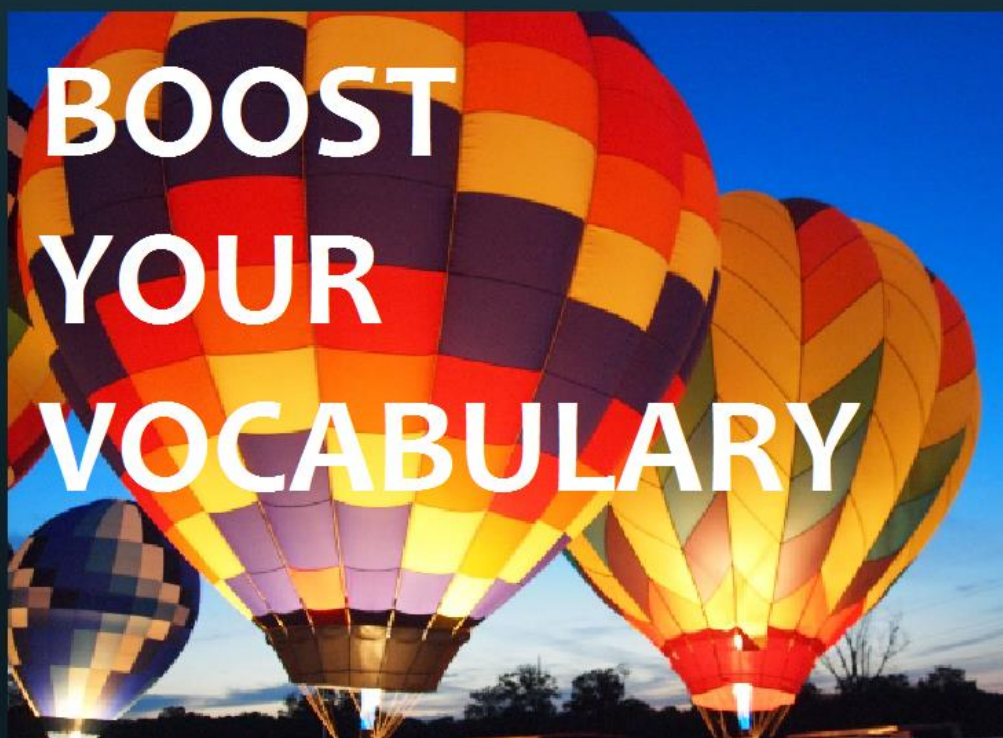


■ ■ ■  IELTS family

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13



Cuốn sách này là của

Điểm mục tiêu cho phần thi IELTS Reading trước 30/9/2019 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 Luyện Linh & Thu Anh. 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 tương đối nhiều thời gian để nghiên cứu cách thức đưa nội dung sao cho khoa học và dễ dùng nhất với các bạn đọc. Tuy vậy, cuốn sách không khỏi có những hạn chế nhất định. Mọi góp ý để cải thiện nội dung cuốn sách mọi người xin gửi về email thangworm@gmail.com

Trân trọng cảm ơn,



dinhthangielts

TÁC GIẢ & NHÓM THỰC HIỆN

Đình Thắng



Hiện tại là giáo viên dạy IELTS tại Hà Nội với các lớp học quy mô nhỏ (dưới 12 người) 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 **Luyện Linh & Thu Anh**

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 (6 cuốn mới nhất từ 6-12) của Nhà xuất bản Cambridge để làm. Hãy cẩn thận đừng mua nhầm sách lậu. Sách của nhà xuất bản Cambridge được tái bản tại Việt Nam thường có bìa và giấy dày, chữ rất rõ nét.

Bước 3: Làm một bài test hoặc passage bất kỳ trong bộ sách trên. Ví dụ passage 1, test 1 của Cambridge IELTS 13.

Bước 4: Đối chiếu với cuốn sách này, bạn sẽ lọc ra các từ vựng quan trọng cần học.

Ví dụ passage 1, test 1 của Cambridge IELTS 13, bài về Tourism New Zealand Website: Bạn sẽ thấy

4.1 Cột bên trái là bản text gốc, trong đó bôi đậm các từ học thuật - **academic word**

4.2 Cột bên phải chứa các từ vựng này theo kèm định nghĩa (definition) hoặc từ đồng nghĩa (synonym)

CÁCH 2: HỌC TỪ VỰNG TRƯỚC, ĐỌC TEST SAU

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

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

Bước 3: Làm một bài test hoặc passage bất kỳ trong bộ sách Cambridge IELTS. Ví dụ bạn đọc xong cuốn Boost your vocabulary 13 này thì có thể quay lại làm các test trong cuốn 10 chẳng hạn. **Làm test xong thì cố gắng phát hiện các từ đã học** trong cuốn 13. Bạn nào có khả năng ghi nhớ tốt chắc chắn sẽ gặp lại rất nhiều từ đã học. Bạn nào có khả năng ghi nhớ vừa phải cũng sẽ gặp lại không ít từ. Việc

Bước 4: Đọc cuốn Boost your vocabulary tương ứng với test bạn vừa làm. Ví dụ trong cuốn Boost your vocabulary 10.

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

B1. Đọc **hiểu** và học từ cuốn Boost your vocabulary 13

B2. Làm test 1 trong cuốn Boost your vocabulary 10

B3. Đọc **hiểu** và học từ cuốn Boost your vocabulary 10 & tìm các từ lặp lại mà bạn đã đọc trong cuốn Boost your vocabulary 13

TEST 1

READING PASSAGE 1



Tourism New Zealand website

New Zealand is a small country of four million **inhabitants**, a **long-haul** flight from all the major tourist-generating markets of the world. Tourism currently makes up 9% of the country's **gross domestic product**, and is the country's largest export sector. Unlike other export sectors, which make products and then sell them overseas, tourism brings its customers to New Zealand. The product is the country itself - the people, the places and the experiences. In 1999, Tourism New Zealand **launched** a campaign to communicate a new brand position to the world. The campaign focused on New Zealand's **scenic** beauty, **exhilarating** outdoor activities and **authentic** Maori culture, and it made

Inhabitant= resident = dweller

Long-haul= travelling a long distance

Gross domestic product (GDP)= the total value of goods and services produced by a country in one year

Launch= start, begin, initiate

Scenic= picturesque, beautiful

Exhilarating= thrilling, exciting, stimulating, energizing

Authentic= genuine, original, real # fake

New Zealand one of the strongest national brands in the world.

A key feature of the campaign was the website www.newzealand.com, which provided **potential** visitors to New Zealand with a single gateway to everything the destination had to offer. The heart of the website was a database of tourism services operators, both those based in New Zealand and those based abroad which offered tourism services to the country. Any **tourism-related business** could be listed by filling in a simple form. This meant that even the smallest bed and breakfast address or specialist activity provider could gain a web presence with **access** to an audience of long-haul visitors. In addition, because participating businesses were able to update the details they gave **on a regular basis**, the information provided remained accurate. And to maintain and improve standards, Tourism New Zealand organised a **scheme** whereby organisations appearing on the website **underwent** an independent **evaluation** against a set of agreed national standards of quality. As part of this, the effect of each business on the environment was **considered**.

To communicate the New Zealand experience, the site also carried features relating to famous people and places. One of the most popular was an interview with former New Zealand All Blacks rugby captain Tana Umaga. Another feature that attracted a lot of attention was an **interactive** journey through a number of the locations chosen for **blockbuster films** which had made use of New Zealand's **stunning scenery** as a **backdrop**. As the site developed, additional features were added to help independent travellers **devise** their own **customised itineraries**. To make it easier to plan motoring holidays, the site **catalogued** the most popular

Potential= possible, likely, prospective, probable

Tourism-related business= business based on travel to make money, such as hotel, tour guides, etc.

Access to= the right to enter a place, use something, see someone etc

On a regular basis= often, regularly, frequently

Scheme= plan, project, programme, strategy

Undergo= go through, experience, engage in

Evaluation= assessment

Consider= think about, examine

Interactive= involving communication between people

Blockbuster film= a film that is very successful

stunning= impressive, amazing, marvelous, breathtaking

Scenery= the general appearance of the natural environment, especially when it is beautiful

Backdrop= the view behind something

Devise= come up with, form, design, invent, create, produce

Customize= to make or change something according to the buyer's or user's needs

Itinerary= a detailed plan or route of a journey

Catalogue= list

driving routes in the country, **highlighting** different routes according to the season and **indicating** distances and times.

Later, a Travel Planner feature was added, which allowed visitors to click and 'bookmark' places or attractions they were interested in, and then view the results on a map. The Travel Planner offered suggested routes and public transport options between the chosen locations. There were also links to **accommodation** in the area. By **registering** with the website, users could save their Travel Plan and return to it later, or print it out to take on the visit. The website also had a 'Your Words' section where anyone could submit a blog of their New Zealand travels for possible **inclusion** on the website.

The Tourism New Zealand website won two Webby awards for online **achievement** and **innovation**. More importantly perhaps, the growth of tourism to New Zealand was impressive. Overall tourism **expenditure** increased by an average of 6.9% per year between 1999 and 2004. From Britain, visits to New Zealand grew at an average annual rate of 13% between 2002 and 2006, compared to a rate of 4% overall for British visits abroad.

The website was **set up** to allow both individuals and travel organisations to create itineraries and travel packages to suit their own needs and interests. On the website, visitors can search for activities not solely by **geographical** location, but also by the particular nature of the activity. This is important as research shows that activities are the key **driver** of visitor **satisfaction**, **contributing** 74% to visitor satisfaction, while transport and accommodation **account for** the remaining 26%.

Highlight= underline, stress, emphasize

Indicate= demonstrate, show

Accommodation= housing, lodging

Register= enrol, enter, sign up

Inclusion= the act of including someone or something in a larger group or set, or the fact of being included in one

Achievement= attainment, accomplishment

Innovation= revolution, transformation, modernization

Expenditure= spending, expenses

Set up= start, establish

Geographical= relating to a particular area or place

Driver= something that has an important influence on other things

Satisfaction= content, pleasure, fulfilment, happiness, enjoyment
#dissatisfaction, discontent

Contribute smt to sb/smt= give smt to sb/smt

Account for= make up = constitute

The more activities that visitors **undertake**, the more satisfied they will be. It has also been found that visitors enjoy cultural activities most when they are interactive, such as visiting a *marae* (meeting ground) to learn about traditional Maori life. Many long-haul travellers enjoy such learning experiences, which provide them with stories to take home to their friends and family. In addition, it appears that visitors to New Zealand don't want to be 'one of the crowd' and find activities that involve only a few people more special and meaningful.

It could be argued that New Zealand is not a **typical** destination. New Zealand is a small country with a visitor economy **composed** mainly of small businesses. It is generally **perceived** as a safe English-speaking country with a **reliable** transport **infrastructure**. Because of the long-haul flight, most visitors stay for longer (average 20 days) and want to see as much of the country as possible on what is often seen as a **once-in-a-lifetime** visit. However, the **underlying** lessons apply anywhere – the effectiveness of a strong brand, a strategy based on unique experiences and a **comprehensive** and user-friendly website.

Undertake= engage in, be involved in, take part in, participate in

Typical= normal, average, ordinary, standard #unusual, abnormal

Be composed of= consist of = comprise

Perceive= recognize, understand, see, realize

Reliable= dependable, trustworthy, good #unreliable, untrustworthy

Infrastructure= the basic systems and structures that a country or organization needs in order to work properly, for example roads, railways, banks etc

Once-in-a-lifetime= very special because you will probably only have it once

Underlying= real but not immediately obvious

Comprehensive= thorough, in-depth, complete #partial, limited

READING PASSAGE 2

Why being bored is stimulating - and useful, too

This most common of emotions is turning out to be more interesting than we thought

A. We all know how it feels - it's impossible to **keep your mind on** anything, time stretches out, and all the things you could do seem equally unlikely to make you feel better. But defining boredom so that it can be studied in the **lab** has proved difficult. For a start, it can include a lot of other **mental states**, such as **frustration, apathy, depression** and **indifference**.

