌfli
nevertheless= but, however, nonetheless, though. nevəðəˈles
predict= forecast, foresee, guess. prɪˈdɪkt
survive= live, stay alive, last səˈvaɪv

D

Inspired by Halley's suggestion of a way to **pin down** the **scale** of the Solar System, teams of British and French **astronomers set out on** expeditions to places as **diverse** as India and Siberia. But things weren't helped by Britain and France being at war. The person

inspire= motivate, encourage, stimulate. ɪnˈspaɪə
pin sb/sth down= to understand something clearly or be able to describe it exactly. pɪn ˈsʌmbədi/ˈsʌmθɪŋ daʊn
set out on a journey/drive/voyage etc = to start a journey, especially a long journey set aʊt ˈɒn ə ˈdʒɜːni/ ˈdraɪv /ˈvɔɪɪdʒ etˈsetrə
expedition= journey, trip, tour, voyage. ekspəˈdɪʃən
diverse= different, varied, assorted. daɪˈvɜːs

who **deserves** most **sympathy** is the French **astronomer** Guillaume Le Gentil.

He was **thwarted** by the fact that the British were **besieging** his observation **site** at Pondicherry in India. **Fleeing** on a French warship crossing the Indian Ocean, Le Gentil saw a wonderful **transit** - but the ship's **pitching and rolling ruled out** any **attempt** at making **accurate** observations. **Undaunted**, he remained south of **the equator**, keeping himself busy by studying the islands of Mauritius and Madagascar before **setting off** to **observe** the next **transit** in the Philippines. **Ironically** after travelling nearly 50,000 kilometres, his view was **clouded** out at the last moment, a very **dispiriting** experience.

deserve= be worthy of, ought to have. dɪˈzɜːv
sympathy= the feeling of being sorry for someone who is in a bad situation ˈsɪmpəθi
thwart= pevent, impede, ruin, frustrate θwɔːt
besiege= to surround a city or castle with military force until the people inside let you take control. bɪˈsiːdʒ
flee= run away, escape, run off. fliː
pitch and roll= an up and down movement of a ship or an aircraft ˈpɪtʃ ənd rəʊl
rule smt/sb out= preclude, prohibit, prevent. ruːl ˈsʌmθɪŋ/ ˈsʌmbədi ˈaʊt
attempt= effort, try, endeavor. əˈtempt
undaunted= undeterred= not afraid of continuing to try to do something in spite of difficulties or danger. ʌnˈdɔːntɪd
the equator= an imaginary line drawn around the middle of the earth that is exactly the same distance from the north pole and the south pole ðɪ ɪˈkweɪtə
set off= to start to go somewhere set ɒf
ironically= used when talking about a situation in which the opposite of what you expected happens or is true aɪˈrɒnɪkli
cloud= to make sth less pleasant or enjoyable klaʊd
dispiriting= disappointing, upsetting, hopeless dɪˈspɪrɪtɪŋ

E

While the early **transit** timings were as **precise** as **instruments** would allow, the measurements were **dogged** by the **'black drop' effect**. When Venus begins to cross the Sun's **disc**, it looks **smeared** not circular - which makes it difficult to **establish** timings. This is **due to diffraction** of light. The second problem is that Venus **exhibits** a **halo of** light when it is seen just outside the Sun's **disc**. While this showed **astronomers** that Venus was surrounded by a thick **layer** of gases **refracting** sunlight around it, both effects made it impossible to **obtain** **accurate** timings.

precise= exact, accurate, specific. prɪˈsaɪs
instrument= tool, gadget, device ˈɪnstrəmənt
dog= trouble, bother, hassle dɒg
black drop effect= an optical phenomenon visible during a transit of venus and, to a lesser extent, a transit of mercury. blæk drɒp ɪˈfekt
smeared= dirty, muddy, messy smɪəd
establish= set up, create, launch. ɪˈstæblɪʃ
diffract= deflection, spreading, diversion -> diffraction (n) dɪˈfrækt
exhibit= show, display, present ɪgˈzɪbɪt
halo of= a circle of light or something bright. ˈheɪləʊ ɒv
refract= if glass or water refracts light, the light changes direction when it passes through the glass or water. rɪˈfrækt
obtain = get, gain, attain, acquire. əbˈteɪn

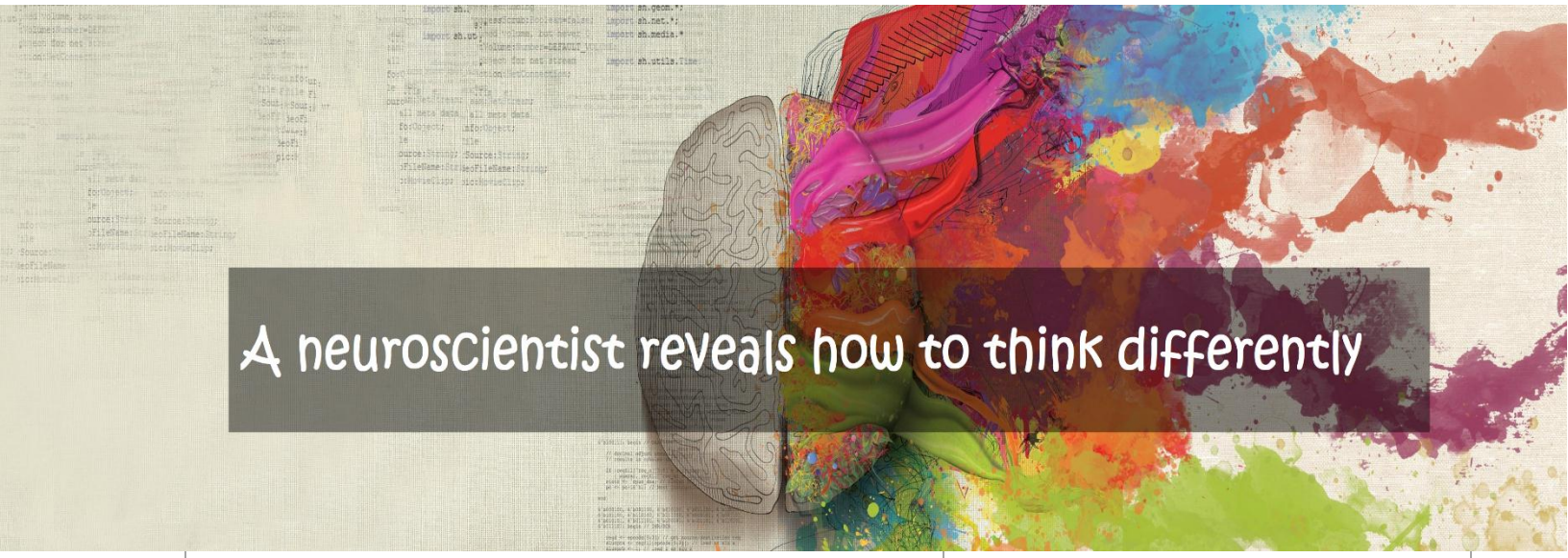
F

But **astronomers laboured** hard to **analyse** the

labour= to work hard. ˈleɪbə
analyse= investigate, study, examine, scrutinize. ˈænəlaɪz

results of these **expeditions** to **observe** Venus **transits**. Johann Franz Encke, Director of the Berlin Observatory, finally **determined** a value for the AU based on all these **parallax** measurements: 153,340,000 km. Reasonably **accurate** for the time, that is quite close to today's value of 149,597,870 km, **determined** by radar, which has now **superseded transits** and all other methods in **accuracy**. The AU is a **cosmic** measuring rod, and the basis of how we **scale** the Universe today. The **parallax** principle can be extended to measure the distances to the stars. If we look at a star in January - when Earth is at one point in its **orbit** - it will seem to be in a different position from where it appears six months later. Knowing the width of Earth's **orbit**, the **parallax shift** lets **astronomers** calculate the distance.	**expedition**= journey, trip, tour, voyage. ekspəˈdɪʃən **observe**= watch, scrutinize, monitor. əbˈzɜːv **transit**= the process of moving goods or people from one place to another ˈtrænsɪt **determine**= find out, establish, form. dɪˈtɜːmɪn **parallax**= the effect by which the position or direction of an object appears to change when the object is seen from different positions ˈpærəlæks **accurate** = precise, correct, exact ˈækjərət **supersede**= replace= if a new idea, product, or method supersedes another one, it becomes used instead because it is more modern or effective. suːpəˈsiːd **cosmic**= vast, huge, immense. #tiny ˈkɒzmɪk **scale**= to make writing or a picture the right size for a particular purpose skeɪl **extend**= make bigger, expand, enlarge. ɪkˈstend **shift** = move, change, modification ʃɪft
G June 2004's **transit** of Venus was thus more of an **astronomical spectacle** than a scientifically important event. But such **transits** have **paved the way for** what might prove to be one of the most **vital breakthroughs** in the **cosmos** - detecting Earth-sized planets orbiting other stars.	**spectacle**= a very impressive show or scene. ˈspektəkəl **pave the way for**= to make a later event or development possible by producing the right conditions. peɪv ðə ˈweɪ fɔː **vital**= very important, crucial, central, necessary. ˈvaɪtl **breakthrough**= advance, innovation, invention. ˈbreɪkθruː **cosmos=** the whole universe, especially when you think of it as a system ˈkɒzmɒs

READING PASSAGE 3



In the last decade a **revolution** has occurred in the way that scientists think about the brain.

We now know that the decisions humans make can be **traced** to the **firing patterns** of neurons in specific parts of the brain. These discoveries have led to the field known as neuroeconomics, which studies the brain's secrets to success in an economic environment that demands **innovation** and being able to do things differently from **competitors**. A brain that can do this is an **iconoclastic** one. **Briefly**, an **iconoclast** is a person who does something that others say can't be done.

This definition **implies** that **iconoclasts** are different from other people, but more **precisely**, it is their brains that are different in three **distinct** ways: **perception**, fear response, and social intelligence.

revolution= change, development, innovation. revəˈluːʃən

trace sth (back) to something= to find the origins of when something began or where it came from. treɪs ˈsʌmθɪŋ bæk tu ˈsʌmθɪŋ
fire= to generate an electrical impulse faɪə
pattern= a regularly repeated arrangement of sounds or words ˈpætən
innovation= invention, improvement, advance. ɪnəˈveɪʃən
competitor= contestant, participant, rival. kəmˈpetɪtə
iconoclastic= iconoclastic ideas, opinions, writings etc attack established beliefs and customs. aɪˌkɒnəˈklæstɪk
iconoclast= someone who attacks established ideas and customs aɪˈkɒnəklæst
briefly= in a few words, concisely. ˈbriːfli

imply= suggest, indicate, mean. ɪmˈplaɪ
precisely= exactly, accurately, specifically. prɪˈsaɪsli
distinct= different, separate, diverse. dɪˈstɪŋkt
perception= view, opinion, assessment. pəˈsepʃən

Each of these three functions **utilizes** a different **circuit** in the brain. Naysayers might suggest that the brain is **irrelevant**, that thinking in an original, even **revolutionary**, way is more **a matter of personality** than brain function. But the field of neuroeconomics **was born out of** the **realization** that the physical workings of the brain place limitations on the way we make decisions. By understanding these **constraints**, we begin to understand why some people **march to a different drumbeat.**	**utilize**= use, employ, make use of. ˈjuːtəlaɪz **circuit**= a closed system of wires or pipes through which electricity or liquid can flow ˈsɜːkɪt **irrelevant**= unrelated, beside the point #relevant. ɪˈreləvənt **revolutionary=** new, innovative, groundbreaking revəˈluːʃənəri **a matter of=** only, just. ə ˈmætər ɒv **personality=** character, nature, trait. pɜːsəˈnæləti **be born (out) of=** existing as a result of a particular situation bi bɔːn (aʊt) ɒv **realization=** understanding, comprehensiion, grasp rɪəlaɪˈzeɪʃən **constraint**= limitation, restriction, restraint. kənˈstreɪnt **march to (the beat of) a different drummer=** to behave or do things in a manner that does not conform to the standard, prevalent, or popular societal norm. mɑːtʃ tu (ðə biːt əv) ə ˈdɪfrənt ˈdrʌmə
The first thing to realize is that the brain **suffers from** limited resources. It has a **fixed** energy **budget**, about the same as a 40 watt light bulb, so it has **evolved** to work as efficiently as possible. This is where most people are **impeded** from being an **iconoclast**. For example, when **confronted with** information streaming from the eyes, the brain will **interpret** this information in the quickest way possible. Thus it will draw on both past experience and any other source of information, such as what other people say, to **make sense of** what it is seeing. This happens all the time. The brain takes **shortcuts** that work so well we are **hardly** ever **aware of** them.	**suffer from**= experience, bear, undergo, tolerate. ˈsʌfə frɒm **fixed**= unchanging, permanent, static. fɪkst **budget**= resources, financial plan, funds. ˈbʌdʒɪt **evolve**= develop, change, grow. ɪˈvɒlv **impede**= hinder, prevent, inhibit, block. ɪmˈpiːd **be confronted with something**= meet, face, encounter, tackle. bi kənˈfrʌntɪd wɪð ˈsʌmθɪŋ **interpret** = explain, clarify, translate ɪnˈtɜːprɪt **make (some) sense of sth=** understand, comprehend, grasp. ˈmeɪk səm sens əv ˈsʌmθɪŋ **shortcut**= a quicker way of doing something. ˈʃɔːtˌkət **hardly=** barely, only just, almost not ˈhɑːdli **aware of=** if you are aware that a situation exists, you realize or know that it exists əˈweər ɒv
We think our **perceptions** of the world are real, but they are only biological and electrical **rumblings**. **Perception** is not simply a product of what your eyes or ears **transmit** to your brain. More than the	**rumbling**= a series of long low sounds transmit= communicate, transfer, convey. ˈrʌmblɪŋ **transmit**= communicate, transfer, pass on. trænzˈmɪt

physical reality of photons or sound waves, **perception** is a product of the brain. **Perception** is **central** to **iconoclasm**. **Iconoclasts** see things differently to other people. Their brains do not **fall into** efficiency **pitfalls** as much as the average person's brain. **Iconoclasts**, either because they were born that way or through learning, have found ways to **work around** the **perceptual shortcuts** that **plague** most people. **Perception** is not something that is **hardwired** into the brain. It is a learned process, which is both a **curse** and an opportunity for change. The brain **faces** the **fundamental** problem of **interpreting** physical **stimuli** from the senses.

Everything the brain sees, hears, or touches has multiple **interpretations**. The one that is **ultimately** chosen is simply the brain's best **theory**. In technical terms, these **conjectures** have their basis in the **statistical likelihood** of one **interpretation** over another and are heavily influenced by past experience and, importantly for **potential iconoclasts**, what other people say.