There isn't even agreement over whether boredom is

Stimulating= exciting= invigorating, energizing, refreshing, vitalizing

Keep sb's mind on smt= pay attention to

Lab (laboratory)= a room or building used for scientific research, experiments, testing, etc.

Mental= relating to the mind and thinking

State= **condition**, situation

Frustration= the feeling of being annoyed, upset, or impatient, because you cannot control or change a situation

Apathy= lack of interest, lack of enthusiasm, lack of concern

#enthusiasm, interest, passion

Depression= sadness, unhappiness

#cheerfulness

Indifference= unconcern, disinterest, apathy# concern, interest.

always a low-energy, flat kind of emotion or whether feeling **agitated** and **restless** counts as boredom, too. In his book, *Boredom: A Lively History*, Peter Toohey at the University of Calgary, Canada, compares it to **disgust** - an emotion that motivates us to stay away from certain situations. 'If disgust protects humans from **infection**, boredom may protect them from "infectious" social situations,' he suggests.

B. By asking people about their experiences of boredom, Thomas Goetz and his team at the University of Konstanz in Germany have recently **identified** five **distinct** types: indifferent, calibrating, searching, **reactant** and apathetic. These can be **plotted** on two **axes** - one running left to right, which measures low to high **arousal**, and the other from top to bottom, which measures how positive or negative the feeling is. **Intriguingly**, Goetz has found that while people experience all kinds of boredom, they tend to **specialise in** one. Of the five types, the most damaging is 'reactant' boredom with its **explosive** combination of high arousal and negative emotion. The most useful is what Goetz calls 'indifferent' boredom: someone isn't **engaged in** anything satisfying but still feels relaxed and calm. However, it remains to be seen whether there are any character **traits** that predict the kind of boredom each of us might be **prone to**.

C Psychologist Sandi Mann at the University of Central Lancashire, UK, goes further. All emotions are there for a reason, including boredom,' she says Mann has found that being bored makes us more creative. 'We're all afraid of being bored but in actual fact it can lead to all kinds of amazing things,' she says. In

Agitated= upset, anxious, worried, nervous # calm
Restless= unable to keep still or stay where you are, especially because you are nervous or bored # calm
Disgust= strong dislike = disapproval
Infection= the act or process of causing or getting a disease.

Identify= classify, characterize, categorize
Distinct= separate, different
Reactant= a person who react when something happens.
Plot= mark, draw
Axes= fixed lines for the measurement of coordinates (including vertical and horizontal lines).
Arousal= excitement, stimulation
Intriguingly= in a way that is very interesting because it is unusual or does not have an obvious answer.
Specialise in= to spend most of your time doing a particular thing
Explosive= easily to explode
Engage in= participate in, take part in, become involved in
Trait= characteristic, feature
Be prone to= susceptible, vulnerable, inclined, **likely to get**, likely to have

experiments published last year, Mann found that people who had been made to feel bored by copying numbers out of the phone book for 15 minutes **came up with** more creative ideas about how to use a polystyrene cup than a control group. Mann concluded that a passive, boring activity is best for creativity because it **allows the mind to wander**. In fact, she goes so far as to suggest that we should seek out more boredom in our lives.

D. Psychologist John Eastwood at York University in Toronto, Canada, isn't **convinced**. 'If you are in a state of mind-wandering you are not bored,' he says. 'In my view, **by definition** boredom is an **undesirable** state.' That doesn't necessarily mean that it isn't **adaptive**, he adds. 'Pain is adaptive - if we didn't have physical pain, bad things would happen to us. Does that mean that we should actively cause pain? No. But even if boredom has **evolved** to help us survive, it can still be **toxic** if allowed to **fester**.' For Eastwood, the central feature of boredom is a failure to **put** our 'attention system' **into gear**. This causes an inability to focus on anything, which makes time seem to go painfully slowly. What's more, your efforts to improve the situation can **end up** making you feel worse. 'People try to connect with the world and if they are not successful there's that frustration and **irritability**,' he says. Perhaps most worryingly, says Eastwood, repeatedly failing to **engage attention** can lead to a state where we don't know what to do any more, and no longer care.

E Eastwood's team is now trying to explore why the attention system fails. It's early days but they think that at least some of it **comes down to** personality. Boredom proneness has been linked with a variety of traits. People who are **motivated** by pleasure seem to **suffer** particularly badly. Other personality traits, such as curiosity, are **associated with** a high **boredom threshold**. More evidence that boredom has **detrimental** effects comes from studies of people who are more or less prone to boredom. It seems

Come up with smt= to think of an idea, answer etc

Allow the mind to wander= you stop thinking about the subject that you should be giving your attention to and start thinking about other matters

Convince= persuade

by definition= because of its own features.

Undesirable= unwanted, bad, unpleasant = unfavorable

desirable, pleasant, preferable

Adaptive= having an ability to change or suit different conditions

Evolve= develop, progress, grow, **alter**, change, transform

Toxic= poisonous, dangerous, destructive, harmful, unsafe

Fester= if an unpleasant feeling or problem festers, it gets worse because it has not been dealt with

Put smt into gear= turn on= activate= switch on.

End up= to be in a particular place or situation, state after a series of events, especially when you did not plan it.

Irritability= the state of getting annoyed quickly or easily

Engage attention= to attract someone's attention and keep them interested

Come down to smt= to be able to be explained by a single important point

Motivate= inspire, stimulate, encourage, excite

Suffer= endure, live through, go through, sustain, bear

Be associated with= related, connected, linked

Boredom threshold= the brink at which people start to feel bored.

Detrimental= harmful, damaging, adverse, undesirable, unfavourable

those who bore easily face poorer **prospects** in education, their career and even life in general. But of course, boredom itself cannot kill - it's the things we do to deal with it that may put us in danger. What can we do to **alleviate** it before it comes to that? Goetz's group has one suggestion. Working with teenagers, they found that those who 'approach' a boring situation - in other words, see that it's boring and **get stuck in** anyway - report less boredom than those who try to avoid it by using snacks, TV or social media for **distraction**.

F. Psychologist Francoise Wemelsfelder **speculates** that our **over-connected** lifestyles might even be a new source of boredom. 'In modern human society there is a lot of **overstimulation** but still a lot of problems finding meaning,' she says. So instead of seeking yet more mental stimulation, perhaps we should leave our phones alone, and use boredom to motivate us to engage with the world in a more meaningful way.

beneficial

Prospects= chances of future success

Alleviate= **reduce**, ease, relieve, diminish, lessen, weaken

Get stuck in= unable to escape from a bad or boring situation

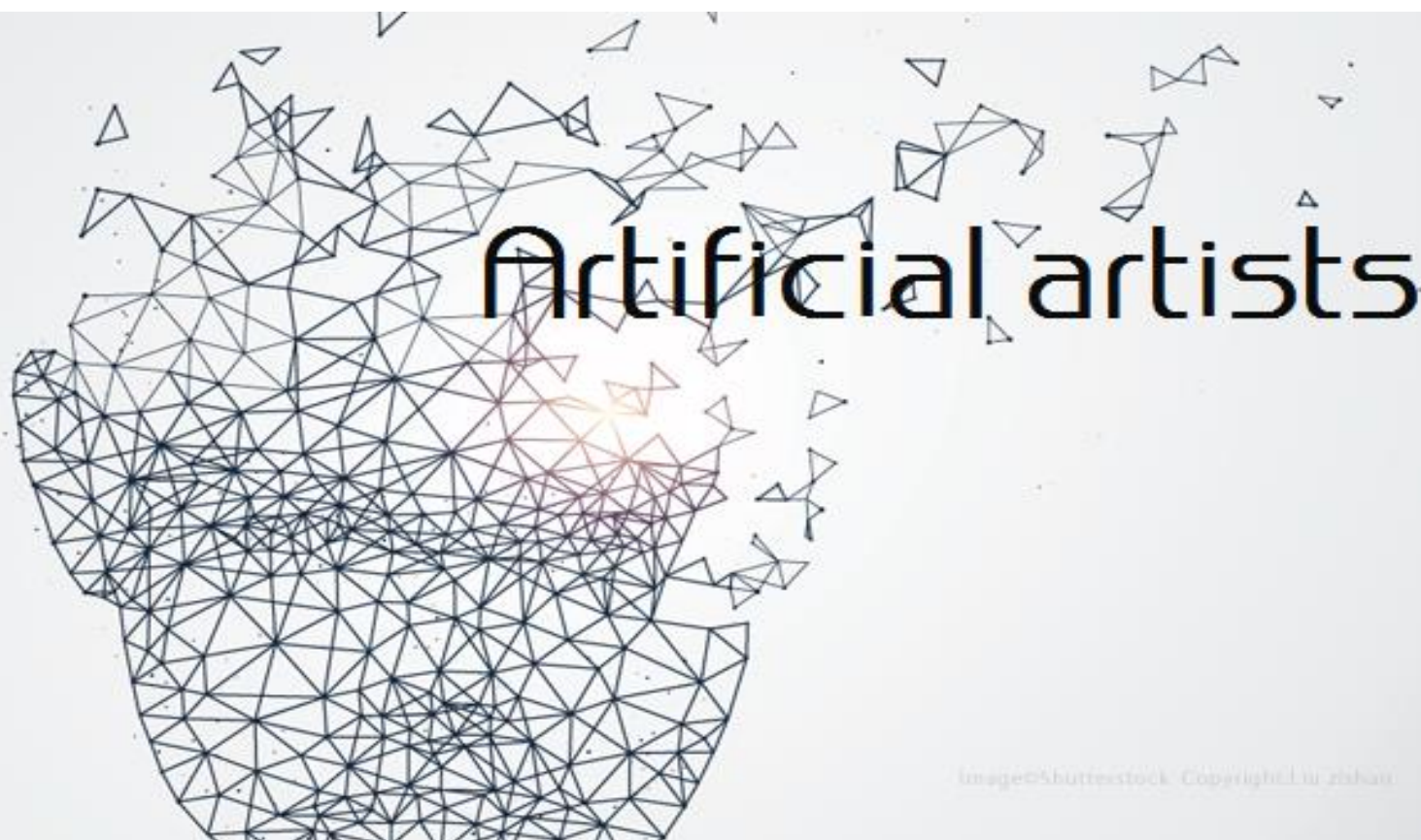
Distraction= interruption, disturbance, intrusion, interference

Speculate= guess

Over-connected= Excessively connected; having too many connections.

Overstimulation= to stimulate in an excessive degree

READING PASSAGE 3



Can computers really create works of art?

The Painting Fool is one of a growing number of computer programs which, so their makers claim, **possess** creative talents. Classical music by an artificial composer has had audiences **enraptured**, and even **tricked** them into believing a human was behind the **score**. Artworks painted by a robot have sold for thousands of dollars and been hung in **prestigious** galleries. And software has been built which creates art that could not have been imagined by the programmer.

Human beings are the only species to perform **sophisticated** creative acts regularly. If we can **break** this process **down** into computer code, where does

Artificial= fake, man-made # natural

Possess= own, have, be the owner of, be born with

Enrapture= to give someone very great pleasure.

Trick sb into Ving= deceive, mislead, cheat

Score= a piece of written music

Prestigious= reputable, distinguished, honoured, acclaimed, well known, renowned, famous

Sophisticated= advanced, highly developed, complex, complicated, elaborate

Break st down= to separate st into smaller parts.

that leave human creativity? This is a question at the very **core** of humanity,' says Geraint Wiggins, a computational creativity researcher at Goldsmiths, University of London. 'It **scares** a lot of people. They are worried that it is taking something special away from what it means to be human.'

To some extent, we are all familiar with **computerised art**. The question is: where does the work of the artist stop and the creativity of the computer begin? Consider one of the oldest machine artists, Aaron, a robot that has had paintings exhibited in London's Tate Modern and the San Francisco Museum of Modern Art. Aaron can pick up a paintbrush and paint on canvas on its own. Impressive perhaps, but it is still little more than a tool to **realise** the programmer's own creative ideas.

Simon Colton, the designer of the Painting Fool, is keen to make sure his creation doesn't attract the same **criticism**. Unlike earlier 'artists' such as Aaron, the Painting Fool only needs **minimal** direction and can come up with its own concepts by going online for **material**. The software runs its own web searches and **trawls through** social media sites. It is now beginning to display a kind of imagination too, **creating** pictures **from scratch**. One of its original works is a series of fuzzy landscapes, **depicting** trees and sky. While some might say they have a **mechanical** look, Colton argues that such reactions **arise from** people's **double standards** towards software-produced and human-produced art. After all, he says, consider that the Painting Fool painted the landscapes without **referring to** a photo. 'If a child painted a new scene from its head, you'd say it has

Core= the basic, the most important part

Scare= fright, shock

Computerised art= the arts in which computer play a role in production as an artist

Realise= fulfil, achieve, accomplish, make real, make happen, actualize

Criticism= remarks that say what you think is bad about someone or something
praise

Minimal= slightest, least # maximal

Material= information or ideas used in books, films, drawings, etc

Trawl through smt= to search through a lot of documents, lists etc to find out information

Create smth from scratch= create smth from the beginning, without using anything that already exists

Depict= show, illustrate, represent

Mechanical= automatic, machine-like

Arise from= be caused by

Double standard= a rule, principle, etc that is unfair because it treats one group of people more severely than another in the same situation= bias= prejudice.

Refer to= to look at a book, photo, piece of paper etc for information

a certain level of imagination,' he points out. The same should be true of a machine.' Software **bugs** can also lead to unexpected results. Some of the Painting Fool's paintings of a chair came out in black and white, thanks to a technical glitch. This gives the work an eerie, ghostlike quality. Human artists like the **renowned** Ellsworth Kelly are **lauded** for limiting their colour **palette** - so why should computers be any different?

Researchers like Colton don't believe it is right to measure machine creativity directly to that of humans who 'have had **millennia** to develop our skills'. Others, though, are **fascinated by** the **prospect** that a computer might create something as **original** and **subtle** as our best artists. **So far**, only one has come close. Composer David Cope invented a program called Experiments in Musical Intelligence, or EMI, Not only did EMI create **compositions** in Cope's style, but also that of the most **revered** classical composers, including Bach, Chopin and Mozart. Audiences **were moved to tears**, and EMI even **fooled** classical music experts into thinking they were hearing **genuine** Bach. Not everyone was impressed however. Some, such as Wiggins, have **blasted** Cope's work as **pseudoscience**, and **condemned** him for his **deliberately vague** explanation of how the software worked. Meanwhile, Douglas Hofstadter of Indiana University said EMI created **replicas** which still rely completely on the original artist's creative **impulses**. When audiences found out the truth they were often

Bug= a fault in the system of instruction that operates a computer
Glitch= a small fault in a machine or piece of equipment, that stops it working

Renowned= famous, well known, notable

Laud= praise, acclaim, admire

Palette= the colours that an artist uses

Millennia= a period of 1,000 years

Be fascinated by= be attracted to

Prospect= likelihood, chance, possibility

Original= authentic, genuine, actual, real
 # fake

Subtle= skilful, artful, delicate

So far= until now

Composition= a work of music

Revere= respect, admire, think highly of, have a high opinion of, look up to

Be moved to tears= cry

Fool= deceive, trick, mislead

Genuine= authentic, real, original # fake

Blast= criticize

Pseudo- = false, fake, unreal # genuine

Condemn= criticize, attack, blame

Deliberately= intentionally, on purpose, # by mistake, accidentally

Vague= unclear # clear, precise

Replica= copy, duplicate, reproduction

Impulse= a sudden strong wish to do st

outraged with Cope, and one music lover even tried to punch him. **Amid** such controversy, Cope destroyed EMI's vital databases.

But why did so many people love the music, **yet recoil** when they discovered how it was composed? A study by computer scientist David Moffat of Glasgow Caledonian University provides a **clue**. He asked both expert musicians and non-experts to **assess** six compositions. The participants weren't told **beforehand** whether the **tunes** were composed by humans or computers, but were asked to guess, and then **rate** how much they liked each one. People who thought the composer was a computer tended to dislike the piece more than those who believed it was human. This was true even among the experts, who might have been expected to be more **objective** in their analyses.

Where does this **prejudice** come from? Paul Bloom of Yale University has a suggestion: he **reckons** part of the pleasure we get from art **stems from** the creative process behind the work. This can give it an 'irresistible essence', says Bloom. Meanwhile, experiments by Justin Kruger of New York University have shown that people's enjoyment of an artwork increases if they think more time and effort was needed to create it. Similarly, Colton thinks that when people experience art, they **wonder** what the artist might have been thinking or what the artist is trying to tell them. It seems obvious, therefore, that with computers producing art, this **speculation** is **cut short** - there's nothing to explore. But as technology becomes increasingly complex, finding those greater depths in computer art could become possible. This is precisely why Colton asks the Painting Fool to **tap into** online social networks for its **inspiration**: hopefully this way it will choose **themes** that will already be meaningful to us.

Be outraged by= feel angry and shocked

Amid= during, in the middle of

Yet= but, however, despite that

Recoil= to feel such a strong dislike of a particular situation that you want to avoid it

Clue= hint, indication, signal, suggestion

Assess= evaluate, judge, measure

eforehand= in advance= before something else happens or is done

Tune= melody

Rate= assess, evaluate, judge, measure

Objective= fair, impartial, unbiased, unprejudiced, neutral, uninvolved # biased, partial, prejudiced

Prejudice= bias, discrimination, unfairness, inequality

Reckon= believe, think, be of the opinion, assume

Stem from= arise from, be caused by, be brought about by, be produced by

Irresistible= tempting, attractive, appealing

Essence= the most basic and important quality of something

Wonder= ponder, ask oneself, think about, be curious about

Speculation= guess, prediction, forecast

Cut sb/st short= to stop or interrupt sb/st

Tap into= to manage to use something in a way that brings good results

Inspiration= a person, experience, place etc that gives you new ideas for something you do

Theme= subject, topic, subject matter matter, idea, concept

Test 2

READING PASSAGE 1



Bringing cinnamon to Europe

Cinnamon is a sweet, **fragrant spice** produced from the inner bark of trees of the genus *Cinnamomum*, which is **native** to the Indian sub-continent. It was known in biblical times, and is mentioned in several books of the Bible, both as an **ingredient** that was **mixed with** oils for **anointing** people's bodies, and also as a **token indicating** friendship among lovers and friends. In ancient Rome, **mourners** attending **funerals** burnt cinnamon

Fragrant= having a pleasant smell

Spice= a type of powder or seed, taken from plants, that you put into food you are cooking to give it a special taste

Native= growing, living, produced etc in one particular place = indigenous

Mix with= blend with, combine with, add to

Anoint=to make someone holy in a religious ceremony by putting holy water or oil on them

Token= signal, mark, evidence

Mourner= a person who attends a funeral as a relative or friend of the dead person.

Funeral= a ceremony for burying or cremating (=burning) a dead person

to create a pleasant **scent**. Most often, however, the spice found its primary use as an **additive** to food and drink. In the Middle Ages, Europeans who could **afford** the spice used it to **flavour** food, particularly meat, and to **impress** those around them with their ability to **purchase** an expensive **condiment** from the **exotic** East. At a **banquet**, a host would offer guests a plate with various spices piled upon it as a sign of the wealth **at his or her disposal**. Cinnamon was also reported to have health benefits, and was thought to **cure** various **ailments**, such as **indigestion**.

Toward the end of the Middle Ages, the European middle classes began to **desire** the lifestyle of the **elite**, including their **consumption** of spices. This led to a growth in **demand for** cinnamon and other spices. At that time, cinnamon was **transported** by Arab **merchants**, who closely **guarded** the secret of the source of the spice from **potential rivals**. They took it from India, where it was grown, on camels via an overland **route** to the Mediterranean. Their journey ended when they reached Alexandria.

European **traders** sailed there to purchase their supply of cinnamon, then brought it back to Venice. The spice then travelled from that great trading city to markets all around Europe. Because the **overland** trade route allowed for only small quantities of the spice to reach Europe, and because Venice **had a virtual monopoly of** the trade, the Venetians could set the price of cinnamon **exorbitantly** high. These prices, **coupled with** the increasing **demand**, **spurred** the

Scent= smell, fragrance

Additive= a substance that is added to food to improve its taste, appearance etc

Flavour= to give something a particular taste or more taste

Purchase= buy

Condiment= spice, seasoning, flavoring

Exotic= foreign, non-native

Banquet= formal meal

At someone's disposal= available to sb

Cure= heal, treat, alleviate

Ailment= illness, sickness, disease

Indigestion= pain or discomfort in the stomach associated with difficulty in digesting food

Desire= to want something, especially strongly.

Elite= the richest, most powerful in a society

Consumption= the act of eating, drinking or using products

Demand for something= need, desire, wish, want

Merchant= dealer, buyer and seller, tradesman

Guard= protect, defend

Rival= competitor, opponent, enemy, foe # partner, ally

Overland= across the land, not by sea or by air

Have monopoly of= have exclusive possession, have control over something

Virtual= almost, nearly

Exorbitantly= to a very high degree that does not seem reasonable

Couple something with something= to consider one thing along with or in addition to something else

Spur = encourage, stimulate, boost

search for new routes to Asia by Europeans **eager to** take part in the spice trade.

Seeking the high profits promised by the cinnamon market, Portuguese traders arrived on the island of Ceylon in the Indian Ocean toward the end of the 15th century. Before Europeans arrived on the island, the state had organized the **cultivation** of cinnamon. People belonging to the **ethnic group** called the Salagama would **peel** the bark off young shoots of the cinnamon plant in the rainy season, when the wet bark was more **pliable**. During the peeling **process**, they **curled** the bark into the 'stick' shape still **associated with** the spice today. The Salagama then gave the finished product to the king as a form of **tribute**. When the Portuguese arrived, they needed to increase production **significantly**, and so **enslaved** many other members of the Ceylonese native population, forcing them to work in cinnamon **harvesting**. In 1518, the Portuguese built a fort on Ceylon, which enabled them to protect the island, so helping them to develop a monopoly in the cinnamon trade and **generate** very high **profits**. In the late 16th century, for example, they enjoyed a tenfold profit when shipping cinnamon over a journey of eight days from Ceylon to India.

When the Dutch arrived off the coast of southern Asia at the very beginning of the 17th century, they **set their sights on displacing** the Portuguese as kings of cinnamon. The Dutch **allied themselves with** Kandy, an **inland** kingdom on Ceylon. **In return for** payments of elephants and cinnamon, they protected the native king from the Portuguese. By 1640, the Dutch broke the 150-year Portuguese monopoly when they **overran** and **occupied** their factories. By 1658, they had permanently **expelled** the Portuguese **from**

Eager = enthusiastic, excited

Cultivation= the preparation and use of land for growing plants or crops

Ethnic group= a group of people from a particular culture or of a particular race

Peel= to remove the skin of fruit and vegetables

Pliable= easily bent, flexible

Curl= to form or cause to form into a curved or spiral shape

Associate with= link with, connect with , relate to

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

Enslave= to make somebody a slave

Harvest= to gather crops from the fields

Generate profits= earn, gain money

Set your sights on something= to decide to achieve something

Displace somebody= replace = to take the place or position of something or someone

Ally yourself to/with somebody= to start to support someone

Inland= center, inner, domestic

In return for= as an exchange for something

Overrun= invade, spread

Occupy= take possession of, invade

Expel somebody from somewhere= to force someone to leave a place

the island, thereby gaining control of the **lucrative** cinnamon trade.