The best way to see things differently to other people is to **bombard** the brain with things it has never **encountered** before. **Novelty** releases the **perceptual** process from the **chains** of past experience and forces the brain to make new judgments. Successful **iconoclasts** have an

central= vital, essential, fundamental, crucial, important. ˈsentrəl
fall into a trap/pitfall= to make a mistake that many people make fɔːl ˈɪntə ə ˈtræp/ˈpɪtfɔːl
work around sb/sth=to arrange or organize something so that you avoid problems that may stop you from doing something ˈwɜːk əˈraʊnd ˈsʌmbədi/ ˈsʌmθɪŋ
perceptual = relating to the ability to become aware of something (to perceive = verb) pəˈseptjʊəl
plague= trouble, dog, torture. pleɪg
hardwired= if an attitude, way of behaving etc is hard-wired, it is a natural part of a person's character that they are born with and cannot change. hɑːd ˈwaɪəd
curse= trouble, plague, burden. kɜːs
face= meet, encounter, cope with. feɪs
fundamental= basic, primary, elementary. fʌndəˈmentl
stimulus (*plural* stimuli)= something that makes someone or something move or react. ˈstɪmjələs

ultimately= finalyl, eventually, at last. ˈʌltəmətli
theory= general principles and ideas about a subject ˈθɪəri
conjecture= guess, hypothesis, assumption, estimation. kənˈdʒektʃə
statistical= numerical, arithmetic. stəˈtɪstɪkəl
likelihood= possibility, chance, probability. ˈlaɪklihʊd
potential= possible, probable, latent, likely. pəˈtenʃəl

bombard sb with sth= to do something too often or too much, for example criticizing or questioning someone, or giving too much information. bɒmˈbɑːd ˈsʌmbədi wɪð ˈsʌmθɪŋ
encounter= meet, face, come across. ɪnˈkaʊntə
novelty= innovation, newness, uniqueness. ˈnɒvəlti
chain= group, sequence, series, string. tʃeɪn

extraordinary willingness to be **exposed** to what is fresh and different. **Observation** of **iconoclasts** shows that they **embrace** **novelty** while most people avoid things that are different.	**extraordinary**= uncommon, strange, unusual, odd. ɪkˈstrɔːdənəri **willingness=** enthusiasm, motivation, eagerness ˈwɪlɪŋnəs **expose=** to make it possible for someone to experience new ideas, ways of life etc ɪkˈspəʊz **observation**= surveillance, inspection, study, examination. ɒbzəˈveɪʃən **embrace**= accept, welcome, adopt. ɪmˈbreɪs
The problem with **novelty**, however, is that it tends to **trigger** the brain's fear system. Fear is a major **impediment** to thinking like an **iconoclast** and **stops** the average person **in his tracks**. There are many types of fear, but the two that **inhibit iconoclastic** thinking and people generally find difficult to **deal with** are fear of uncertainty and fear of public **ridicule**. These may seem like **trivial** **phobias**. But fear of public speaking, which everyone must do from time to time, **afflicts** one-third of the population. This makes it too common to be considered a **mental disorder**. It is simply a common **variant** of human nature, one which **iconoclasts** do not let **inhibit** their reactions.	**trigger**= activate, generate, prompt. ˈtrɪgə **impediment=** barrier, block, hindrance, obstacle. ɪmˈpedəmənt **stop/halt (dead) in your tracks=** to suddenly stop, especially because something has frightened or surprised you stɒp/ hɔːlt (ded) ɪn jə træks **inhibit**= hinder, deter, prevent. ɪnˈhɪbɪt **deal with=** manage, cope with, handle diːl wɪð **ridicule=** laughter, mockery, scorn. ˈrɪdəkjuːl **trivial=** small, minor, unimportant. ˈtrɪviəl **phobia**= a strong unreasonable fear of something ˈfəʊbiə **afflict=** trouble, bother, upset, distress. əˈflɪkt **mental=** relating to the health or state of someone's mind ˈmentl **disorder**= a mental or physical illness which prevents part of your body from working properly. dɪsˈɔːdə **variant=** different, abnormal, irregular. ˈveəriənt
Finally, to be successful **iconoclasts**, individuals must **sell** their ideas to other people. This is where social intelligence **comes in**. Social intelligence is the ability to understand and manage people in a business setting. In the last decade there has been an **explosion** of knowledge about the social brain and how the brain works when groups **coordinate** decision making. **Neuroscience** has **revealed** which brain circuits are **responsible** for functions like	**sell**= to try to make someone accept a new idea or plan, or to become accepted sel **come in**= to become fashionable or popular kʌm ɪn **explosion**= sudden or quick increase in the number or amount of something ɪkˈspləʊʒən **coordinate**= collaborate = to organize an activity so that the people involved in it work well together and achieve a good result. kəʊˈɔːdəneɪt **neuroscience=** the scientific study of the brain ˈnjʊərəʊˌsaɪəns **reveal**= tell, disclose, show, bring to light. rɪˈviːl

understanding what other people think, **empathy**, fairness, and social identity. These brain regions play key roles in whether people **convince** others of their ideas. **Perception** is important in **social cognition** too. The **perception** of someone's enthusiasm, or **reputation**, can make or break a **deal**. Understanding how **perception** becomes **intertwined with** social decision making shows why successful **iconoclasts** are so rare. **Iconoclasts** create new opportunities in every area from **artistic** expression to technology to business. They supply creativity and **innovation** not easily **accomplished** by **committees**. Rules aren't important to them. **Iconoclasts** face **alienation** and failure, but can also be a major **asset** to any organization. It is **crucial** for success in any field to understand how the **iconoclastic** mind works.	**empathy**= the ability to understand other people's feelings and problems. ˈempəθi **convince**= persuade, induce, prove.. kənˈvɪns **social cognition**= concerned with the study of the thought processes, both implicit and explicit, through which humans attain understanding of self, others, and their environment. ˈsəʊʃəl kɒgˈnɪʃən **reputation**= name, status, standing. repjəˈteɪʃən **deal=** agreement, contract, transaction diːl **intertwine with** = connect, link, interconnect ɪntəˈtwaɪn wɪð **accomplish=** achieve, complete, do əˈkʌmplɪʃ **committee=** group, team, board kəˈmɪti **face=** cope with, confront, tackle feɪs **alienation**= the feeling of not being part of society or a group eɪliəˈneɪʃən **major**= main, chief, key. ˈmeɪdʒə **asset**= advantage, strength, benefit. ˈæset **crucial**= vital, central, important, necessary, fundamental. ˈkruːʃəl

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

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

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

Đinh Thắng

TEST 3

READING PASSAGE 1

It is not easy to be **systematic** and **objective** about language study. Popular **linguistic** **debate** regularly **deteriorates** into **invective** and **polemic**. Language belongs to everyone, so most people feel they have a right to hold an opinion about it. And when opinions differ, emotions can run high. Arguments can start as easily over **minor** points of **usage** as over major policies of **linguistic** education.

systematic= organized carefully and done thoroughly. sɪstəˈmætɪk
objective= based on facts, or making a decision that is based on facts rather than on your feelings or beliefs . əbˈdʒektɪv
linguistic= related to language, words, or linguistics lɪŋˈgwɪstɪk
debate= argument, discussion, dispute. dɪˈbeɪt
deteriorate= worsen, get worse, decline, weaken dɪˈtɪəriəreɪt
invective= rude and insulting words that someone says when they are very angry. ɪnˈvektɪv
polemic = a written or spoken statement that strongly criticizes or defends a particular, idea, opinion, or person. pəˈlemɪk
minor= small, insignificant, minimal, unimportant #major. ˈmaɪnə
usage= the way that words are used in a language ˈjuːsɪdʒ

Language, moreover, is a very public behaviour, so it is easy for different **usages** to be noted and **criticised**. No part of society or social behaviour is **exempt**: **linguistic** factors influence how we judge **personality**, intelligence, social status, educational standards, job **aptitude**, and many other areas of **identity** and social **survival**. As a result, it is easy to hurt, and to be hurt, when language use is unfeelingly attacked.

criticize= assess, analyse, evaluate. ˈkrɪtɪsaɪz
exempt= not affected by something = exclude = except ɪgˈzempt
personality= character, nature, trait pɜːsəˈnæləti
aptitude= ability, skill, capacity. ˈæptɪtjuːd
identity= distinctness, uniqueness, personality aɪˈdentəti
survival= existence, being, persistence səˈvaɪvəl

In its most general **sense**, prescriptivism is the view that one **variety** of language has an **inherently** higher value than others, and that this ought to be **imposed** on the whole of the speech community. The view is **propounded** especially **in relation to** grammar and vocabulary, and frequently **with reference to** pronunciation. The **variety** which is **favoured**, in this account, is usually a version of the 'standard' written language, especially as **encountered** in literature, or in the formal spoken language which most closely reflects this style. **Adherents** to this **variety** are said to speak or write 'correctly'**; deviations from** it are said to be 'incorrect!

sense= the ability to understand or judge something sens
a variety of sth=a lot of things of the same type that are different from each other in some way ə vəˈraɪəti əv ˈsʌmθɪŋ
inherently= naturally, essentially, innately # superficially ɪnˈhɪərəntli
impose smt on smb = to force someone to have the same ideas, beliefs etc as you. ɪmˈpəʊz ˈsʌmθɪŋ ˈɒn ˈsʌmbədi
propound= to suggest an idea, explanation etc for other people to consider**.** prəˈpaʊnd
in relation to sth= used to talk about something that is connected with or compared with the thing you are talking about ɪn rɪˈleɪʃn̩ tu ˈsʌmθɪŋ
in/with reference to sth= used to say what you are writing or talking about ɪn/ wɪð ˈrefrəns tu ˈsʌmθɪŋ
favour= prefer, choose, support, back. ˈfeɪvə
encounter= meet, come across, stumble upon. ɪnˈkaʊntə
adherent= supporter, believer, follower ədˈhɪərənt
deviation from= a noticeable difference from what is expected or acceptable diːvɪˈeɪʃn̩ frɒm

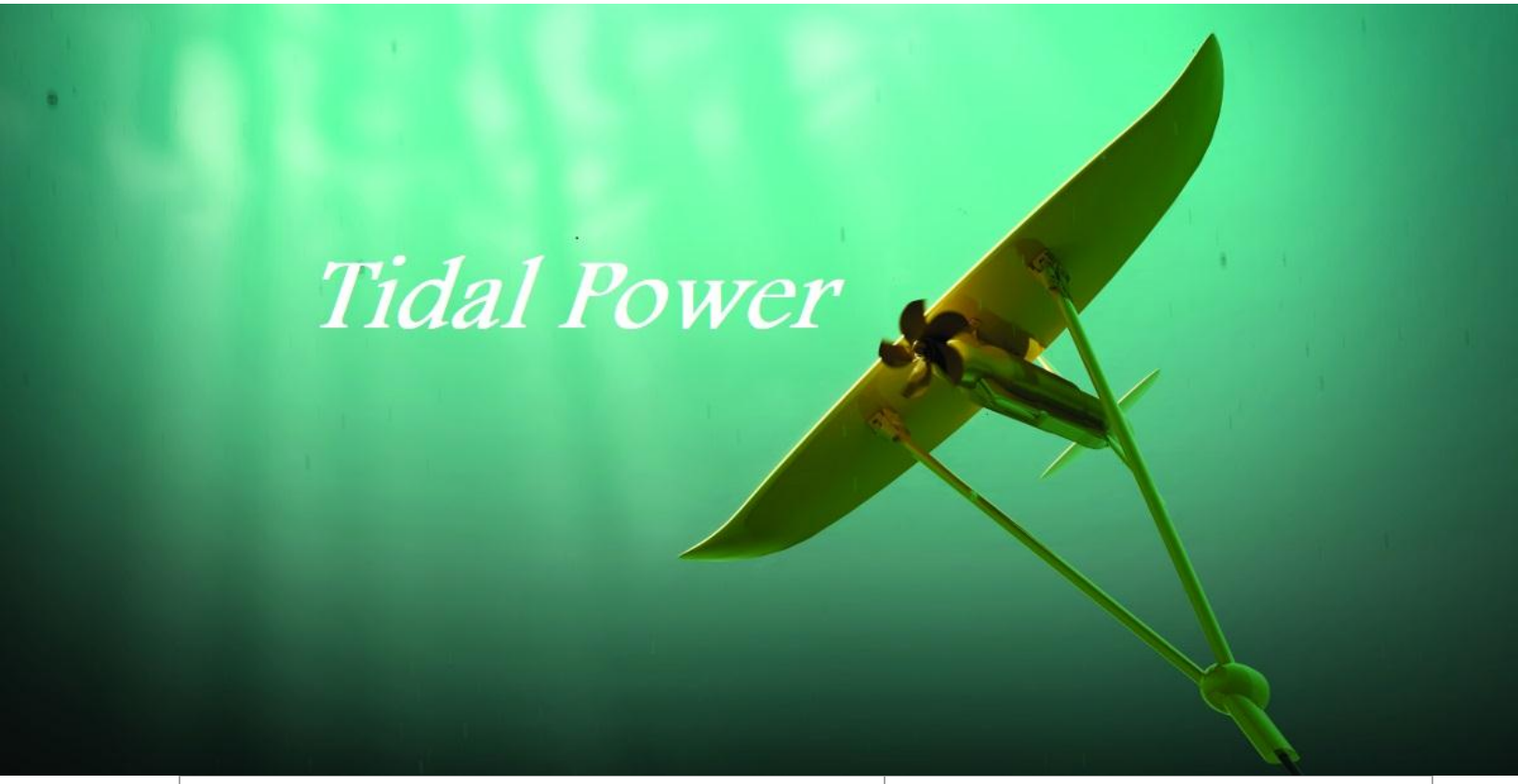
All the main languages have been studied **prescriptively**, especially in the 18th century approach to the writing of grammars and dictionaries. The aims of these early grammarians were **threefold**: (a) they wanted to **codify** the principles of their languages, to show that there was a system beneath the **apparent chaos** of **usage**, (b) they wanted a means of **settling disputes** over **usage**, and (c) they wanted to **point out** what they felt to be common errors, in order to 'improve' the language. The

prescriptively= describing how the words of a language should be used, rather than describing how it is actually used prɪˈskrɪptɪvli
threefold= three times as much or as many ˈθriːfəʊld
codify= to arrange laws, principles, facts etc in a system ˈkəʊdɪfaɪ
apparent= evident, clear, obvious, visible. əˈpærənt
chaos= disorder, mess, anarchy ˈkeɪ-ɒs
settle a dispute/ lawsuit/ conflict/ argument= to end an argument or solve a disagreement. ˈsetl̩ ə dɪˈspjuːt/ ˈlɔːsuːt/ kənˈflɪkt/ ˈɑːgjumənt
point out= show, reveal, indicate pɔɪnt ˈaʊt