In order to protect their **hold** on the market, the Dutch, like the Portuguese before them, **treated** the native inhabitants **harshly**. Because of the need to **boost** production and **satisfy** Europe's **ever-increasing** **appetite** for cinnamon, the Dutch began to **alter** the harvesting **practices** of the Ceylonese. Over time, the supply of cinnamon trees on the island became nearly **exhausted**, due to systematic **stripping** of the **bark**. Eventually, the Dutch began cultivating their own cinnamon trees to **supplement** the **diminishing** number of wild trees available for use.

Then, in 1796, the English arrived on Ceylon, thereby displacing the Dutch from their control of the cinnamon monopoly. By the middle of the 19th century, production of cinnamon reached 1,000 tons a year, after a lower grade quality of the spice became acceptable to European tastes. By that time, cinnamon was being grown in other parts of the Indian Ocean region and in the West Indies, Brazil, and Guyana. Not only was a monopoly of cinnamon becoming impossible, but the spice trade overall was diminishing in economic potential, and was eventually **superseded** by the rise of trade in coffee, tea, chocolate, and sugar.

Lucrative= profitable, money-making
unprofitable

Hold= control, power, influence

Treat sb harshly= to behave towards somebody sb in an unkind or cruel way

Boost= spur, stimulus, increase

Satisfy somebody's appetite= supply enough food or goods in order to satisfy the high demand of someone

Ever-increasing= increasing all the time

Alter= change, convert

Practice= **custom**, procedure, tradition, habit, method, system

Exhausted= depleted, used up, run out, spent, finished

Strip off/of= to remove, pull or tear the covering, or outer layer from something.

Bark= the hard outer covering of a tree

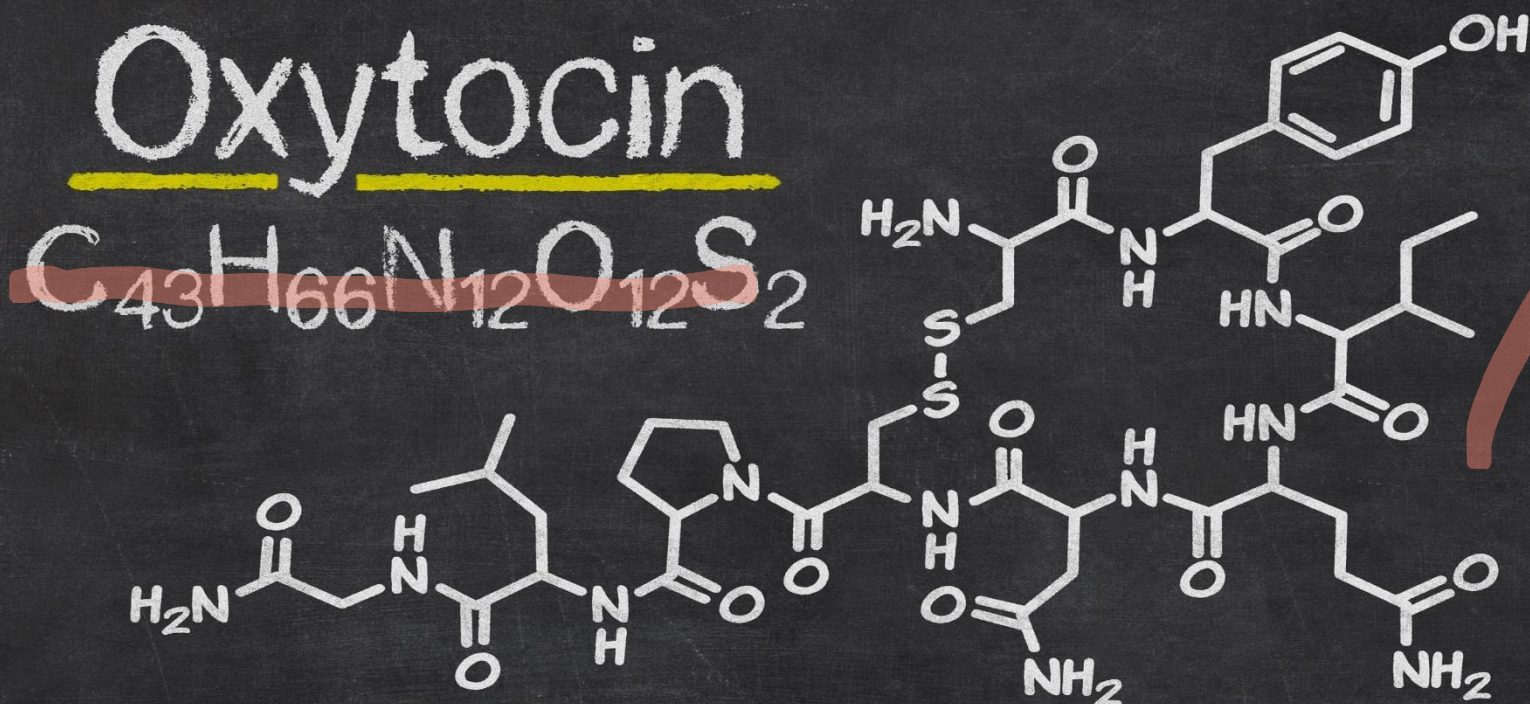
Supplement= add to, enhance, increase, make bigger

Diminish= **decrease**, decline, reduce, lessen, shrink

increase

Supersede= to take the place of something/somebody that is considered to be old-fashioned or no longer the best available

READING PASSAGE 2



The positive and negative effects of the chemical known as the 'love hormone'

A Oxytocin is a chemical, a hormone produced in the pituitary gland in the brain. It was through various studies focusing on animals that scientists first became aware of the **influence** of oxytocin. They discovered that it helps **reinforce** the bonds between **prairie voles**, which **mate** for life, and **triggers** the motherly behaviour that sheep show towards their newborn

Reinforce= strengthen, consolidate

weaken

Prairie= plain, grassland, savannah

Vole= a small animal like a mouse or rat that lives in fields or near rivers

Mate= if animals mate, they have sex to produce babies

Trigger= cause, generate # stop, halt

lambs. It is also **released** by women in childbirth, strengthening the **attachment** between mother and baby. Few chemicals have as positive a **reputation** as oxytocin, which is sometimes referred to as the 'love hormone'. One **sniff** of it can, it is claimed, make a person more **trusting**, **empathetic**, **generous** and **cooperative**. It is time, however, to **revise** this wholly **optimistic** view. **A new wave of** studies has shown that its effects **vary** greatly depending on the person and the circumstances, and it can impact on our **social interactions** for worse as well as for better.

B Oxytocin's role in human behaviour first **emerged** in 2005. In a **groundbreaking** experiment, Markus Heinrichs and his **colleagues** at the University of Freiburg, Germany, asked volunteers to do an activity in which they could invest money with an **anonymous** person who was not **guaranteed** to be honest. The team found that **participants** who had sniffed oxytocin via a **nasal** spray beforehand invested more money than those who received a **placebo** instead. The study was the start of research into the effects of oxytocin on human **interactions**. 'For eight years, it was quite a **lonesome** field,' Heinrichs recalls. 'Now, everyone is interested.' These follow-up studies have shown that after a sniff of the hormone, people become more **charitable**, better at reading emotions

Release= to allow a substance to move or flow freely
Attachment= **bond**, closeness, relationship, intimacy
Reputation= fame, renown
Sniff= inhale, breathe
Trusting= willing to believe that other people are good and honest
Empathetic= having the ability to imagine how someone else feels
Generous= willing to give money, spend time etc, in order to help people or give them pleasure # mean, selfish
Cooperative= willing to work with someone else to achieve something that you both want
Revise= adjust, change, correct, modify.
Optimistic= positive, bright # pessimistic
A new wave of= a new trend, a new movement
Vary= **differ**, be different
Social interaction= is the way people talk and act with each other and various structures in society
Emerge= **come out**, appear # disappear
Groundbreaking= unprecedented, revolutionary, innovative, pioneering
Anonymous= nameless, unknown, unidentified # named
Guarantee= assure, ensure, warrant.
Nasal= related to the nose
Placebo= a substance given to someone who is told that it is a particular medicine as a physiological test, but it has no actual effects (just for experiments)
Lonesome= lonely, solitary, isolated
Charitable= giving, generous, benevolent, open-handed

on others' faces and at communicating **constructively** in **arguments**. Together, the results **fuelled** the view that oxytocin **universally enhanced** the positive **aspects of our social nature**.

C Then, after a few years, **contrasting** findings began to emerge. Simone Shamay-Tsoory at the University of Haifa, Israel, found that when volunteers played a competitive game, those who **inhaled** the hormone showed more pleasure when they beat other players, and felt more **envy** when others won. What's more, **administering** oxytocin also has sharply contrasting **outcomes** depending on a person's **disposition**. Jennifer Bartz from Mount Sinai School of Medicine, New York, found that it improves people's ability to read emotions, but only if they are not very socially **adept** to begin with. Her research also shows that oxytocin in fact reduces **cooperation** in **subjects** who are particularly anxious or **sensitive** to **rejection**.

D Another discovery is that oxytocin's effects vary depending on who we are interacting with. Studies **conducted** by Carolyn DeClerck of the University of Antwerp, Belgium, **revealed** that people who had received **a dose of** oxytocin actually became less cooperative when dealing with complete strangers. Meanwhile, Carsten De Dreu at the University of Amsterdam in the Netherlands discovered that volunteers given oxytocin showed **favouritism**: Dutch men became quicker to **associate** positive words **with** Dutch names than with foreign ones, for

Constructively= usefully, beneficially, helpfully # destructively

Argument= disagreement

Fuel (the view that)= increase, stimulate, fire

Universally= **everywhere**, worldwide, globally, internationally

Enhance= improve, boost, enrich, Increase

aspects of our social nature= social features of human.

Contrasting = conflicting, opposing # similar

Inhale= breathe in, take in, sniff in

Envy= jealousy # goodwill

Administer= manage, control

Outcome= **result**, consequence, effect, aftermath

Disposition= nature, character, personality

Adept= expert, skillful, proficient, talented # inept

Cooperation= collaboration

Subject= a person that participates in a test.

Sensitive= **easily offended**, easily upset, easily hurt

Rejection= refusal, denial # acceptance

Conduct= carry out, organize

Reveal= make public, publish, divulge, disclose, unveil # hide, conceal

A dose of= a measured amount of something such as medicine

Favouritism= the act of unfairly treating one person better than others because you like them better

Associate smt with smt= link with, connect with, relate to

example. According to De Dreu, oxytocin **drives** people **to** care for those in their **social circles** and **defend** them **from** outside dangers. So, it appears that oxytocin strengthens **biases**, rather than **promoting** general **goodwill**, as was previously thought.

E There were signs of these **subtleties** from the start. Bartz has recently shown that in almost half of the existing research results, oxytocin influenced only certain individuals or in certain circumstances. Where once researchers **took no notice of** such findings, now a more **nuanced** understanding of oxytocin's effects is **propelling investigations** down new lines. To Bartz, the key to understanding what the hormone does lies in **pinpointing** its **core** function rather than in **cataloguing** its seemingly endless effects. There are several **hypotheses** which are not **mutually exclusive**. Oxytocin could help to reduce anxiety and fear. Or it could simply **motivate** people to **seek out** social connections. She believes that oxytocin acts as a chemical **spotlight** that shines on social clues - a shift in **posture**, a **flicker** of the eyes, a **dip in the voice** - making people more **attuned to** their social environment. This would explain why it makes us

Drive somebody to do something= to strongly influence someone to do something
Social circle= a group of people who are socially connected
Defend (from)= protect, guard, secure, shield
Bias= the action of supporting or opposing a particular person in unfair way, because of allowing personal opinions to influence your judgment= prejudice, partiality.
Promote= encourage, foster, develop, boost, stimulate # obstruct, impede
Goodwill= kindness

Subtlety= a small but important detail
Take no notice of= not to give st attention, ignore
Nuanced= made slightly different in appearance, meaning or sound, etc
Propel smth down= push/force/boost/ drive smth down.
Investigation= examination, study, inspection
Pinpoint= locate, identify, find
Core= central, key, basic, fundamental, principal, primary, main, chief, crucial # minor
Catalogue= list, classify
Hypothesis= theory, assumption
Mutually exclusive= not possible at the same time
Motivate= encourage, stimulate
Seek out= look for smt using a lot of effort.
Spotlight= attention, focus
Posture= gesture, position, pose
Flicker= glimmer
A dip of voice= a soften voice
Attuned to= familiar with

more likely to look others in the eye and improves our ability to **identify** emotions. But it could also make things worse for people who are **overly** sensitive or **prone to interpreting social cues in the worst light**.

F Perhaps we should not be surprised that the oxytocin story has become more **perplexing**. The hormone is found in everything from octopuses to sheep, and its evolutionary roots stretch back half a billion years. 'It's a very simple and ancient **molecule** that has been **co-opted** for many different functions,' says Sue Carter at the University of Illinois, Chicago, USA. 'It affects **primitive** parts of the brain like the amygdala, so it's going to have many effects on just about everything.' Bartz agrees. 'Oxytocin probably does some very basic things, but once you add our **higher-order thinking** and social situations, these basic processes could **manifest** in different ways depending on individual differences and context.'

Identify= **recognize**, single out, pick out, spot, point out, know

Overly= too, very.

Prone to= likely to get, likely to have, susceptible, vulnerable

Interpret= understand, comprehend, make sense of, explain

Social cues= Verbal/Nonverbal hints which can be negative or positive. These cues guide the conversation—(ex: vocal tone, facial expression, body language,...)

In the worst light= in a negative way= negatively.

Perplexing= complex, complicated

Molecule= the simplest unit of a chemical substance, usually in a group of two or more atoms.

Co-opt= include in a group.

Primitive= prehistoric, ancient, earliest

higher-order thinking= think at a level that is higher than memorizing facts or telling something back to someone exactly the way it was told to you.

Manifest= display, show, reveal, express

READING PASSAGE 3



Experts from Harvard Business School give advice to managers

Most managers can identify the major trends of the day. But **in the course of conducting** research in a number of industries and working directly with companies, we have discovered that managers often fail to **recognize** the less obvious but **profound** ways these trends are influencing consumers' **aspirations**, attitudes, and behaviors. This is especially true of trends that managers view as **peripheral** to their core markets.

Make the most of sth= to take full advantage of sth because it may not last long.

In the course of= while, during

Conduct= carry out, organize

Recognize= realize, be aware of, identify

Profound= intense, extreme, great

Aspiration= desire, wish, aim

Peripheral= outer, external # central

Many **ignore** trends in their **innovation** strategies or **adopt a wait-and-see approach** and let competitors **take the lead**. At a minimum, such **responses** mean **missed** profit opportunities. At the extreme, they can **jeopardize** a company by **ceding** to rivals the opportunity to **transform** the industry. The purpose of this article is **twofold**: to **spur** managers to think more **expansively** about how trends could **engender** new **value propositions** in their core markets, and to provide some high-level advice on how to make market research and product development **personnel** more **adept at** analyzing and exploiting trends.

One strategy, known as '**infuse** and **augment**', is to design a product or service that **retains** most of the **attributes** and functions of existing products in the category but adds others that address the needs and desires **unleashed** by a major trend. A case in point is the Poppy range of handbags, which the firm Coach created in response to the economic **downturn** of 2008. The Coach brand had been a symbol of **opulence** and luxury for nearly 70 years, and the most obvious reaction to the downturn would have been to lower prices. However, that would have risked **cheapening** the brand's image. Instead, they **initiated** a consumer-research project which revealed that customers were **eager** to lift themselves and the country out of tough times. Using these **insights**, Coach **launched** the lower-priced Poppy handbags, which were in **vibrant** colors, and

Ignore= take no notice of/pay no attention to
Innovation= revolution, modernization
Adopt a wait-and-see approach= accept formally a method that it must wait to see
Take the lead= to be the first to start doing something or be most active in doing something
Response= reaction, reply
Miss= fail to grasp, fail to take, let go
Jeopardize= threaten, risk, put in danger
Cede= give up, leave
Transform= alter, convert, change
Twofold= having two parts.
Spur smb to= urge, push, stimulate, drive
Expansively= broadly, widely, thoroughly
Engender= produce, cause, create
Value proposition= the benefits that a product or service provides to customers, especially by being different to or better than a competitor's products/services.
Personnel= worker, staff, employee
Adept at= expert, skillful, talented
Infuse= inspire
Augment= supplement, enhance, boost, increase
Retain= keep, hold, maintain
Attribute= quality, characteristic, trait, feature, element
Unleash= release, set free # control
Downturn= decline, downward, recession
Opulence= wealth, affluence, richness
Cheapen= reduce, lower, lower in price
Initiate= start, begin, commence
Eager= enthusiastic, excited, keen
Insight= perception, awareness, understanding, comprehension
Launch= introduce, start, begin
Vibrant= vivid, lively, colorful

looked more youthful and playful than **conventional** Coach products. Creating the **sub-brand** allowed Coach to **avert** an **across-the-board** price cut. In contrast to the many companies that responded to the **recession** by cutting prices, Coach saw the new consumer **mindset** as an opportunity for innovation and **renewal**.

A further example of this strategy was supermarket Tesco's response to consumers' growing concerns about the environment. With that in mind, Tesco, one of the world's top five **retailers**, introduced its Greener Living program, which **demonstrates** the company's **commitment** to protecting the environment by involving consumers in ways that produce **tangible** results. For example, Tesco customers can **accumulate** points for such activities as reusing bags, recycling cans and printer cartridges, and buying home-insulation materials. Like points earned on regular purchases, these green points can be **redeemed** for cash. Tesco has not **abandoned** its traditional retail **offerings** but **augmented** its business **with** these innovations, thereby infusing its value proposition with a green streak.

A more **radical** strategy is 'combine and **transcend**'. This **entails** combining aspects of the product's existing value proposition with attributes **addressing** changes **arising from** a trend, to create a **novel experience** - one that may land the company in an entirely new market space.

At first glance, spending resources to **incorporate** elements of a seemingly **irrelevant** trend into one's

Conventional= normal, regular, traditional
Sub-brand= a secondary brand within a main brand
Avert= prevent, stop, avoid
Across-the-board= affecting everyone or everything in a situation or organization
Recession= downturn, decline, collapse
Mindset= a set of attitudes or fixed ideas that somebody has and that are often difficult to change
Renewal= reform

Retailer= a person or business that sells goods to customers in a shop
Demonstrate= show, indicate, prove
Commitment= responsibility, promise
Tangible= visible, obvious, apparent, clear
Accumulate= gather, collect
Redeem= exchange, convert
Abandon= leave, give up
Offering= product or service
Augment (with)= to increase the value, amount, effectiveness of something.

Radical= revolutionary, progressive
Transcend= go further, go beyond, exceed
Entail= require, need, demand
Address= solve, tackle, deal with
Arise from= be caused/produced by
A novel experience= a new experience, not like anything seen before.
At first glance= when you first look at or think about something, often rather quickly
Incorporate= integrate, combine
Irrelevant= unconnected, unrelated

core offerings sounds like it's hardly **worthwhile**. But consider Nike's **move** to **integrate** the digital revolution into its reputation for high-performance **athletic** footwear. In 2006, they **teamed up with** technology company Apple to launch Nike+, a digital sports kit **comprising** a sensor that attaches to the running shoe and a wireless receiver that connects to the user's iPod. By combining Nike's original value proposition for **amateur** athletes with one for digital consumers, the Nike+ sports kit and web interface moved the company from a focus on athletic apparel to a new plane of **engagement with** its customers.

A third approach, known as '**counteract** and **reaffirm**', involves developing products or services that **stress** the values traditionally associated with the category in ways that allow consumers to **oppose** – or at least temporarily escape from – the aspects of trends they view as **undesirable**. A product that **accomplished** this is the ME2, a video game created by Canada's iToys. By reaffirming the toy category's association with physical play, the ME2 counteracted some of the widely **perceived** negative impacts of digital gaming devices. Like other handheld games, the device **featured** a host of exciting **interactive** games, a full-color LCD screen, and advanced 3D graphics. What set it apart was that it incorporated the traditional physical component of children's play: it contained a pedometer, which tracked and awarded points for physical activity (walking, running, biking, skateboarding, climbing stairs). The child could use the points to enhance various **virtual** skills needed for the video game. The ME2, introduced in mid-2008, **catered** to kids' huge desire to play video games while countering the negatives, such as associations with lack of exercise and **obesity**.

Worthwhile= **valuable**, useful, beneficial,
worthless, useless
Move= **initiative**, step, action, measure
Integrate= combine, incorporate
Athletic= relating to sports
Team up with= to join with another partners to do something together
Comprise= include, consist of # exclude
Amateur= non-professional, non-specialist
Engagement with= the fact that you becoming involved with someone or something in order to understand them
Counteract= to do smt to reduce or prevent the bad or harmful effects of smt
Reaffirm= to state something again in order to emphasize that it is still true
Stress= emphasize, underline, underscore
Oppose= **be against**, object to, disagree with, disapprove of # support, in favor of
Undesirable= unpleasant, unwelcome, unwanted # desirable, pleasant, preferable
Accomplish= achieve, complete
Perceive= become aware of, recognize,
Feature= to show something as a special or important part of something
Interactive= involving communication between people
Virtual= Something that is virtual can be done or seen using a computer and therefore without going anywhere or talking to anyone.
Cater= serve, satisfy, provide, supply, offer.
Obesity= fatness, overweightness

Once you have gained **perspective** on how trend-related changes in consumer opinions and behaviors impact on your category, you can **determine** which of our three innovation strategies to pursue. When your **category's** basic value proposition continues to be meaningful for consumers influenced by the trend, the infuse-and-augment strategy will allow you to **reinvigorate** the category. If **analysis** reveals an increasing **disparity** between your category and consumers' new focus, your innovations need to transcend the category to integrate the two worlds. Finally, if aspects of the category **clash** with **undesired** outcomes of a trend, such as associations with unhealthy lifestyles, there is an opportunity to counteract those changes by reaffirming the core values of your category.

Trends - technological, economic, environmental, social, or political - that affect how people perceive the world around them and **shape** what they expect from products and services present firms with unique opportunities for growth.

Perspective= viewpoint, **outlook**, standpoint

Determine=decide on, come to a decision about, choose

Category= a category in retailing is a group of the same products (ex: soft drinks, detergents,etc)

Reinvigorate= to make something stronger, or more exciting or successful again= refresh, revive, recover.