authoritarian nature of the approach is best **characterised** by its **reliance** on 'rules' of grammar. Some **usages** are **'prescribed**,' to be learnt and followed accurately; others are '**proscribed**,' to be avoided. In this early **period**, there were no half-measures: **usage** was either right or wrong, and it was the task of the grammarian not simply to record alternatives, but to **pronounce** judgement **upon** them. These **attitudes** are still with us, and they **motivate** a widespread concern that **linguistic** standards should be maintained. Nevertheless, there is an alternative point of view that is concerned less with standards than with the facts of **linguistic usage**. This approach is summarised in the statement that it is the task of the grammarian to describe, not **prescribe** to record the facts of **linguistic diversity**, and not to attempt the impossible tasks of **evaluating** language **variation** or **halting** language change. In the second half of the 18th century, we already find **advocates** of this view, such as Joseph Priestley, whose **Rudiments** of English Grammar (1761) insists that 'the custom of speaking is the original and only just standard of any language! **Linguistic** issues, it is argued, cannot be solved by logic and **legislation**. And this view has become the **tenet** of the modern **linguistic** approach to grammatical analysis. In our own time, the opposition between '**descriptivists**' and '**prescriptivists**' has often become **extreme**, with both sides painting	**authoritarian=** strictly forcing people to obey a set of rules or laws, especially ones that are wrong or unfair. ɔːˌθɒrəˈteərɪən **characterise=** describe, portray, illustrate. ˈkærəktəraɪz **reliance**= dependence rɪˈlaɪəns **prescribe**=recommend, propose, advocate. prɪˈskraɪb **proscribe**= prohibit, ban, forbid, disallow. prəʊˈskraɪb **pronounce on/upon** sth= to give a judgment or opinion on something prəˈnaʊns ˈɒn/ əˈpɒn **attitude=** thought, mindset, viewpoint ˈætɪtjuːd **motivate=** inspire, encourage, prompt. ˈməʊtɪveɪt **diversity=** the fact of including many different types of people or things daɪˈvɜːsəti **evaluate**= assess, appraise, value. ɪˈvæljueɪt **variation=** difference, distinction, discrepancy. veəriˈeɪʃən **halt** = prevent, stop, discontinue. hɔːlt **advocate**=supporter, backer, promoter, believer ˈædvəkeɪt **rudiments=** basics, essential, fundamentals ˈruːdɪmənts **legislation** = law, rule, statute. ledʒəˈsleɪʃən **tenet** = principle, belief, rule, theory. ˈtenɪt **descriptivist** = someone who believes that books about language should describe how language is really used, rather than giving rules to follow saying what is correct and not correct dɪˈskrɪp.tɪ.vɪst **prescriptivist=** someone who believes that there are correct and wrong ways to use language and that books about language should give rules to follow, rather than describing how language is really used prɪˈskrɪp.tɪ.vɪst **extreme=** severe, intense, acute ɪkˈstriːm

unreal pictures of the other. Descriptive grammarians have been presented as people who do not care about standards, because of the way they see all forms of **usage** as equally valid. Prescriptive grammarians have been presented as blind **adherents** to a historical tradition. The opposition has even been presented in **quasi**-political terms - of **radical liberalism** vs **elitist conservatism.**	**adherent**= supporter, believer, follower ədˈhɪərənt **quasi- (***prefix)*= like something else or trying to be something else kweɪzaɪ **radical** = new, different (ideas), against what most people think or believe ˈrædɪkəl **liberalism**= an attitude of respecting and allowing many different types of beliefs or behaviour # conservatism ˈlɪbərəlɪzəm **elitist** = an elitist system, government etc is one in which a small group of people have more power and advantages than other people eɪˈliːtəst **conservatism**= dislike of change and new ideas kənˈsɜːvətɪzəm

READING PASSAGE 2



Undersea **turbines** which produce electricity from the tides are **set to** become an important Source of **renewable** energy for Britain. It is still too early to **predict** the **extent** of the impact they may have, but all the signs are that they will **play a significant role** in the future

A

Operating on the same principle as wind **turbines**, the power in sea **turbines** comes from **tidal currents** which turn **blades** similar to ships' **propellers**, but, unlike wind, the tides are

undersea= underwater, submarine, maritime ˈʌndəsiː
turbine= an engine or motor in which the pressure of a liquid or gas moves a special wheel around ˈtɜːbaɪn
set to=to start doing something eagerly and with determination set tuː
renewable= renewable energy replaces itself naturally, or is easily replaced because there is a large supply of it rɪˈnjuːəbəl
predict= forecast, foresee, guess. prɪˈdɪkt
extent= degree, amount, level, range ɪkˈstent
play a role in= to have an effect or influence on something pleɪ ə rəʊl ɪn

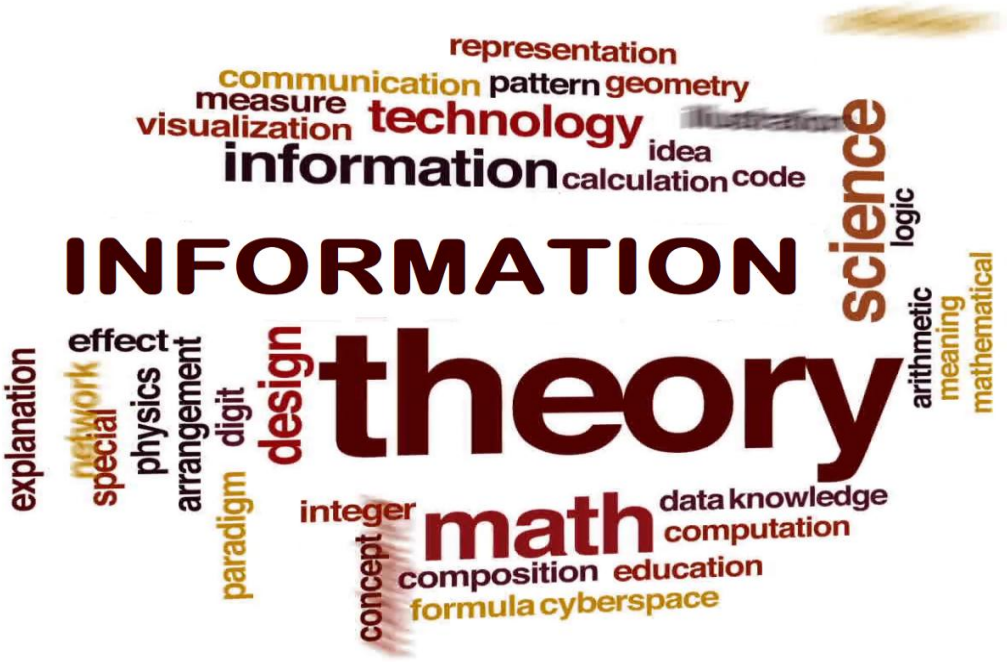
operate= work, run, function ˈɒpəreɪt
tidal= relating to the regular rising and falling of the sea. ˈtaɪdl
current= a continuous movement of water in a river, lake, or sea. ˈkʌrənt
blade= the flat wide part of an object that pushes against air or water. bleɪd
propeller= a piece of equipment consisting of two or more blades that spin around, which makes an aircraft or ship move prəˈpelə

predictable and the power input is **constant**. The technology raises the **prospect** of Britain becoming **self-sufficient** in **renewable** energy and **drastically** reducing its carbon dioxide **emissions**. If **tide**, wind and wave power are all developed, Britain would be able to close gas, coal and **nuclear power plants** and **export renewable** power to other parts of Europe. Unlike wind power, which Britain originally developed and then **abandoned** for 20 years allowing the Dutch to make it a **major** industry, **undersea turbines** could become a big **export earner** to island nations such as Japan and New Zealand.	**constant=** regular, stable, steady, even. ˈkɒnstənt **prospect**= possibility, likelihood, potential. ˈprɒspekt **self-sufficient**= able to provide all the things you need without help from other people self - səˈfɪʃnt **drastically**= extremely, hugely, significantly ˈdræstɪkl̩i **emission**= a gas or other substance that is sent into the air ɪˈmɪʃən **tide**= wave, flow, stream, current. taɪd **power plant=** a building where electricity is produced to supply a large area paʊə plɑːnt **export**= sell abroad, sell overseas, distribute, ship ˈekspɔːt **abandon**= discard, dump, dispose of #keep əˈbændən **major=** main, chief, key #minor ˈmeɪdʒə **earner=** a business or activity which makes a profit ˈɜːnə
B **Tidal** sites have already been **identified** that will produce one sixth or more of the UK's power - and at prices **competitive** with modern gas **turbines** and **undercutting** those of the already **ailing nuclear** industry. One **site** alone, the Pentland Firth, between Orkney and **mainland** Scotland, could produce 10% of the country's electricity with **banks** of **turbines** under the sea, and another at Alderney in the Channel Islands three times the 1,200 megawatts of Britain's largest and newest nuclear **plant**, Sizewell B, in Suffolk. Other sites **identified** include the Bristol Channel and the west coast of Scotland, particularly the channel between Campbeltown and Northern Ireland.	**identify**= recognize, find, detect. aɪˈdentɪfaɪ **competitive=** products or prices that are competitive are cheaper than others but still of good quality. kəmˈpetətɪv **undercut**= to sell goods or a service at a lower price than another company. ʌndəˈkʌt **ailing**= an ailing company, organization, or economy is having a lot of problems and is not successful. ˈeɪlɪŋ **site=** place, location, spot. saɪt **mainland=** the main area of land that forms a country, as compared to islands near it that are also part of that country. ˈmeɪnlənd **bank=** land along the side of a river or lake. bæŋk **plant=** a factory or building where an industrial process happens plɑːnt
C **Work on** designs for the new **turbine blades** and **sites** are well **advanced** at the University of Southampton's **sustainable** energy research group. The first station is **expected** to be installed	**work on=** to spend time working in order to produce or repair something ˈwɜːk ɒn **advance**= improve, develop, enhance, progress ədˈvɑːns **sustainable**= able to continue without causing damage to the environment səˈsteɪnəbəl **expect=** anticipate, think, believe. ɪkˈspekt

off Lynmouth in Devon shortly to test the technology in a **venture jointly funded** by the department of Trade and Industry and the European Union. Abubakr Bahaj, **in charge of** the Southampton research, said: The **prospects** for energy from **tidal currents** are far better than from wind because the flows of water are predictable and **constant**. The technology for **dealing with** the hostile **saline** environment under the sea has been developed in the North Sea oil industry and much is already known about **turbine blade** design, because of wind power and ship **propellers**. There are a few technical difficulties, but I believe in the next five to ten years we will be installing **commercial** marine **turbine** farms.' Southampton has been awarded £215,000 over three years to develop the **turbines** and is working with Marine **Current** Turbines, a **subsidiary** of IT power, on the Lynmouth project. EU research has now **identified** 106 **potential** sites for **tidal** power, 80% **round** the coasts of Britain. The best **sites** are between islands or around heavily **indented** coasts where there are strong **tidal currents**.	**off**= only a short distance away from a place ɒf **venture** = a new business activity that involves taking risks. ˈventʃə **jointly** = together, cooperatively, mutually. ˈdʒɔɪntli **fund** = finance, support, back, sponsor. fʌnd **be in charge of something** = the position of having control or responsibility for a group of people or an activity bi ɪn tʃɑːdʒ əv ˈsʌmθɪŋ **deal with** = cope with, handle, manage. diːl wɪð **hostile** = harsh, adverse, unfavourable ˈhɒstaɪl **saline=** containing or consisting of salt ˈseɪlaɪn **commercial** = for profit, trade, business-related. kəˈmɜːʃəl **subsidiary**= a company that is owned or controlled by another larger company. səbˈsɪdiəri **potential**= possible, likely, latent. pəˈtenʃəl **indented=** an indented edge or surface has cuts or marks in it ɪnˈdentɪd
D A marine **turbine blade** needs to be only one third of the size of a wind **generator** to produce three times as much power. The **blades** will be about 20 metres **in diameter,** so around 30 metres of water is required. Unlike wind power, there are unlikely to be environmental **objections**. Fish and other **creatures** are thought unlikely to be **at risk** from the **relatively** slow-turning **blades**. Each **turbine** will be **mounted** on a tower which will connect to the national power supply **grid** via **underwater cables**. The towers will **stick** out of the water and be lit, to warn shipping, and also be designed to be	**generator**= a machine that produces electricity ˈdʒenəreɪtə **diameter**= a straight line from one side of a circle to the other side, passing through the centre of the circle, or the length of this line. daɪˈæmɪtə **objection**= difficulty, problem, concern. əbˈdʒekʃən **creature=** animal, living thing, organism. ˈkriːtʃə **at risk=** in a situation where you may be harmed ət rɪsk **relatively**= fairly, quite, rather. ˈrelətɪvli **mount=** install, fit. maʊnt **grid=** the network of electricity supply wires that connects power stations and provides electricity to buildings in an area grɪd **cable=** rope, chain, line. ˈkeɪbəl **stick**= attach, glue, join, fasten stɪk

lifted out of the water for **maintenance** and to clean **seaweed** from the **blades**.	**maintenance**= the repairs, painting etc that are necessary to keep something in good condition ˈmeɪntənəns **seaweed=** a plant that grows in the sea ˈsiːwiːd
E Dr Bahaj has done most work on the Alderney **site**, where there are powerful currents. The single undersea **turbine** farm would produce far more power than needed for the Channel Islands and most would **be fed into** the French **Grid** and be re-**imported** into Britain via the **cable** under the Channel.	**feed into something**= contribute, provide, flow into, deliver. fiːd ˈɪntə ˈsʌmθɪŋ **import=** a product that is brought from one country into another so that it can be sold there, or the business of doing this #export ˈɪmpɔːt
F One technical difficulty is **cavitation**, where low pressure behind a turning **blade** causes air bubbles. These can cause **vibration** and damage the **blades** of the **turbines**. Dr Bahaj said: 'We have to test a number of **blade** types to avoid this happening or at least **make sure** it does not damage the **turbines** or reduce **performance**. Another **slight** concern is **submerged debris** floating into the **blades**. **So far** we do not know how much of a problem it might be. We will have to make the **turbines robust** because the sea is a **hostile** environment, but all the signs that we can do it are good.'	**cavitation=** the forming of gas bubbles in a liquid, caused by changes in pressure kæv.ɪˈteɪ.ʃən **vibration**= a continuous slight shaking movement. vaɪˈbreɪʃən **make sure (that)=** to find out if something is true or to check that something has been done ˈmeɪk ʃʊə (ðæt) **performance=** how well a car or other machine works pəˈfɔːməns **slight=** small, minor, unimportant slaɪt **submerged**= flooded, underwater, soaked. səbˈmɜːdʒd **debris**= rubbish, garbage, trash, waste. ˈdebriː **so far**= until now səʊ fɑː **robust**= strong, healthy, vigorous, tough rəˈbʌst

READING PASSAGE 3



Information **<u>theory</u> lies at the heart of** everything - from DVD players and the **genetic code** of DNA to the physics of the universe at its most **fundamental**. It has been **central** to the development of the science of communication, which **enables** data to be sent electronically and has therefore had a **major impact** on our lives A In April 2002 an event **took place** which **demonstrated** one of the many **applications** of information **<u>theory</u>**. The **space probe**, Voyager I,	**theory** = concept, principle, idea. ˈθɪəri **lie at the heart/centre/root of something=** to be the most important part of something, especially the main cause of it laɪ ət ðə ˈhɑːt/ sentə/ ruːt əv ˈsʌmθɪŋ **genetic code** = the arrangement of genes that controls the way a living thing develops. dʒɪˈnetɪk kəʊd **fundamental=** basic, essential, primary. fʌndəˈmentl **central** = vital, crucial, fundamental, most important. ˈsentrəl **enable** = allow, permit, aid, support #prevent ɪˈneɪbəl **major**= main, key, chief ˈmeɪdʒə **impact**= influence, effect, impression. ˈɪmpækt **take place**= happen, occur, arise. ˈteɪk ˈpleɪs **demonstrate**= show, reveal, display. ˈdemənstreɪt **application**= use, function, purpose. æplɪˈkeɪʃən **space probe**= spacecraft, spaceship speɪs prəʊb

launched in 1977, had sent back **spectacular** images of Jupiter and Saturn and then **soared** out of **the Solar System** on a one-way mission to the stars. After 25 years of **exposure** to the freezing temperatures of **deep space**, the **probe** was beginning to show its age. **Sensors** and **circuits** were **on the brink of** failing and NASA experts realised that they had to do something or lose contact with their **probe** forever. The **solution** was to get a message to Voyager I to **instruct** it to use **spares** to change the failing parts. With the **probe** 12 billion kilometres from Earth, this was not an easy task. **By means of** a radio dish belonging to NASA's Deep Space Network, the message was sent out into the depths of space. Even travelling at the speed of light, it took over 11 hours to reach its target, far beyond the **orbit** of Pluto. Yet, **incredibly**, the little **probe** **managed to** hear the **faint** call from its home planet, and successfully made the **switchover**.

launch= dispatch, send, release lɔ:ntʃ
spectacular= stunning, impressive, fantastic, amazing. spekˈtækjələ
soar= to fly, especially very high up in the sky, floating on air currents. sɔ:
the solar system= space, galaxy, universe, cosmos ðə səʊlə ˈsɪstəm
exposure to something= when someone is in a situation where they are not protected from something dangerous or unpleasant. ɪkˈspəʊʒə tu ˈsʌmθɪŋ
deep space= any region of outer space beyond the system of the earth and moonˈdi:p speɪs
probe= space probe, spacecraft, spaceship prəʊb
sensor= a piece of equipment used for discovering the presence of light, heat, movement etc ˈsensə
circuit= trip, journey, route ˈsɜ:kɪt
on the brink of something= a situation when you are almost in a new situation, usually a bad one ˈɒn ðə brɪŋk əv ˈsʌmθɪŋ
instruct= order, command, tell. ɪnˈstrʌkt
spare= not being used or not needed at the present time speə
by means of sth= using a particular method or system ˈbaɪ mi:nz əv ˈsʌmθɪŋ
orbit= the curved path travelled by an object which is moving around another much larger object such as the earth, the sun etc ˈɔ:bɪt
incredibly= unbelievably, amazing, inconceivably. ɪnˈkredəbli
manage to do something= to succeed in doing something difficult, especially after trying very hard. ˈmænɪdʒ tu du: ˈsʌmθɪŋ
faint= weak, unclear, feeble. feɪnt
switchover= a change from using or doing one thing to another swɪtʃ ˈəʊvə

B

It was the longest-distance repair job in history, and a **triumph** for the NASA engineers. But it also **highlighted** the **astonishing** power of the techniques developed by American communications engineer Claude Shannon, who had died just a year earlier. Born in 1916 in Petoskey, Michigan, Shannon showed an early talent for maths and for building **gadgets**, and made **breakthroughs** in the **foundations** of

triumph= victory, achievement, success. ˈtraɪəmf
highlight= emphasize, stress, underline. ˈhaɪlaɪt
astonishing= surprising, shocking, amazing. əˈstɒnɪʃɪŋ
gadget= device, tool, implement ˈgædʒɪt
breakthrough= advance, invention, innovation, revolution. ˈbreɪkθru:
foundation= the establishment of an organization, business, school etc faʊnˈdeɪʃən

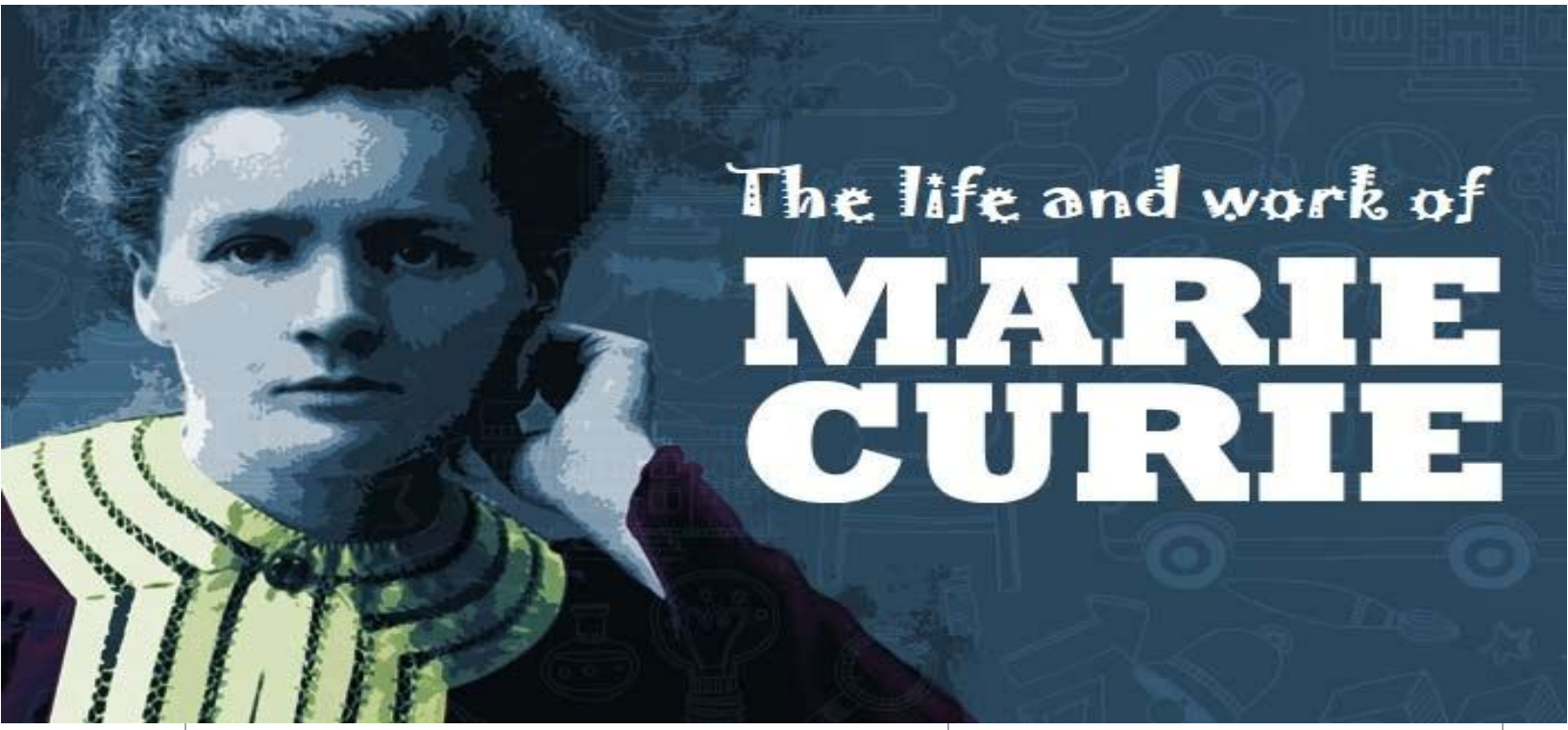
computer technology when still a student. While at Bell Laboratories, Shannon developed information **theory**, but **shunned** the resulting **acclaim**. In the 1940s, he single-handedly created an entire science of communication which has since **inveigled its way into a host of** applications, from dvds to **satellite** communications to bar codes - any area, **in short**, where data has to be **conveyed** rapidly yet accurately.	**shun**=avoid, ignore, reject. ʃʌn **acclaim**= praise, approval, applause, compliments. əˈkleɪm **inveigle somebody into something**= persuade, convince, entice. ɪnˈveɪgl̩ ˈsʌmbədi ˈɪntə ˈsʌmθɪŋ **a host of=** a large number of people or things ə həʊst ɒv **satellite=** a machine that has been sent into space and goes around the earth, moon etc, used for radio, television, and other electronic communication ˈsætəlaɪt **in short**= briefly, in summary, in a nutshell ɪn ʃɔːt **convey**= pass on, send, transmit. kənˈveɪ
C This all seems **light years** away from the down-to-earth uses Shannon originally had for his work, which began when he was a 22-year-old graduate engineering student at the **prestigious** Massachusetts Institute of Technology in 1939. He **set out** with an **apparently** simple aim: to **pin down** the **precise** meaning of the **concept** of 'information'. The most basic form of information, Shannon **argued**, is whether something is true or false - which can be **captured** in the binary unit, or 'bit', of the form 1 or 0. Having **identified** this **fundamental** unit, Shannon **set about** defining otherwise **vague** ideas about information and how to **transmit** it from place to place. In the process he discovered something surprising: it is always possible to **guarantee** information will **get through** random **interference** - 'noise' - **intact**.	**light year=** the distance that light travels in one year, about 9,460,000,000,000 kilometres, used for measuring distances between stars laɪt ˈjiə **prestigious**= admired, respected, celebrated, famed, high-status. preˈstɪdʒəs **set out**= to start doing something or making plans to do something in order to achieve a particular result set ˈaʊt **apparently**= obviously, evidently. əˈpærəntli **pin sb/sth down**= to understand something clearly or be able to describe it exactly pɪn ˈsʌmbədi/ ˈsʌmθɪŋ daʊn **precise**= exact, correct. accurate. prɪˈsaɪs **concept**= idea, nothion, thought, belief. ˈkɒnsept **argue=** say, reason, claim, debate ˈɑːgjuː **capture**= describe, portray, depict, denote. ˈkæptʃə **identify**= discover, find, detect. aɪˈdentɪfaɪ **set about doing sth**= start, begin, tackle effort set əbaʊt ˈduːɪŋ ˈsʌmθɪŋ **vague**= unclear, imprecise, ambiguous veɪg **transmit**= communicate, spread, transfer trænzˈmɪt **guarantee**= assure, ensure. gærənˈtiː **get through**= to reach a place or person that is difficult to reach ˈget θruː **interference**= unwanted noise on the radio, television, or on the telephone, or faults in the television picture. ɪntəˈfɪərəns **intact=** complete, unharmed, integral, undamaged. ɪnˈtækt
D Noise usually means unwanted sounds which **interfere** with **genuine** information. Information	**interfere with**= hinder, hamper, restrict, impede. ɪntəˈfɪə wɪð **genuine**= unaffected, sincere. ˈdʒenjuɪn

theory generalises this idea via **theorems** that **capture** the effects of noise with mathematical **precision**. **In particular**, Shannon showed that noise sets a limit on the rate at which information can pass along communication channels while remaining error-free. This rate **depends on** the **relative** strengths of the signal and noise travelling down the communication channel, and on its **capacity** (its '**bandwidth'**). The resulting limit, given in units of bits per second, is the absolute maximum rate of error-free communication given signal strength and noise level. The trick, Shannon showed, is to find ways of **packaging up** - 'coding' - information to **cope with the ravages of** noise, while staying within the information-carrying **capacity** - '**bandwidth'** - of the communication system being used.	**generalise=** to say that an idea, result etc is related to a larger group ˈdʒenərəlaɪz **theorem=** theory, formula, statement ˈθɪərəm **capture**= acquire, gain, attain. ˈkæptʃə **precision=** accurancy, correctness, exactness prɪˈsɪʒən **in particular=** especially, specially, in general ɪn pəˈtɪkjʊlə **depend on=** rely on, count on, hinge on dɪˈpend ɒn **relative**= having a particular quality when compared with something else ˈrelətɪv **capacity**= size, volume, amound. kəˈpæsəti **bandwidth**= the amount of information that can be carried through a telephone wire, computer connection etc at one time ˈbændwɪdθ **package up**= to put food or other goods into a bag, box etc ready to be sold or sent ˈpækɪdʒ ʌp **cope with**= deal with, tackle, handle. kəʊp wɪð **the ravages of something**= the damage caused by something. ðə ˈrævɪdʒɪz əv ˈsʌmθɪŋ
E Over the years scientists have **devised** many such coding methods, and they have proved **crucial** in many technological **feats**. The Voyager **spacecraft transmitted** data using codes which added one extra bit for every single bit of information; the result was an error rate of just one bit in 10,000 - and stunningly clear pictures of the planets. Other codes have become part of everyday life - such as the Universal Product Code, or bar code, which uses a simple error-detecting system that **ensures** supermarket **check-out** lasers can read the price even on, say, a **crumpled** bag of **crisps**. As recently as 1993, engineers made a **major breakthrough** by discovering **so-called** turbo codes - which come very close to Shannon's **ultimate** limit for the maximum rate that data can be **transmitted reliably**, and now play a key role in the mobile videophone **revolution**.	**devise**= invent, develop, create. dɪˈvaɪz **crucial**= vital, central, most important. ˈkruːʃəl **feat=** achievement, accomplishment, deed. fiːt **spacecraft=** space probe, probe, spaceship ˈspeɪs-krɑːft **ensure**= make sure, guarantee, make certain. ɪnˈʃʊə **check out**= to make sure that something is actually true, correct, or acceptable tʃek ˈaʊt **crumpled=** crushed into a smaller bent shape ˈkrʌmpḷd **crisp=** a very thin flat round piece of potato that is cooked in oil and eaten cold. krɪsp **so-called=** used to show that something or someone is usually called a particular name səʊ - ˈkɔːld **ultimate**= final, last,eventual. ˈʌltəmət **revolution=** change, development, innovation. revəˈluːʃən