Analysis= examination, study, evaluation

Disparity= difference, gap, discrepancy

Clash= conflict, fight

Undesired= unexpected, unwanted

Shape (v)= form

Test 3

READING PASSAGE 1



For millennia, the coconut has been central to the lives of Polynesian and Asian **peoples**. In the western world, on the other hand, coconuts have always been **exotic** and unusual, sometimes rare. The Italian **merchant** traveller Marco Polo **apparently** saw coconuts in South Asia in the late 13th century, and among the mid-14th-century travel writings of Sir John Mandeville there is mention of 'great Notes of Ynde' (great Nuts of India). Today, images of **palm-fringed** tropical beaches are **clichés** in the west to sell holidays, chocolate bars, fizzy drinks and even romance.

Palm= a tree growing in warm regions and having a tall, straight trunk, no branches, and a mass of long, pointed leaves at the top

People= a society

Exotic= unusual, different, nonnative
native, familiar

Merchant= dealer, tradesman

Apparently= actually, evidently, obviously.

Palm-fringed= with palm trees along the edge

Cliché= an idea or phrase that has been used so much that it is not effective or does not have any meaning any longer

Typically, we **envisage** coconuts as brown cannonballs that, when opened, provide sweet white **flesh**. But we see only part of the fruit and none of the plant from which they come. The coconut palm has a smooth, **slender**, grey **trunk**, up to 30 metres tall. This is an important source of **timber** for building houses, and is increasingly being used as a replacement for **endangered hardwoods** in the furniture construction industry. The trunk is **surmounted** by a **rosette** of leaves, each of which may be up to six metres long. The leaves have hard **veins** in their centres which, in many parts of the world, are used as brushes after the green part of the leaf has been **stripped away**. **Immature** coconut flowers are tightly **clustered together** among the leaves at the top of the trunk. The flower **stems** may be **tapped for** their **sap** to produce a drink, and the sap can also be **reduced** by boiling to produce a type of sugar used for cooking.

Coconut palms produce as many as seventy fruits per year, weighing more than a kilogram each. The wall of the fruit has three layers: a waterproof outer layer, a fibrous middle layer and a hard, inner layer. The thick fibrous middle layer produces coconut **fibre**, 'coir', which has numerous uses and is particularly important in manufacturing **ropes**. The woody **innermost** layer, the shell, with its three **prominent** 'eyes', surrounds the seed. An important product obtained from the shell is **charcoal**, which is widely used in various industries as well as in the home as a cooking fuel. When broken in half, the shells are also used as bowls in many parts of Asia.

Inside the shell are the **nutrients** (endosperm) needed by the developing seed. Initially, the endosperm is a

Envisage= imagine, expect, think of
Flesh= the soft part of a fruit or vegetable that can be eaten
Slender= thin, small
Trunk= a thick main stem of a tree, from which the branches grow
Timber= a long piece of wood used for building
Endangered= rare, scarce, threatened, in danger of extinction
Hardwood= the strong, heavy wood of particular trees such as oak, used esp. to make furniture
Surmount= to be placed on top of something
Rosette= a thing that has the shape of a rose
Vein= one of the thin lines on a leaf
Strip away= to remove a layer from something
Immature= young # mature
Cluster together/around= form a small group
Stem= the main long thin part of a plant above the ground from which the leaves or flowers grow
Be tapped for= be extracted for
Sap= the liquid in a plant or tree that carries food to all its parts
Reduce= decrease, cut, lessen # increase

Fibre= threads when they are in mass that can be used for making products such as cloth and rope.

Rope= very strong thick string made by twisting thinner strings

Innermost= nearest to the centre or inside of smt

Prominent= noticeable, obvious, important

Charcoal= a hard, black substance similar to coal that can be used as fuel

Nutrient= a substance that is needed to keep a living thing alive and to help it to grow

sweetish liquid, coconut water, which is enjoyed as a drink, but also provides the hormones which encourage other plants to grow more rapidly and produce higher **yields**. As the fruit matures, the coconut water gradually **solidifies** to form the **brilliant** white, fat-rich, **edible** flesh or **meat**. Dried coconut flesh, 'copra', is made into coconut oil and coconut milk, which are widely used in cooking in different parts of the world, as well as in **cosmetics**. A **derivative** of coconut fat, glycerine, **acquired** strategic importance in a quite different **sphere**, as Alfred Nobel introduced the world to his nitroglycerine-based invention: **dynamite**.

Their biology would appear to make coconuts the great **maritime voyagers** and coastal **colonizers** of the plant world. The large, energy-rich fruits are able to **float in water** and **tolerate** salt, but cannot remain **viable indefinitely**; studies suggest after about 110 days at sea they are no longer able to **germinate**. Literally cast onto desert island shores, with little more than sand to grow in and **exposed to** the full **glare** of the tropical sun, coconut seeds are able to germinate and root. The air pocket in the seed, created as the endosperm solidifies, protects the **embryo**. In addition, the **fibrous** fruit wall that helped it to float during the **voyage** stores **moisture** that can be taken up by the roots of the coconut seedling as it starts to grow.

There have been centuries of academic debate over the origins of the coconut. There were no coconut palms in West Africa, the Caribbean or the east coast of the Americas before the voyages of the European explorers Vasco da Gama and Columbus in the late 15th and early 16th centuries. 16th century trade and human migration patterns **reveal** that Arab traders and European sailors are likely to have moved coconuts from South and Southeast Asia to Africa and then

Yield= the amount of profits, crops etc that something produces

Solidify= to become solid

Brilliant= bright, vivid

Edible= fit or suitable to be eaten

Meat= the edible white flesh of coconut, often shredded for use in cake or curries.

Cosmetics= substances put on the face or body to improve its quality

Derivative= smt made from smt else

Acquire= obtain, gain, get, attain

Sphere= field, area of study, domain

Dynamite= a powerful explosive

Maritime= marine = relating to the sea

Voyager= someone who has journeys on the sea

Colonizer= settler, inhabitant

Float in water= to stay on the surface of water and not sink

Tolerate= bear, endure, put up with

Viable= capable of developing and surviving independently

Indefinitely= for an unlimited period

Germinate= to start growing

Expose smt to smt= to show something that is usually covered or hidden

Glare= unpleasantly bright or strong light

Embryo= a young plant in the very early stages of development before coming out of its seed

Fibrous= made of fibres, or like fibre

Voyage= a long journey on the sea.

Moisture= humidity, damp, wetness # dryness

Reveal= tell, divulge, disclose # conceal

across the Atlantic to the east coast of America. But the origin of coconuts discovered along the west coast of America by 16th century sailors has been the subject of centuries of discussion. Two **diametrically** opposed origins have been **proposed**: that they came from Asia, or that they were native to America. Both suggestions have problems. In Asia, there is a large **degree** of coconut **diversity** and evidence of millennia of human use - but there are no **relatives** growing in the wild. In America, there are close coconut relatives, but no evidence that coconuts are **indigenous**. These problems have led to the **intriguing** suggestion that coconuts **originated** on coral islands in the Pacific and were **dispersed** from there.

Diametrically= completely different

Propose= suggest, offer, submit, recommend

Degree= the amount or level of smt

Diversity= variety, range, multiplicity

Relative= trees that belong to the same group.

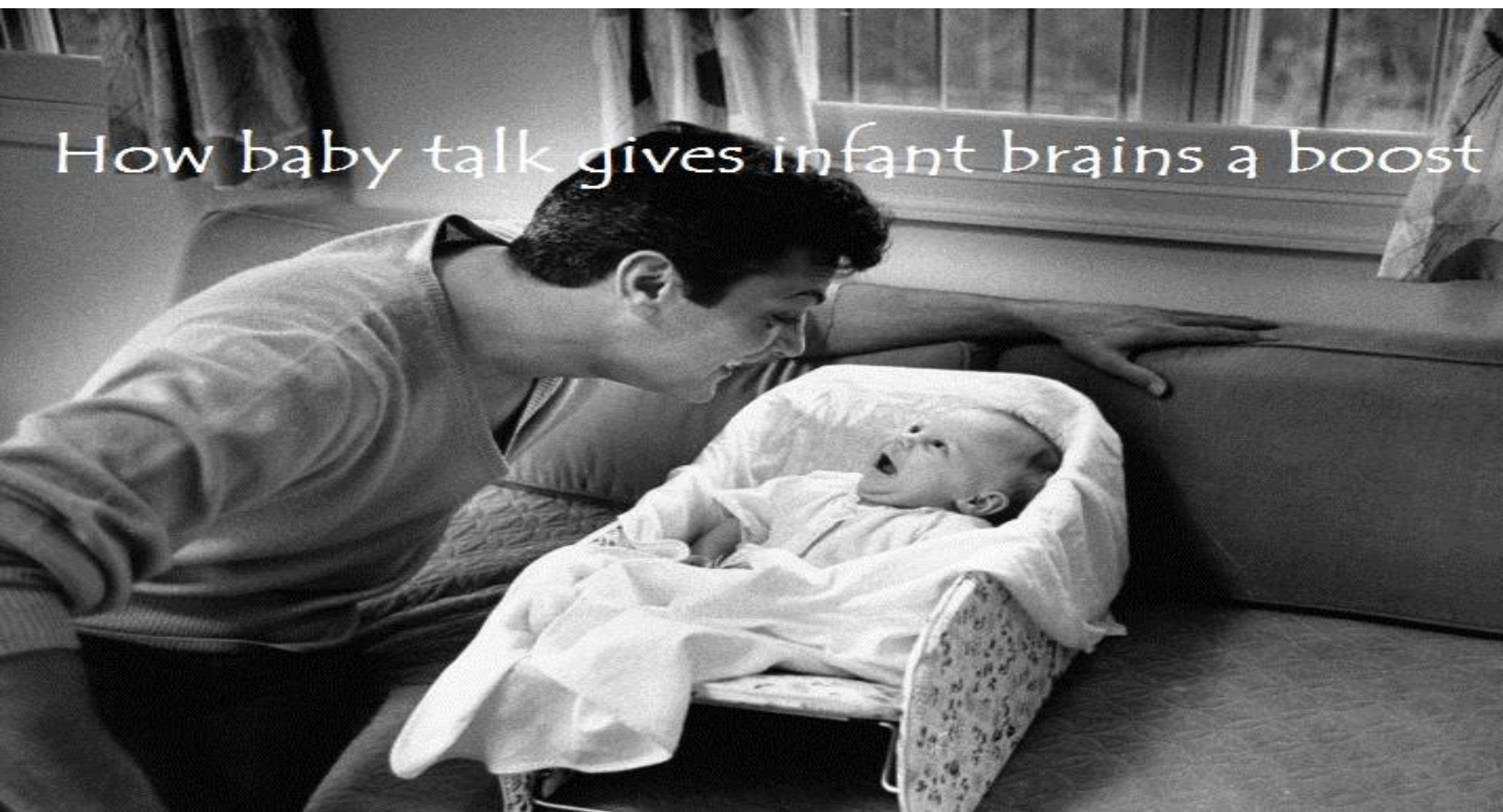
Indigenous= native, original, local # foreign, exotic

Intriguing= fascinating, interesting, exciting

Originate= to appear for the first time in a particular place

Disperse= to spread or to make something spread over a wide area

READING PASSAGE 2



The typical way of talking to a baby - **high-pitched**, **exaggerated** and **repetitious** - is a source of **fascination** for **linguists** who hope to understand how 'baby talk' impacts on learning. Most babies start developing their hearing while still in the **womb**, **prompting** some hopeful parents to play classical music to their **pregnant** bellies. Some research even suggests that **infants** are listening to adult speech as early as 10 weeks before being born, gathering the basic building blocks of their family's **native tongue**.