F Shannon also **laid the foundations** of more **efficient** ways of storing information, by stripping out **superfluous** (‘**redundant’**) bits from data which **contributed** little real information. As mobile phone text messages like ‘I CN C U’ show, it is often possible to **leave out** a lot of data without losing much meaning. As with error correction, however, there’s a limit beyond which messages become too **ambiguous**. Shannon showed how to calculate this limit, **opening the way** to the design of **compression** methods that **cram maximum information into the minimum space.**	**lay the foundations/groundwork/base=** to provide the conditions that will make it possible for something to happen or be successful ˈleɪ ðə faʊnˈdeɪʃn̩z/ ˈgraʊndwɜːk/ beɪs **efficient=** if someone or something is efficient, they work well without wasting time, money, or energy ɪˈfɪʃənt **strip**= remove, rid, take away. strɪp **superfluous=** surplus, unnecessary, excessive, redundant. suːˈpɜːfluəs **redundant=** superfluous. rɪˈdʌndənt **contribute=** add, give, provide. kənˈtrɪbjuːt **leave out**= exclude, ignore, omit. ˈliːv ˈaʊt **ambiguous**= unclear, uncertain, confusing. æmˈbɪgjuəs **open the door/way to sth=**to make an opportunity for something to happen ˈəʊpən ðə ˈdɔː ˈweɪ tu ˈsʌmθɪŋ **compression=** the act of making something smaller or shorter so that it will fit into a particular space or time kəmˈpreʃən **cram something into/onto etc something** = to force something into a small space. kræm ˈsʌmθɪŋ ˈɪntə/ ˈɒntu etˈsetrə ˈsʌmθɪŋ

TEST 4

READING PASSAGE 1



Marie Curie is **probably** the most famous woman scientist who has ever lived. Born Maria Sklodowska in Poland in 1867, she is famous for her work on **radioactivity**, and was twice a winner of the Nobel Prize. With her husband, Pierre Curie, and Henri Becquerel, she was **awarded** the 1903 Nobel Prize for Physics, and was then **sole** winner of the 1911 Nobel Prize for Chemistry. She was the first woman to win a Nobel Prize.

From childhood, Marie was **remarkable** for her **prodigious** memory, and at the age of 16 won a gold **medal on completion of** her **secondary education**.

probably= perhaps, maybe, possibly ˈprɒbəbli

radioactivity : the sending out of radiation (=a form of energy) when the nucleus (=central part) of an atom has broken apart reɪdɪəʊækˈtɪvɪti

award= prize, reward, gift. əˈwɔːd

sole= only, single, individual. səʊl

remarkable= outstanding, noteworthy, extraordinary rɪˈmɑːkəbəl

prodigious= extraordinary, phenomenal, unusual, remarkable, impressive. prəˈdɪdʒəs

on completion of= the act of finishing something ˈɒn kəmˈpliːʃn̩ ɒv

secondary education= the education, teaching etc of children between the ages of 11 and 16 or 18 ˈsekəndri edʒʊˈkeɪʃn̩

Because her father lost his savings through bad investment, she then had to take work as a teacher. From her **earnings** she was able to **finance** her sister Bronia's medical studies in Paris, **on the understanding** that Bronia would, **in turn**, later help her to get an education.	**earnings=** salary, wage, income. ˈɜːnɪŋz **finance**= support, fund, back, sponsor. ˈfaɪnæns **on the understanding that=** if you agree to something on the understanding that something else will be done, you agree to it, believing that it will be done ˈɒn ðiˌ ʌndəˈstændɪŋ ðæt **in turn=** one after the other in an agreed order ɪn tɜːn
In 1891 this promise was **fulfilled** and Marie went to Paris and began to study at the Sorbonne (the University of Paris). She often worked far into the night and **lived on** little more than **bread and butter** and tea. She came first in the **examination** in the physical sciences in 1893, and in 1894 was placed second in the **examination** in mathematical sciences. It was not until the spring of that year that she was introduced to Pierre Curie.	**fulfill (a promise)** = accomplish, complete, finish, carry out. fʊlˈfɪl (əˈprɒmɪs) **far into the night**= extending until a late hour ˈfɑːrˈɪntə ðə naɪt **live on sth=**to have a particular amount of money to buy food and other necessary things ˈlaɪvˈɒnˈsʌmθɪŋ **bread and butter (work)=** work that is not very exciting but provides you with most of the money that you need in order to live bred ənd ˈbʌtə (ˈwɜːk) **examination**= exam, test, assessment. ɪgˌzæməˈneɪʃən
Their marriage in 1895 **marked** the start of a **partnership** that was soon to achieve results of world significance. Following Henri Becquerel's discovery in 1896 of a new **phenomenon**, which Marie later called **'radioactivity'**, Marie Curie decided to **find out** if the **radioactivity** discovered in uranium was to be found in other elements. She discovered that this was true for thorium.	**mark**= to be a sign of an important change or an important stage in the development of something mɑːk **partnership**= collaboration, affiliation, companionship. ˈpɑːtnəʃɪp **phenomenon=** occurrence, experience, event. fɪˈnɒmənən **find out**= realize, learn, discover. faɪnd ˈaʊt
Turning her attention to **minerals**, she found her interest **drawn** to **pitchblende**, a **mineral** whose **radioactivity**, **superior** to that of **pure** uranium, could be explained only by the presence in the **ore** of small	**mineral**= a substance that is formed naturally in the earth, such as coal, salt, stone, or gold. minerals can be dug out of the ground and used. ˈmɪnərəl **draw sb to sth=** to attract someone or make them want to do something drɔːˈsʌmbədi tu ˈsʌmθɪŋ **pitchblende**= a dark shiny substance dug from the earth, from which uranium and radium are obtained ˈpɪtʃblend **superior** = better quality, greater. advanced, enhanced #inferior. suːˈpɪəriə **pure** = unmixed, real, genuine. pjʊə **ore** = rock or earth from which metal can be obtained ɔː

quantities of an unknown **substance** of very high activity. Pierre Curie joined her in the work that she had **undertaken** to **resolve** this problem, and that led to the discovery of the new elements, polonium and radium. While Pierre Curie **devoted himself chiefly** to the physical study of the new radiations, Marie Curie **struggled** to **obtain** **pure** radium in the **metallic** state. This was achieved with the help of the chemist André-Louis Debierne, one of Pierre Curie's pupils. Based on the results of this research, Marie Curie received her **Doctorate** of Science, and in 13 Marie and Pierre shared with Becquerel the Nobel Prize for Physics for the discovery of **radioactivity**.	**substance** = element, material, ingredient, element. ˈsʌbstəns **undertake to do sth**= to promise or agree to do something ʌndəˈteɪk tu duː ˈsʌmθɪŋ **resolve**= to find a satisfactory way of dealing with a problem or difficulty= solve, work out. rɪˈzɒlv **devote your time/ energy/ attention/ yourself etc to something**=dedicate= to use all or most of your time, effort etc in order to do something or help someone. dɪˈvəʊt jə ˈtaɪm/ ˈenədʒi/ əˈtenʃn̩/ jɔːˈself etˈsetrə tu ˈsʌmθɪŋ **chiefly** = primarily, mainly, mostly. ˈtʃiːfli **radiation**= a form of energy that comes especially from nuclear reactions, which is very harmful to living things. reɪdiˈeɪʃən **struggle to do sth =** to try extremely hard to achieve something, even though it is very difficult ˈstrʌgl̩ tu duː ˈsʌmθɪŋ **obtain=** get, gain, find, acquire. əbˈteɪn **metallic** = made of metal or containing metal məˈtælɪk **doctorate**= a university degree of the highest level ˈdɒktərət
The births of Marie's two daughters, Irène and Eve, in 1897 and 1904 failed to **interrupt** her scientific work. She was **appointed** lecturer in physics at the École Normale Supérieure for girls in Sèvres, France (1900), and introduced a method of teaching based on **experimental demonstrations**. In December 1904 she was **appointed** **chief** assistant in the laboratory directed by Pierre Curie.	**interrupt**= disrupt, suspend, stop. ɪntəˈrʌpt **appoint**= assign, select, choose. əˈpɔɪnt **experimental**= used for, relating to, or resulting from experiments ɪkˌsperəˈmentl **demonstration**=an act of explaining and showing how to do something or how something works demənˈstreɪʃən **chief=** highest in rank tʃiːf
The sudden death of her husband in 1906 was a **bitter** **blow** to Marie Curie, but was also a **turning point** in her career: **henceforth** she was to **devote** all her energy to completing alone the scientific work that they had **undertaken**. On May 13, 1906, she was **appointed** to the **professorship** that had been left **vacant** on her husband's death, becoming the first woman to teach at the Sorbonne. In 1911 she was	**bitter=** making you feel very unhappy and upset ˈbɪtə **blow=** an action or event that causes difficulty or sadness for someone bləʊ **turning point=** the time when an important change starts, especially one that improves the situation ˈtɜːnɪŋ pɔɪnt **henceforth=** from this time on hensˈfɔːθ **professorship**= the job or position of a university or college professor prəˈfesəʃɪp **vacant** = available, untaken, unused, free. ˈveɪkənt

awarded the Nobel Prize for Chemistry for the **isolation** of a **pure** form of radium.	**isolation=** seperation, segregation #inclusion aɪsəˈleɪʃən
During World War I, Marie Curie, with the help of her daughter Irène, **devoted** herself to the development of the use of X-**radiography**, including the **mobile** units which came to be known as 'Little Curies', used for the **treatment** of **wounded** soldiers. In 1918 the Radium Institute, whose staff Irène had joined, began to **operate in earnest**, and became a centre for nuclear physics and chemistry. Marie Curie, now at the highest point of her **fame** and, from 1922, a member of the Academy of Medicine, researched the chemistry of **radioactive substances** and their medical **applications**.	**radiography**= the taking of x-ray photographs of the inside of people's bodies for medical purposes reɪdiˈɒgrəfi **mobile=** moveable, portable, active. ˈməʊbaɪl **treatment=** cure, healing, medicine, therapy. ˈtriːtmənt **wounded=** injured, hurt, maimed. ˈwuːndɪd **operate** = run, work, conduct, carry out. ˈɒpəreɪt **in earnest**= if something starts happening in earnest, it begins properly - used when it was happening in a small or informal way before ɪn ˈɜːnɪst **fame=** the state of being known about by a lot of people because of your achievements feɪm **application=** practical purpose for which a machine, idea etc can be used, or a situation when this is used æplɪˈkeɪʃən
In 1921, **accompanied** by her two daughters, Marie Curie made a **triumphant** journey to the United States to raise **funds** for research on radium. Women there presented her with a gram of radium for her **campaign**. Marie also gave lectures in Belgium, Brazil, Spain and Czechoslovakia and, in addition, had the satisfaction of seeing the development of the Curie **Foundation** in Paris, and the **inauguration** in 1932 in Warsaw of the Radium Institute, where her sister Bronia became director.	**accompany=** attend, go with, go along with. əˈkʌmpəni **triumphant**= successful, winning, victorious. traɪˈʌmfənt **funds=** money that an organization needs or has fʌndz **campaign=** a series of actions intended to achieve a particular result relating to politics or business, or a social improvement kæmˈpeɪn **foundation**= an organization that gives or collects money to be used for special purposes, especially for charity or for medical research faʊnˈdeɪʃən **inauguration=** the act of officially putting someone into an important position, or the ceremony at which this is done. ɪˌnɔːgjʊˈreɪʃn̩
One of Marie Curie's **outstanding** achievements was to have understood the need to **accumulate** **intense** **radioactive** sources, not only to treat illness but also to maintain an **abundant** supply for research. The	**outstanding=** excellent, great, remarkable aʊtˈstændɪŋ **accumulate**= gather, collect, amass, pile up. əˈkjuːmjəleɪt **intense**=having a very strong effect or felt very strongly. ɪnˈtens **abundant** = plentiful, rich, ample #scarce. əˈbʌndənt

existence in Paris at the Radium Institute of a stock of 1.5 grams of radium made a **decisive** contribution to the success of the experiments **undertaken** in the years around 1930. This work **prepared the way for** the discovery of the **neutron** by Sir James Chadwick and, **above all**, for the discovery in 1934 by Irène and Frédéric Joliot-Curie of **artificial radioactivity**. A few months after this discovery, Marie Curie died as a result of **leukaemia** caused by **exposure** to **radiation**. She had often carried **test tubes** containing **radioactive isotopes** in her pocket, remarking on the pretty blue-green light they **gave off**. Her contribution to physics had been **immense**, not only in her own work, the importance of which had been **demonstrated** by her two Nobel Prizes, but because of her influence on **subsequent** generations of nuclear physicists and chemists.	**decisive=** key, critical, significant, vital. dɪˈsaɪsɪv **prepare the way/ground for sb/sth=** to make it possible for something to be achieved, or for someone to succeed in doing something prɪˈpeə ðə ˈweɪ graʊnd fə ˈsʌmbədi/ ˈsʌmθɪŋ **neutron=** a part of an atom that has no electrical charge ˈnjuːtrɒn **above all**= more than everything else əbʌv ɔːl **artificial=** man-made, non-natural, synthetic #real, natural ɑːtɪˈfɪʃəl **leukaemia** = a type of cancer of the blood, that causes weakness and sometimes death. luːˈkiːmiə **exposure to something** = when someone is in a situation where they are not protected from something dangerous or unpleasant. ɪkˈspəʊʒə tu ˈsʌmθɪŋ **test tube=** a small glass container that is shaped like a tube and is used in chemistry ˈtest ˈtjuːb **isotopes** = one of the possible different forms of an atom of a particular element (=simple chemical substance) ˈaɪsətəʊps **give off=** to produce a smell, light, heat, a sound etc gɪv ɒf **immense** = great, huge, enormous. ɪˈmens **demonstrate=** show, reveal, display ˈdemənstreɪt **subsequent**= following, cónequent, later ˈsʌbsəkwənt