Baby talk= the special language adults sometimes use when talking to babies
Boost= improvement, enhancement
High-pitched= (of sounds) higher than usual
Exaggerated= being described as better, larger etc than it really is
Repetitious= involving something that is often repeated, in a way that becomes boring
Fascination= a very strong attraction, that makes something very interesting
Linguists= a person who studies languages or linguistics
Womb= the organ in women and female animals in which babies develop before they are born
Prompt= make, cause, motivate
Pregnant= (of women) having an unborn baby growing inside her body
Infant= a baby or very young child
Native tongue= first language

B Early language **exposure** seems to have benefits to the brain - for instance, studies suggest that babies raised in **bilingual** homes are better at learning how to mentally **prioritize** information. So how does the sweet if sometimes **absurd** sound of **infant-directed speech** influence a baby's development? Here are some recent studies that explore the science behind baby talk.

C Fathers don't use baby talk as often or in the same ways as mothers - and that's perfectly OK, according to a new study. Mark Van Dam of Washington State University at Spokane and colleagues **equipped** parents **with** recording devices and speech-recognition software to study the way they **interacted with** their youngsters during a normal day. 'We found that moms do exactly what you'd expect and what's been described many times over,' VanDam explains. 'But we found that dads aren't doing the same thing. Dads didn't raise their **pitch** or **fundamental frequency** when they talked to kids.' Their role may **be rooted in** what is called the **bridge hypothesis**, which **dates back to** 1975. It suggests that fathers use less **familial** language to provide their children with a bridge to the kind of **speech** they'll hear in public. The idea is that a kid gets to practice a certain kind of speech with mom and another kind of speech with dad, so the kid then has a wider **repertoire of** kinds of speech to practice,' says VanDam.

D Scientists from the University of Washington and the University of Connecticut collected thousands of 30-second conversations between parents and their babies, **fitting** 26 children **with audio-recording vests** that **captured** language and sound during a typical eight-hour day. The study found that the more baby talk parents used, the more their youngsters began to **babble**. And when researchers saw the same babies at age two, they found that frequent baby talk had

Exposure= the fact of experiencing something or being affected by it
Bilingual= able to use two languages equally well
Prioritize= to put tasks, problems, etc. in order of importance, so that you can deal with the most important first
Absurd= completely ridiculous; not logical and sensible
Infant-directed speech= a powerful tool that parents instinctively use to aid language development in their infant's first months and years of life.

Equipped sb with smt= to provide sb with st
Interact with smb= communicate
Pitch= how high or low a sound is
Fundamental= basic, essential
Frequency= the rate at which something occurs or is repeated over a particular period of time
Be rooted in something= to have developed from something and be strongly influenced by it
Bridge= a thing that provides a connection between two different things
Hypothesis= theory, assumption
Date back (to)= to have existed since a particular time in the past
Familial= related to or typical of a family
Speech= spoken language
Repertoire of smt= the total number of things that someone knows and is able to do= range, list, collection.

Fit sb with= put somebody in
Audio-recording vest= a kind of sound recording tool which covers the upper part of the body.
Capture= record
Babble= (of a baby) to make sounds in a way that is difficult to understand before beginning to say actual words

dramatically boosted vocabulary, regardless of **socioeconomic status**. Those children who listened to a lot of baby talk were talking more than the babies that listened to more adult talk or standard speech,' says Nairan Ramirez-Esparza of the University of Connecticut. 'We also found that it really **matters** whether you use baby talk in a **one-on-one** context,' she adds. The more parents use baby talk one-on-one, the more babies babble, and the more they babble, the more words they produce later in life.'

E Another study suggests that parents might want to **pair** their youngsters **up** so they can babble more with their own kind. Researchers from McGill University and Université du Québec à Montréal found that babies seem to like listening to each other rather than to adults – which may be why baby talk is such a **universal** tool among parents. They **played** repeating vowel sounds made by a special **synthesizing** device that **mimicked** sounds made by either an adult woman or another baby. This way, only the impact of the **auditory cues** was observed. The team then **measured** how long each type of sound **held the infants' attention**. They found that the 'infant' sounds held babies' attention nearly 40 percent longer. The baby noises also **induced** more reactions in the listening infants, like smiling or lip moving, which **approximates** sound making. The team **theorizes** that this attraction to other infant sounds could help **launch** the learning process that leads to speech. 'It may be some **property** of the sound that is just **drawing their attention**,' says study co-author Linda Polka. 'Or maybe they are really interested in that particular type of sound because they are starting to focus on their own ability to make sounds. We are **speculating** here but it might **catch their attention** because they **recognize** it as a sound they could possibly make.'

F In a study published in *Proceedings of the National Academy of Sciences*, a total of 57 babies from two

Socioeconomic status= the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation.

Matter= be important

One-on-one= between two people only

Pair smb up= to work together to do something

Universal= popular, common, widespread

Play= to (cause a machine to) produce a sound

Synthesize= to produce sound electronically

Mimic -mimicked= copy, imitate

Auditory= connected with hearing

Cue= signal, sign, clue, indication

Measure= evaluate, calculate, assess

Hold sb's attention=make someone stay interested and keep reading, listening, watching etc

Induce= cause, create, generate

Approximate= to be similar to but not exactly the same as something

Theorize= speculate, hypothesize

Launch= start, begin, open, initiate

Property= a quality or characteristic that something has

Draw/Catch sb's attention= to make people notice and be concerned or think about something

Speculate= guess, consider, think, anticipate

Recognize= know, realize, identify

slightly different age groups - seven months and eleven and a half months - were played a number of **syllables** from both their native language (English) and a non-native tongue (Spanish). The infants were placed in a brain-**activation** scanner that recorded activity in a brain region known to guide the **motor** movements that produce speech. The results suggest that listening to baby talk prompts infant brains to start practicing their language skills. Finding activation in motor areas of the brain when infants are simply listening is **significant**, because it means the baby brain is **engaged in** trying to talk back right from the start, and suggests that seven-month-olds' brains are already trying to **figure out** how to make the right movements that will produce words,' says co-author Patricia Kuhl. Another interesting finding was that while the seven-month-olds responded to all speech sounds **regardless of** language, the brains of the older infants worked harder at the motor activations of non-native sounds compared to native sounds. The study may have also **uncovered** a process by which babies recognize differences between their native language and other tongues.

Syllable= a word or part of a word which contains a single vowel sound

Activation= the act of making something start or making it start working

Motor= relating to muscles that produce movement, or the nerves and parts of the brain that control these muscles.

Significant= important, essential, meaningful # insignificant.

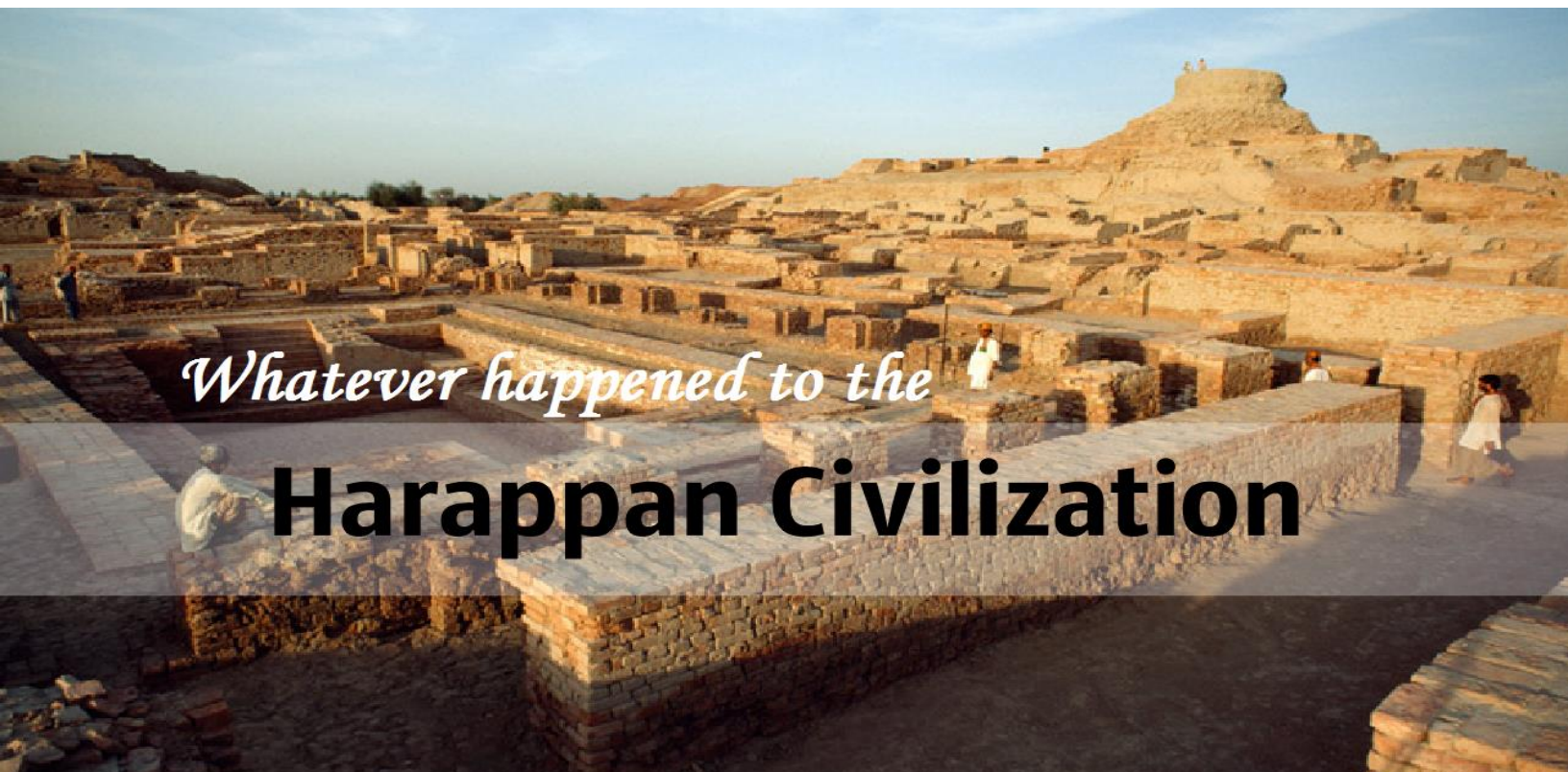
Engage in= involve in, participate in

Figure out (how/why/what)= to understand or solve something

Regardless of= without being affected or influenced by something

Uncover= discover, find out
hide, conceal, cover up

READING PASSAGE 3



Whatever happened to the **Harappan Civilization**

New research *sheds light on the disappearance of an ancient society*

A The Harappan Civilisation of ancient Pakistan and India **flourished** 5,000 years ago, but a thousand years later their cities were **abandoned**. The Harappan Civilisation was a **sophisticated** Bronze Age society who built ‘**megacities**’ and traded internationally in **luxury** craft products, and yet seemed to have left almost no **depictions** of themselves. But their lack of **self-imagery** – at a time when the Egyptians were carving and painting

Civilisation= human society with its well developed social organizations, or the culture and way of life of a society or country at a particular period in time

Shed light on= to explain a situation

Disappearance= loss, vanishing

Flourish=grow, thrive, prosper

Abandon= leave

Sophisticated= developed to a high degree of complexity

Megacity= a very large city, usually one with a population of over 10 million people

Luxury= very great comfort and pleasure, such as you get from expensive food, beautiful houses, cars etc

Depiction= picture, portrait, image, painting, illustration

self-imagery= the use of words or picture to describe about his or her personality or achievements,...

representations of themselves all over their temples – is only part of the **mystery**.

B 'There is plenty of **archaeological** evidence to tell us about the rise of the Harappan Civilisation, but relatively little about its fall,' explains archaeologist Dr Cameron Petrie of the University of Cambridge. 'As populations increased, cities were built that had great baths, craft workshops, palaces and halls laid out in distinct sectors. Houses were arranged in blocks, with wide main streets and narrow **alleyways**, and many had their own **wells** and **drainage** systems. It was very much a "**thriving**" civilisation.' Then around 2100 BC, a **transformation** began. Streets went uncleaned, buildings started to be abandoned, and **ritual** structures **fell out of use**. After their final **demise**, a millennium passed before really large-scale cities appeared once more in South Asia.