READING PASSAGE 2

A

A sense of self develops in young children by **degrees**. The process can usefully be thought of **in terms of** the **gradual emergence** of two **somewhat separate features**: the self as a subject, and the self as an object. William James introduced the **distinction** in 1892, and **contemporaries** of his, such as Charles Cooley,

somebody's sense of self = someone's idea that they are a separate person, different from other people ˈsəmˌbɑːdi sens əv self
degree= level, scale, extent. dɪˈgriː
in terms of= if you explain or describe something in terms of a particular fact or event, you are explaining or describing it only in relation to that fact or event ɪn tɜːmz ɒv
gradual= slow, steady #rapid ˈgrædʒuəl
emergence= appearance, occurrence, arrival. ɪˈmɜːdʒəns
somewhat = rather, slightly, to some extent ˈsʌmwɒt
separate= different, distinct, discrete. ˈsepərət
feature= a part of something that you notice because it seems important, interesting, or typical ˈfiːtʃə
distinction=difference, separation, discrepancy #similarity dɪˈstɪŋkʃən
contemporary= someone who lived or was in a particular place at the same time as someone else. kənˈtempərəri

added to the **developing debate**. **Ever since** then **psychologists** have continued **building on** the **theory**.	**developing=** growing or changing dɪˈveləpɪŋ **debate**= argument, discussion, dispute. dɪˈbeɪt **ever since**=all the time since ˈevə sɪns **psychologist=** someone who is trained in psychology (the study of the mind and how it influences people's behaviour) saɪˈkɒlədʒɪst **build on sth=**to use your achievements as a base for further development ˈbɪld ˈɒn ˈsʌmθɪŋ **theory=** concept, idea, principle ˈθɪəri
B According to James, a child's first step on the road to self-**understanding** can be seen as the **recognition** that he or she exists. This is an **aspect** of the self that he **labelled** 'self-as-subject', and he gave it **various elements**. These included an **awareness of** one's own agency (i.e. One's power to act), and an **awareness of** one's **distinctiveness** from other people. These **features** gradually **emerge** as **infants** explore their world and **interact** with **caregivers**. Cooley (1902) suggested that a **sense** of the self-as-subject was **primarily concerned with** being able to exercise power. He **proposed** that the earliest examples of this are an **infant's attempts** to control **physical** objects, such as toys or his or her own **limbs**. This is followed by **attempts** to affect the behaviour of other people. For example, **infants** learn that when they cry or smile someone **responds to** them.	**understanding=** grasp, knowledge, perception ʌndəˈstændɪŋ **recognition=** the act of realizing and accepting that something is true or important rekəgˈnɪʃən **aspect=** feature, part, trait. ˈæspekt **label=** mark, consider, describe. ˈleɪbəl **various** = many, a range of, numerous. ˈveəriəs **element=** part, component, factor. ˈeləmənt **awareness of=** the ability to notice something using your senses əˈweənəs ɒv **distinctiveness=** something that is distinctive is easy to recognize because it is different from other things dɪˈstɪŋktɪvnɪs **emerge** = arise, develop, appear. ɪˈmɜːdʒ **infant** = a baby or very young child. ˈɪnfənt **interact**= if people interact with each other, they talk to each other, work together etc ɪntərˈækt **caregiver** = someone who takes care of a child or sick person. ˈkeəˌgɪvə **primarily**= mainly, chiefly, mostly. ˈpraɪmərəli **concerned with=** involved in something or affected by it kənˈsɜːnd wɪð **propose** = suggest, offer, recommend. prəˈpəʊz **attempt** = try, effort, endeavor. əˈtempt **physical**= relating to real objects that you can touch, see, or feel ˈfɪzɪkəl **limb=** an arm or leg lɪm **respond to=** react, counter, take action rɪˈspɒnd tuː
C Another powerful source of information for **infants** about the effects they can have on the world around them is provided when others **mimic** them. Many parents spend a lot of time, **particularly** in the early months, copying their	**mimic**= imitate, copy, mirror, simulate. ˈmɪmɪk **particularly=** especially, specifically, exceptionally. pəˈtɪkjʊləli

infant's vocalizations and **expressions**. In addition, young children enjoy looking in mirrors, where the movements they can see are **dependent upon** their own movements. **This is not to say** that **infants recognize** the **reflection** as their own image (a later development). However, Lewis and Brooks-Gunn (1979) suggest that **infants'** developing **understanding** that the movements they see in the mirror are **contingent on** their own, leads to a growing awareness that they are **distinct** from other people. This is because they, and only they, can change the **reflection** in the mirror.	**vocalization**= a word or sound that is produced by the voice vəʊkəlaɪˈzeɪʃən **expression=** a look on someone's face that shows what they are thinking or feeling ɪkˈspreʃən **be dependent on/upon sth=** to be directly affected or decided by something else bi dɪˈpendənt ˈɒn/ əˈpɒn ˈsʌmθɪŋ **this is not to say**= used to make sure the person you are talking to does not think something that is not true ðɪs ɪz nɒt tu ˈseɪ **recognize**= know, spot, identify. ˈrekəgnaɪz **reflection**= an image that you can see in a mirror, glass, or water. rɪˈflekʃən **contingent on/upon something**= depending on something that may happen in the future. kənˈtɪndʒənt ˈɒn/ əˈpɒn ˈsʌmθɪŋ **distinct**= different, dissimilar, discrete. dɪˈstɪŋkt
D This **understanding** that children **gain** of themselves as active **agents** continues to develop in their **attempts** to **co-operate** with others in play. Dunn (1988) **points out** that it is in such **day-to-day** relationships and **interactions** that the child's **understanding** of his- or herself **emerges**. **Empirical** investigations of the self-as-subject in young children are, however, rather **scarce** because of difficulties of communication: even if young **infants** can **reflect on** their experience, they certainly cannot **express** this **aspect** of the self directly.	**gain=** get, achieve, acquire, obtain geɪn **agent=** someone or something that affects or changes a situation ˈeɪdʒənt **co-operate**= to work with someone else to achieve something that you both want kəʊˈɒpəreɪt **point out**= to tell someone something that they did not already know or had not thought about poɪnt ˈaʊt **day-to-day**= day-to-day jobs or activities are ones that you do every day as a normal part of your life, your job etc ˈdeɪ-təˈdeɪ **interaction=** communication, contact, interface ɪntərˈækʃən **empirical**= based on scientific testing or practical experience, not on ideas= experimental, observed, practical #theoretical ɪmˈpɪrɪkəl **scarce=** rare, uncommon, unusual skeəs **reflect on=** to think carefully about something, or to say something that you have been thinking about rɪˈflekt ɒn **express=** say, state, utter, convey ɪkˈspres
E Once children have **acquired** a certain level of **self-awareness**, they begin to place themselves in a whole **series** of categories, which together play such an important part in **defining** them **uniquely** as 'themselves'. This second step in	**acquire**= obtain, get, attain. əˈkwaɪə **self-awareness=** knowledge and understanding of yourself self.əˈweə.nəs **series**= chain, string, sequence ˈsɪəriːz **define**= describe, express, state dɪˈfaɪn **unique=** distinctive, only one of it's kind, sole, single, exclusive. juːˈniːk

the development of a full **sense** of self is what James called the 'self-as-object'. This has been seen by many to be the **aspect** of the self which is most **influenced** by social **elements**, since it is **made up** of social roles (such as student, brother, colleague) and **characteristics** which **derive their meaning from comparison** or **interaction** with other people (such as **trustworthiness**, shyness, sporting ability).	**influence=** affect, motivate, inspire. ˈɪnfluəns **be made up of**= to combine together to form something bi ˈmeɪd ˈʌp ɒv **characteristic**= trait, feature, quality. kærəktəˈrɪstɪk **derive something from something**= to get something, especially an advantage or a pleasant feeling, from something. dɪˈraɪv ˈsʌmθɪŋ frəm ˈsʌmθɪŋ **trustworthiness=** the quality or fact of being trustworthy (= able to be trusted) ˈtrʌstwɜːðɪnəs
F Cooley and other researchers suggested a close **connection** between a person's own **understanding** of their **identity** and other people's **understanding** of it. Cooley believed that people **build up** their **sense** of **identity** from the reactions of others to them, and from the view they believe others have of them. He called the self-as-object the 'looking-glass self', since people come to see themselves as they are reflected in others. Mead (1934) went even further, and saw the self and the social world as **inextricably bound together**: 'The self is essentially a social structure, and it **arises** in social experience. It is impossible to **conceive** of a self **arising** outside of social experience.'	**connection=** link, relationship, association kəˈnekʃən **identity**= the qualities and attitudes that a person or group of people have, that make them different from other people. aɪˈdentəti **build up=** develop, increase, accumulate. ˈbɪld ˈʌp **inextricably=** if two or more things are inextricably linked etc, they are very closely related and affect each other ɪnɪkˈstrɪkəbli **bind somebody/something together**=unite= to form a strong emotional or economic connection between two people, countries etc. baɪnd ˈsʌmbədi/ ˈsʌmθɪŋ təˈgeðə **arise**= happen, occur, take place, start. əˈraɪz **conceive of (doing) something** = to imagine a particular situation or to think about something in a particular way. kənˈsiːv əv (ˈduːɪŋ) ˈsʌmθɪŋ
G Lewis and Brooks-Gunn **argued** that an important developmental **milestone** is reached when children become able to **recognize** themselves **visually** without the support of seeing **contingent** movement. This **recognition occurs** around their second birthday. In one **experiment**, Lewis and Brooks-Gunn (1979)	**argue=** say, reason, debate, dispute ˈɑːgjuː **milestone**= a very important event in the development of something. = landmark, breakthough ˈmaɪlstəʊn **visually**= in a way that involves the eyes ˈvɪʒuəli **contingent**= dependent= depending on something that may happen in the future. kənˈtɪndʒənt **occur=** happen, arise, ensue əˈkɜː **experiment**= test, research, trial. ɪkˈsperəmənt

dabbed some red powder on the noses of children who were playing in front of a mirror, and then **observed** how often they touched their noses. The **psychologists reasoned** that if the children knew what they usually looked like, they would be surprised by the unusual red mark and would start touching it. On the other hand, they found that children of 15 to 18 months are generally not able to **recognize** themselves unless other **cues** such as movement are present.	**dab sth on/onto etc sth=** to put a substance onto something with quick light movements of your hand dæb ˈsʌmθɪŋ ˈɒn ˈɒntu etˈsetrə ˈsʌmθɪŋ **observe=** watch, view, monitor, examine əbˈzɜːv **reason (that)=** to form a particular judgment about a situation after carefully considering the facts ˈriːzən (ðæt) **cue=** signal, sign, hint, clue, key kjuː
H Finally, perhaps the most **graphic expressions** of **self-awareness in general** can be seen in the **displays** of **rage** which are most common from 18 months to 3 years of age. In a **longitudinal study** of groups of three or four children, Bronson (1975) found that the **intensity** of the **frustration** and **anger** in their disagreements increased **sharply** between the ages of 1 and 2 years. Often, the children's disagreements involved a **struggle** over a toy that none of them had played with before or after the **tug-of-war**: the children seemed to be **disputing ownership** rather than wanting to play with it. Although it may be less **marked** in other societies, the link between the sense of 'self' and of **'ownership'** is a **notable feature** of **childhood** in Western societies.	**graphic=** visual, pictorial, illustrative ˈgræfɪk **in general=** usually, in most cases, overall. ɪn ˈdʒenrəl **display=** show, exhibit, presentation. dɪˈspleɪ **rage=** anger, fury, wrath reɪdʒ **longitudinal study/survey/research etc**= relating to the development of something over a period of time. lɒngɪˈtjuːdɪnl ˈstʌdi/ səˈveɪ/ rɪˈsɜːtʃ etˈsetrə **intensity=** the quality of being serious and having very strong feelings or opinions ɪnˈtensəti **frustration**= the feeling of being annoyed, upset, or impatient, because you cannot control or change a situation, or achieve something. frʌˈstreɪʃən **sharply**= suddenly and by a large amount ˈʃɑːpli **struggle=** fight, battle, scrap ˈstrʌgəl **tug-of-war** = a situation in which two people or groups try very hard to get or keep the same thing tʌg əv ˈwɔːr **dispute**= to try to get control of something or win something dɪˈspjuːt **ownership=** possession, right, title ˈəʊnəʃɪp **marked**= clear, obvious, noticeable. mɑːkt **notable**= important, significant, prominent, outstanding. ˈnəʊtəbəl **childhood=** the period of time when you are a child ˈtʃaɪldhʊd

READING PASSAGE 3

The **conviction** that historical **relics** provide **infallible testimony** about the past is **rooted** in the nineteenth and early twentieth centuries, when science was regarded as **objective** and **value free**. As one writer **observes**: 'Although it is now **evident** that **artefacts** are as easily **altered** as **chronicles**, public **faith** in their **veracity endures**: a **tangible relic** seems

conviction= strong belief, opinion or view kənˈvɪkʃən
relic= an old object or custom that reminds people of the past or that has lived on from a past time. ˈrelɪk
infallible= always right, perfect, reliable, dependable ɪnˈfæləbəl
testimony= indication, proof, evidence. ˈtestəməni
be rooted in sth= to have developed from something and be strongly influenced by it bi ˈruːtɪd ɪn ˈsʌmθɪŋ
objective= based on facts, or making a decision that is based on facts rather than on your feelings or beliefs. əbˈdʒektɪv
value-fee= making or having no value judgments ˈvæljuː - fiː
observe= to say or write what you have noticed about a situation əbˈzɜːv
evident= clear, obvious, apparent. ˈevɪdənt
artefact= an object such as a tool, weapon etc that was made in the past and is historically important. ˈɑːtəfækt
alter= change, modify, adjust, vary #maintain ˈɔːltə
chronicle= story, record, narrative. ˈkrɒnɪkəl
faith= belief, conviction, trust feɪθ
veracity= truth, accuracy, reliability. vəˈræsəti
endure= to remain alive or continue to exist for a long time. ɪnˈdjʊə
tangible= if something is tangible, you can touch or feel it. ˈtændʒəbəl

ipso facto real.' Such **conviction** was, until recently, reflected in museum **displays**. Museums used to look - and some still do - much like storage rooms of objects packed together in **showcases**: good for **scholars** who wanted to study the **subtle** differences in design, but not for the ordinary visitor, to whom it all looked alike. Similarly, the information **accompanying** the objects often **made** little **sense** to the **lay** visitor. The **content** and format of explanations dated back to a time when the museum was the **exclusive** **domain** of the scientific researcher.	**ipso facto**= used to show that something is known from or proved by the facts. ɪpsəʊ ˈfæktəʊ **display=** show, exhibition, presentation dɪˈspleɪ **showcase**= a glass box containing objects for people to look at in a shop, at an art show etc ˈʃəʊkeɪs **scholar**= researcher, academic, specialist ˈskɒlə **subtle**= not easy to notice or understand unless you pay careful attention ≠ obvious ˈsʌtl **accompany**= go together with. əˈkʌmpəni **make sense**= to have a clear meaning and be easy to understand ˈmeɪk sens **lay**= not trained or not knowing much about a particular profession or subject leɪ **content**= the things that are written in a letter, book etc ˈkɒntent **exclusive**= available or belonging only to particular people, and not shared. ɪkˈsklu:sɪv **domain**= area, field, sphere, realm. dəˈmeɪn
B Recently, however, attitudes towards history and the way it should be presented have **altered**. The key word in **heritage display** is now 'experience', the more exciting the better and, if possible, involving all the senses. Good examples of this **approach** in the UK are the Jorvik Centre in York; the National Museum of Photography, Film and Television in Bradford; and the Imperial War Museum in London. In the US the trend **emerged** much earlier: Williamsburg has been a **prototype** for many **heritage** developments in other parts of the world. No one can **predict** where the process will end. On **so-called heritage** sites the	**heritage**= the traditional beliefs, values, customs etc of a family, country, or society. ˈherətɪdʒ **approach**= method, tactic, style əˈprəʊtʃ **emerge**= appear, begin, come out. ɪˈmɜ:dʒ **prototype**= example, model, sample. ˈprəʊtətaɪp **so-called**= used to describe someone or something that has been given a name that you think is wrong səʊ ˈkɔ:ld

re-enactment of historical events is increasingly popular, and computers will soon provide **virtual** reality experiences, which will present visitors with a **vivid** image of the **period** of their choice, in which they themselves can act as if part of the historical environment. Such developments have been **criticised** as an **intolerable vulgarisation**, but the success of many historical **theme parks** and similar locations suggests that the **majority** of the public does not **share this opinion**.	**re-enactment=** an activity that repeats the actions of a past event, especially as an entertainment riː.ɪˈnækt.mənt **virtual**= made, done, seen etc on the internet or on a computer, rather than in the real world ˈvɜːtʃuəl **vivid**= vivid memories, dreams, descriptions etc are so clear that they seem real. ˈvɪvɪd **period**= a particular time in someone's life or in history ˈpɪəriəd **criticise=** complain, condemn, disapprove #praise ˈkrɪtɪsaɪz **intolerable**= too difficult, bad, annoying etc for you to accept or deal with. ɪnˈtɒlərəbəl **vulgarisation**= the process of spoiling something by changing it so that it is more ordinary than before and not of such a high standard vʌlgəraɪˈzeɪʃən **theme park**= a type of park where you can have fun riding on big machines such as a roller coaster, and where the whole park is based on one subject such as water or space travel θiːm pɑːk **majority=** most of the people or things in a group #minority məˈdʒɒrəti **share sb's view/concern/belief etc**= to have the same opinion, quality, or experience as someone else ˈʃeər ˈsəmˌbɑːdi vjuː/ kənˈsɜːn/ bɪˈliːf etˈsetrə
C In a related development, the **sharp distinction** between museum and heritage sites on the one hand, and **theme parks** on the other, is gradually **evaporating**. They already borrow ideas and **concepts** from one another. For example, museums have **adopted** story lines for exhibitions, sites have accepted 'theming' as a **relevant** tool, and **theme parks** are moving towards more **authenticity** and research**-based** presentations. In zoos, animals are no longer kept in cages, but in great spaces, either in the **open air** or in **enormous greenhouses**, such as the jungle and desert environments in	**sharp**= sharp differences are very big and very noticeable ʃɑːp **distinction=** difference, discrepancy #similarity dɪˈstɪŋkʃən **evaporate**= if a feeling evaporates, it slowly disappears = vanish, fade, dissolve #solidify ɪˈvæpəreɪt **concept=** idea, view, belief ˈkɒnsept **adopt**= approve, accept, embrace. story line= plot= the main set of related events in a story əˈdɒpt **theme**= a particular style relevant= directly relating to the subject or problem being discussed or considered #irrelevant θiːm **authenticity=** the quality of being real or true ɔːθenˈtɪsəti **-based**= used to describe the basic feature or part of something beɪst **open air=** outdoor= happening or existing outdoors ˈəʊpən ˈeə **enormous**= huge, vast, massive #tiny ɪˈnɔːməs **greenhouse=** a glass building used for growing plants that need warmth, light, and protection ˈgriːnhaʊs

Burgers'Zoo in Holland. This particular **trend** is **regarded** as one of the major developments in the presentation of natural history in the twentieth century. D **Theme parks** are **undergoing** other changes, too, as they try to present more **serious** social and cultural issues, and **move away** from fantasy. This development is a response to **market forces** and, although museums and **heritage** sites have a special, rather distinct, role to **fulfill**, they are also **operating** in a very competitive environment, where visitors make choices on how and where to spend their free time. **Heritage** and museum **experts** do not have to invent stories and **recreate** historical environments to attract their visitors: their **assets** are already in place. However, **exhibits** must be both based on **artefacts** and facts as we know them, and attractively presented. Those who are professionally **engaged in** the art of **interpreting** history are thus in a difficult position, as they must **steer a narrow course** between the demands of 'evidence' and 'attractiveness', especially given the increasing need in the **heritage** industry for income-generating activities. E It could be claimed that in order to make everything in **heritage** more 'real', historical	**trend**= a general tendency in the way a situation is changing or developing trend **regard=** consider, think, see rɪˈgɑːd **undergo**= experience, endure, go through. ʌndəˈgəʊ **serious=** important, significant, crucial ˈsɪəriəs **fulfill**= satisfy. fʊlˈfɪl **move away=** to start talking or writing about a different subject muːv əˈweɪ **market forces=** the way that the behaviour of buyers and sellers affects the levels of prices and wages, without any influence from the government ˈmɑːkɪt ˈfɔːsɪz **fulfill=** accomplish, achieve, satisfy fʊlˈfɪl **operate**= work, run, organize. ˈɒpəreɪt **expert=** specialist, professional #amateur ˈekspɜːt **recreate=** to make something from the past exist again in a new form or be experienced again riːkriˈeɪt **asset=** the things that a company owns, that can be sold to pay debts ˈæset **exhibit=** something, for example a painting, that is put in a public place so that people can go to see it ɪgˈzɪbɪt **be engaged in something**= to be doing or to become involved in an activity. bi ɪnˈgeɪdʒd ɪn ˈsʌmθɪŋ **interpret**= explain, clarify, make clear. ɪnˈtɜːprɪt **steer a course**= to choose a way of doing something carefully. stɪər ə kɔːs

accuracy must be increasingly **altered**. For example, **Pithecanthropus erectus** is **depicted** in an Indonesian museum with Malay facial features, because this **corresponds** to public **perceptions**. Similarly, in the Museum of Natural History in Washington, Neanderthal man is shown making a **dominant** **gesture** to his wife. Such presentations tell us more about **contemporary** **perceptions** of the world than about our **ancestors**. There is one **compensation,** however, for the professionals who make these **interpretations**: if they did not provide the **interpretation**, visitors would do it for themselves, based on their own ideas, **misconceptions** and **prejudices**. And no matter how exciting the result, it would contain a lot more **bias** than the presentations provided by **experts**.

accuracy= correctness, exactness, precision ˈækjərəsi
pithecanthropus erectus= homo erectus= an early form of human that was able to walk on two legs pɪθɪˈkanθrəpəs ɪˈrektəs
depict= describe, illustrate, portray. dɪˈpɪkt
correspond to/with something= link, relate, match. kɒrɪˈspɒnd tu/ wɪð ˈsʌmθɪŋ
perception= view, opinion, experience. pəˈsepʃən
dominant= more powerful, important, or noticeable than other people or things. ˈdɒmɪnənt
gesture= a movement of part of your body, especially your hands or head, to show what you mean or how you feel ˈdʒestʃə
contemporary= modern, current. kənˈtempərəri
ancestor= a member of your family who lived a long time ago ˈænsəstə
compensation= when someone behaves in a particular way in order to replace something that is missing or to balance the bad effects of something kɒmpənˈseɪʃən
interpretation= explanation, understanding, clarification ɪnˌtɜːprɪˈteɪʃən
misconception= misunderstanding, mistaken belief, error. mɪskənˈsepʃən
prejudice= an unreasonable dislike and distrust of people who are different from you in some way, especially because of their race, sex, religion etc - used to show disapproval ˈpredʒədɪs
bias= an opinion about whether a person, group, or idea is good or bad that influences how you deal with it. ˈbaɪəs

F

Human **bias** is **inevitable**, but another **source** of **bias** in the **representation** of history has to do with the **transitory nature** of the materials themselves. The simple fact is that not everything from history survives the historical process. Castles, palaces and **cathedrals** have a longer **lifespan** than the **dwellings** of ordinary people. The same applies to the furnishings and other **contents** of the **premises**. In a town like Leyden in Holland, which in the seventeenth century was **occupied** by approximately the same number of **inhabitants** as today, people lived within the walled town, an area more than five times smaller

inevitable= unavoidable, certain, usual. ɪˈnevətəbəl
representation= a painting, sign, description etc that shows something reprɪzenˈteɪʃən
transitory= continuing or existing for only a short time ˈtrænzətəri
nature= the qualities or features that something has ˈneɪtʃə
cathedral= church kəˈθiːdrəl
lifespan= lifetime, lifecycle, existence ˈlaɪfspæn
dwelling= house, apartment, flat ˈdwelɪŋ
premises= buildings ˈpremɪsɪz
occupy= live in, inhabit. ˈɒkjəpaɪ
inhabitant= resident, citizen, occupant ɪnˈhæbɪtənt

than modern Leyden. In most of the houses several families lived together **in circumstances** beyond our imagination. Yet in museums, **fine period** rooms give only an image of the lifestyle of the **upper class** of that **era**. **No wonder that** people who **stroll** around exhibitions are **filled with nostalgia**; the evidence in museums indicates that life was so much better in the past. This **notion** is **induced** by the **bias** in its **representation** in museums and heritage centres.	**in circumstances** the conditions that affect a situation, action, event etc ɪn ˈsɜːkəmstənsɪz **fine**= attractive, neat, and delicate faɪn **period**= having a style typical of a particular time in history ˈpɪəriəd **upper class**= the group of people who belong to the highest social class ˈʌpə klɑːs **era**= period, age, epoch. ˈɪərə **(it's) no/small/little wonder (that)**= used to say that you are not surprised by something (ˈɪts) ˈnəʊ/ smɔːl/ ˈlɪtl̩ ˈwʌndə (ðæt) **stroll**= leisurely walk, wander. strəʊl **be filled with admiration/joy/happiness etc**= if you are filled with an emotion, or if it fills you, you feel it very strongly bi fɪld wɪð ˌædməˈreɪʃn̩/ ˈdʒɔɪ/ ˈhæpinəs etˈsetrə **nostalgia**= a feeling that a time in the past was good, or the activity of remembering a good time in the past and wishing that things had not changed. nɒˈstældʒə **notion** = idea, view, concept, belief, perception, thought. ˈnəʊʃən **induce=** cause, produce, provoke ɪnˈdjuːs

PHỤ LỤC

IELTS READING ANSWER SHEET | Phiên bản chỉnh sửa

Phù hợp việc tự luyện IELTS Reading tại nhà

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

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

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

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

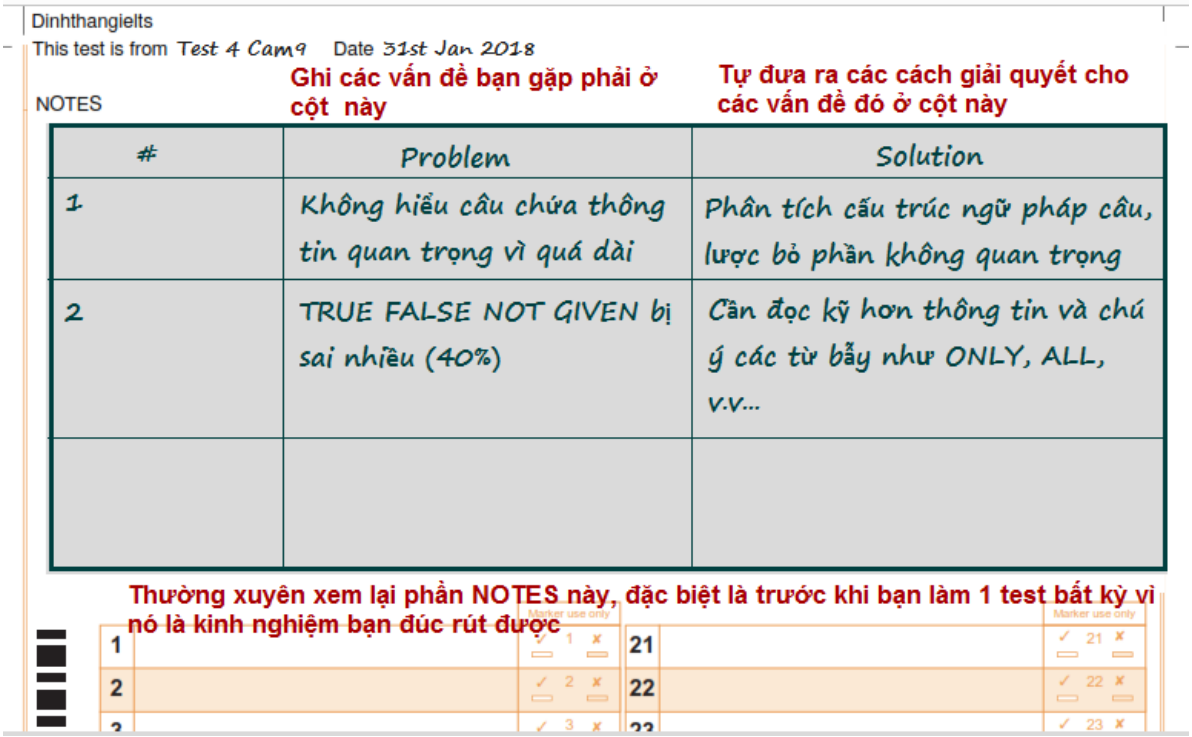
Link download

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

Ưu điểm của answer sheet này

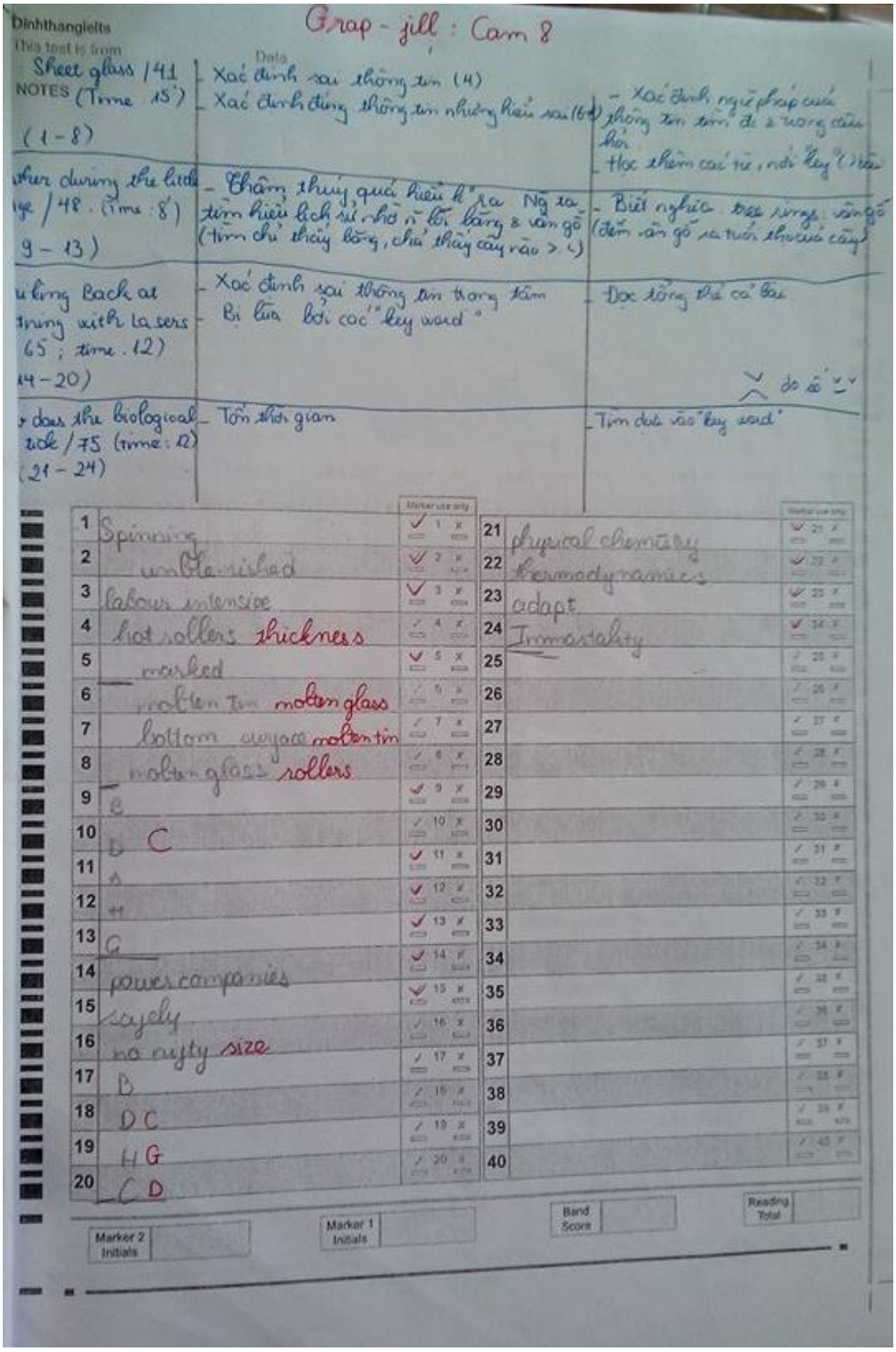
- Các phần thông tin chỉ dùng cho kỳ thi thật đã được cắt bỏ, thay vào đó là cột thông tin problem và solution để các bạn có thể ghi chú các thông tin cần thiết sau mỗi lần làm bài
- Bảng điểm tham khảo để các bạn tiện đối chiếu sau khi làm bài xong

Hướng dẫn cách ghi answer sheet mới

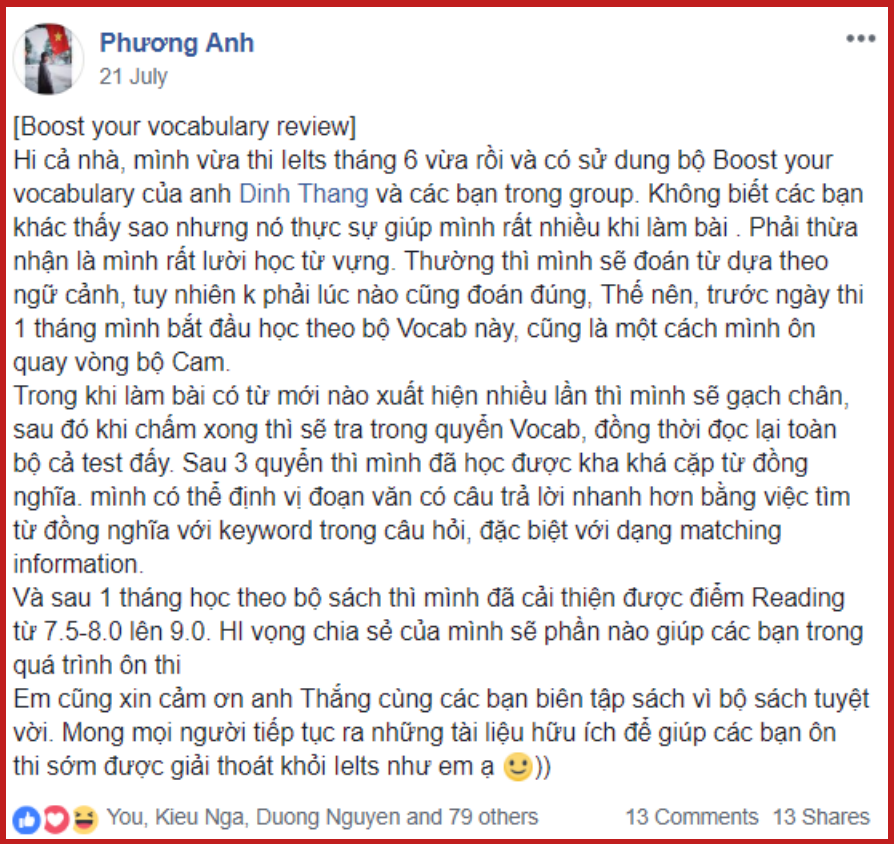


Sau đó ghim các tờ answer sheet của bạn lại thành 1 quyển và đọc đi đọc lại thường xuyên, và đặc biệt là đọc thật kỹ trước khi làm một test mới

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



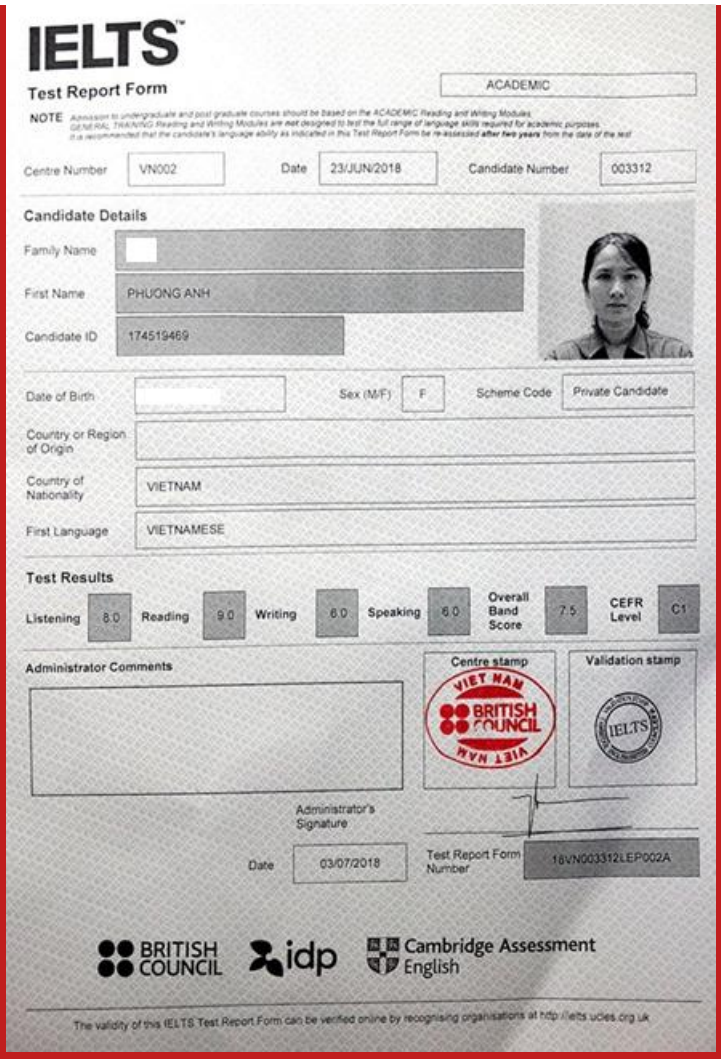
RẤT CÁM ƠN CÁC BẠN ĐÃ SỬ DỤNG CUỐN SÁCH. MÌNH RẤT MONG NHẬN ĐƯỢC THÊM NHỮNG Ý KIẾN ĐÓNG GÓP CŨNG NHƯ NHỮNG CHIA SẺ VỀ VIỆC BẠN ĐÃ DÙNG SÁCH HIỆU QUẢ TRONG VIỆC LÀM BÀI IELTS READING RA SAO. TEAM SOẠN SÁCH SẼ CẢM THẤY CÓ THÊM ĐỘNG LỰC LỚN NẾU BẠN SHARE NHỮNG ĐÁNH GIÁ VỀ CUỐN SÁCH TRÊN CÁC GROUP CŨNG NHƯ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



Phương Anh
21 July

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

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



IELTS

Test Report Form

ACADEMIC

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

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

Candidate Details

Family Name

First Name PHUONG ANH

Candidate ID 174519469

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

Country or Region of Origin

Country of Nationality VIETNAM

First Language VIETNAMESE

Test Results

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

Administrator Comments

Centre stamp

Validation stamp

Administrator's Signature

Date 03/07/2018

Test Report Form Number 18VN003312LEP002A

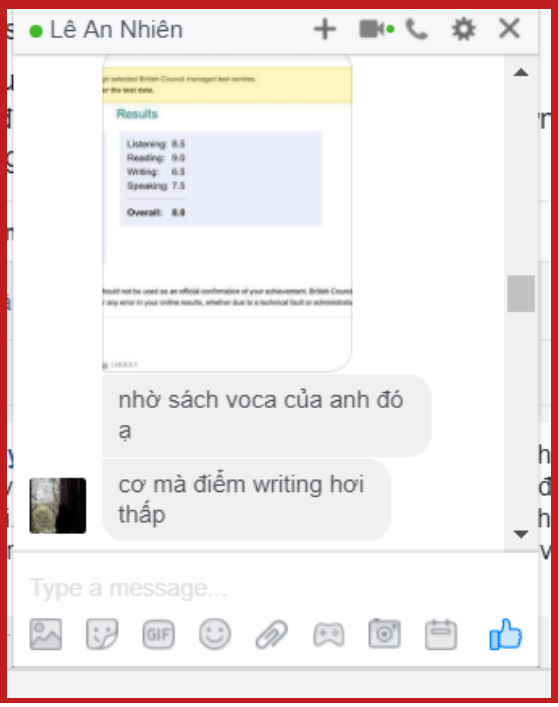
BRITISH COUNCIL idp Cambridge Assessment English

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

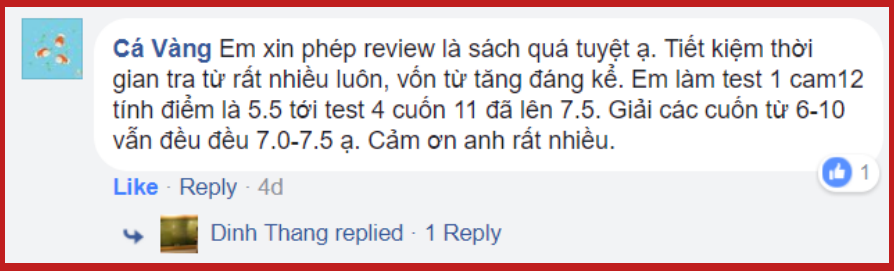
https://www.facebook.com/groups/IELTSfamily/permalink/1789370387775377

An An
22 July at 20:08

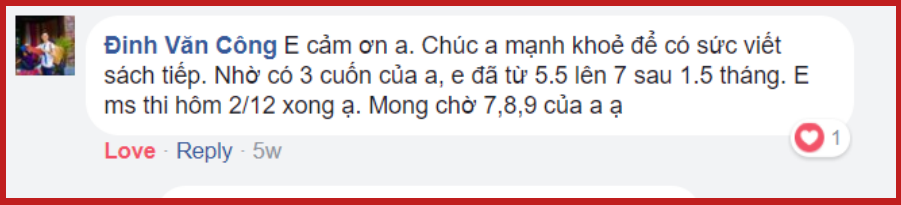
[Review sách Boost your vocabulary]
Mình thi IELTS từ đầu năm nay, nhưng quá trình học có sử dụng sách này nên mình muốn review với các bạn cách sử dụng sách hiệu quả và cũng như gửi lời cám ơn sâu sắc đến tác giả và nhóm biên soạn.
Mình đạt 9.0 Reading, khởi điểm là 7.5-8.0 Reading.
Cách học của mình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

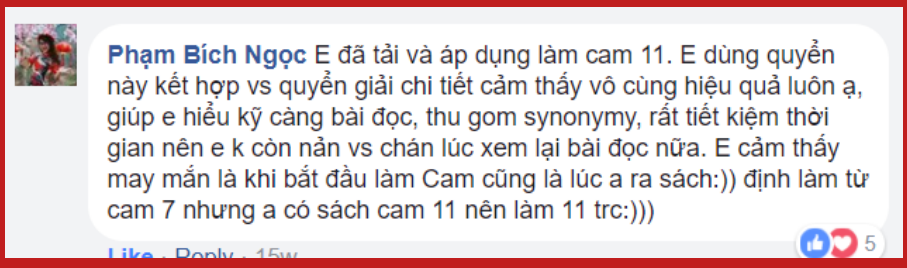


https://www.facebook.com/groups/IELTSfamily/permalink/1791366800909069



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





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

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

Trân trọng,

dinhthangielts

Bạn có thể tìm các tài liệu Boost your vocabulary cuốn 9, 10,11,12 tại

Facebook Group IELTS Việt

Facebook Group IELTS family – Các nhóm tự học IELTS

Hoặc

facebook.com/dinhthangielts

ielts-dinhthang.com

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

Một số dự án liên quan:

1. 60s vocabulary: Học từ vựng bằng cách pha trộn giữa tiếng Anh và tiếng Việt trong các bài Reading của quyển Boost your Vocabulary.

2. Word root: Học từ vựng thông qua gốc từ, bằng cách này các bạn có thể học 1 gốc từ nhưng có thể biết và hiểu > 10 từ vựng khác.

3. Học từ vựng qua báo chí: Ôn luyện và hệ thống lại từ vựng đã và đang học trong các quyển Boost Your Vocabualry.

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

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

Chân thành cám ơn các bạn!

Đinh Thắng

thangwrm@gmail.com