C Some have claimed that major **glacier**-fed rivers changed their **course**, dramatically affecting the water supply and agriculture; or that the cities could not **cope with** an increasing population, they **exhausted** their resource base, the trading economy broke down or they **succumbed to invasion** and conflict; and yet others that climate change caused an environmental change that affected food and water **provision**. 'It is unlikely that there was a single cause for the decline of the civilisation. But the fact is, until now, we have had little **solid** evidence from the area for most of the key elements,' said Petrie. 'A lot of the archaeological debate has really only been well-argued **speculation**.'

D A research team led by Petrie, together with Dr Ravindanath Singh of Banaras Hindu University in India, found early in their **investigations** that many of the archaeological sites were not where they were **supposed to be**, completely altering understanding of the way that this region was **inhabited** in the past. When they carried out a survey of how the larger area

Representation= picture, painting, drawing, picture, illustration
Mystery= something that is difficult to understand or to explain

Archaeological= related to the study of ancient societies by examining what remains of their buildings, tools etc
Alleyway= a narrow street between or behind buildings
Well= a deep hole in the ground from which people take water
Drainage= the system of water or waste liquids flowing away from somewhere into the ground or down pipes
Thriving= flourishing, prosperous, growing, developing, successful
Transformation= change, alteration
Ritual= a set of actions or words performed in a regular way, often as part of a religious ceremony
Fall/Go/Be out of use= a machine, place etc that goes out of use or is out of use is not being used
Demise= the end of something that was previously considered to be powerful

Glacier= a large mass of ice that moves slowly
Course= flow, direction
Cope with= deal with, face
Exhaust= run out, use up, deplete
Succumb to smt= give in = to stop opposing someone or something that is stronger than you, and allow them to take control
Invasion= an occasion when an army or country uses force to enter and take control of another country
Provision= the act of providing smt
Solid= strong, certain, firm, concrete
Speculation= assumption, theory

Investigation= study, inspection

Be supposed to be= be expected to be

Inhabit= live in, settle in, dwell in, reside in

was settled **in relation to** sources of water, they found **inaccuracies** in the published geographic locations of ancient **settlements** ranging from several hundred metres to many kilometres. They realised that any attempts to use the existing data were likely to be fundamentally **flawed**. Over the course of several seasons of **fieldwork** they carried out new surveys, finding an **astonishing** 198 settlement sites that were previously unknown.

E. Now, research published by Dr Yama Dixit and Professor David Hodell, both from Cambridge's Department of Earth Sciences, has provided the first **definitive** evidence for climate change affecting the **plains** of north-western India, where hundreds of Harappan sites are known to have been situated. The researchers gathered **shells** of *Melanoidestheria tuberculata* snails from the **sediments** of an ancient lake and used geochemical analysis as a **means of tracing** the climate history of the region. 'As today, the major source of water into the lake is likely to have been the summer **monsoon**,' says Dixit. 'But we have observed that there was an **abrupt** change about 4,100 years ago, when the amount of **evaporation** from the lake **exceeded** the rainfall - **indicative** of a **drought**.' Hodell adds: 'We **estimate** that the weakening of the Indian summer monsoon climate lasted about 200 years before recovering to the previous conditions, which we still see today.'

F. It has long been thought that other great Bronze Age civilisations also declined at a similar time, with a global-scale climate event being seen as the cause. While it is possible that these local-scale processes were linked, the real archaeological interest lies in understanding the impact of these larger-scale events on different environments and different populations. 'Considering the vast area of the Harappan Civilisation with its **variable** weather systems,' explains Singh, 'it is essential that we **obtain** more climate data from

In relation to= in connection with something
Inaccuracy= a situation in which a fact or measurement is not completely correct or exact

Settlement= a group of houses and buildings where people live, especially in a place where few people have lived before
Flaw= faulty, imperfect, shoddy # flawless, perfect.

Fieldwork= the testing of scientific theories in real situations

Astonishing= amazing, surprising, shocking

Definitive= conclusive, final, ultimate

Plain= a large area of flat land

Shell= the hard outer covering of something, especially nuts, eggs, and some animals

Sediment= the solid material that settles at the bottom of a liquid

A means of Ving= a way of doing smt

Trace= find, discover

Monsoon= rainy season.

Abrupt= sudden, unexpected # gradual

Evaporation= the process of a liquid changing or being changed into a gas

Exceed= to be greater than a particular number or amount

Indicative= a sign that something exists, is true, or is likely to happen

Drought= a long period when there is little or no rain

Estimate= calculate, approximate, guess, evaluate

Variable= likely to change often # fixed

Obtain= get, acquire, earn, achieve

areas close to the two great cities at Mohenjodaro and Harappa and also from the Indian Punjab.'

G. Petrie and Singh's team is now examining archaeological records and trying to understand details of how people led their lives in the region five millennia ago. They are analysing **grains cultivated** at the time, and trying to **work out** whether they were grown under **extreme** conditions of water **stress**, and whether they were **adjusting** the combinations of crops they were growing for different weather systems. They are also looking at whether the types of **pottery** used, and other aspects of their material culture, were **distinctive** to **specific** regions or were more similar across larger areas. This gives us **insight into** the types of **interactive** networks that the population was involved in, and whether those changed.

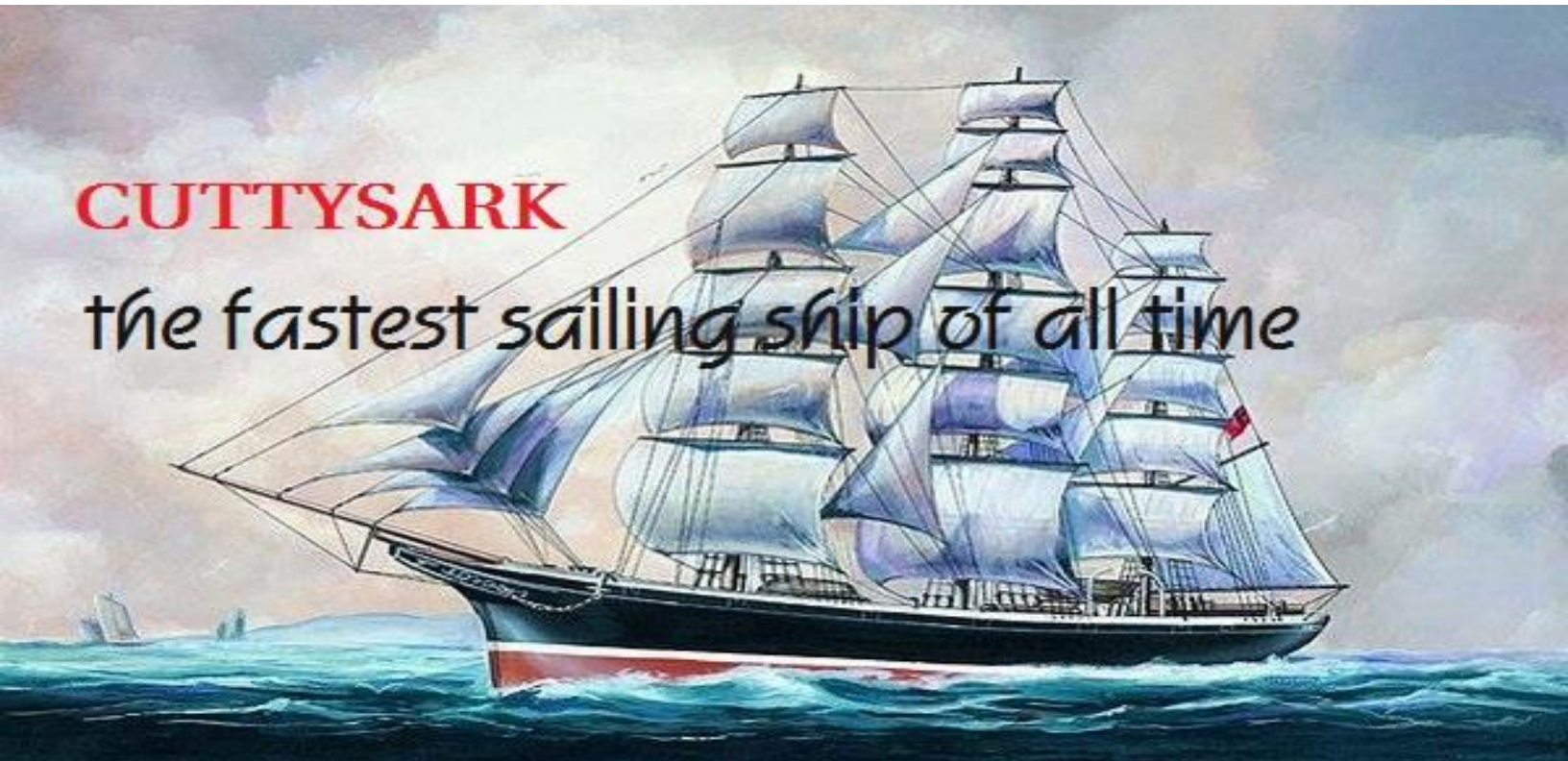
H. Petrie believes that archaeologists are in a **unique** position to **investigate** how past societies **responded to** environmental and climatic change. 'By investigating responses to environmental pressures and **threats**, we can learn from the past to engage with the public, and the relevant governmental and **administrative bodies**, to be more **proactive** in issues such as the management and administration of water supply, the balance of urban and rural development, and the importance of **preserving** cultural **heritage** in the future.'

Grain= a seed or seeds from a plant, especially a plant like a grass such as rice or wheat
Cultivate=to prepare land and grow crops on it, or to grow a particular crop
Work out= to find the answer to something
Extreme= severe, intense, excessive, harsh
Stress= force
Adjust=modify, adapt
Pottery= objects that are made out of clay by hand
Distinctive= easy to recognize because it is different from other things
Specific= exact, precise, detailed, explicit # vague
Insight (into something)= an understanding of what something is like
Interactive= involving communication

Unique= sole, exclusive # common
Investigate= examine, explore, study, research
Respond to smt= react = to do something as a reaction to something that has been said or done
Threat= danger, risk
Administrative= relating to the arrangements and work that is needed to control the operation of a plan or organization
Body= group of people who joined together for a particular reason
Proactive= taking action by causing change and not only reacting to change when it happens # passive
Preserve= protect, conserve, save, sustain, maintain, keep # destroy
Heritage= the history, traditions and qualities that a country or society has had for many years and that are considered an important part of its character

TEST 4

READING PASSAGE 1



The nineteenth century was a period of great technological development in Britain, and for **shipping** the major changes were from wind to steam power, and from wood to iron and steel.

The fastest **commercial** sailing **vessels** of all time were **clippers**, three-masted ships built to **transport goods** around the world, although some also took **passengers**. From the 1840s until 1869, when the Suez Canal opened and steam **propulsion** was replacing sail, clippers **dominated** world trade. Although many were built, only one has survived more or less **intact**: *CuttySark*, now **on display** in Greenwich, southeast London.

shipping= the delivery of goods, especially by ship

commercial= related to business and the buying and selling of goods and services

vessel= boat, sailing boat, ship, craft

clipper= a fast sailing ship used in the past

transport= carry, transfer, move

goods= merchandise, stock, products, commodities

passenger= someone who is travelling in a vehicle, plane, boat etc, but is not driving it or working on it

propulsion= the force that drives a vehicle forward

dominate= control, influence

intact= complete, unbroken, undamaged, unharmed # broken, damaged

on display= on show= something that is on display is in a public place where people can look at it

CuttySark's **unusual** name comes from the poem *Tam O'Shanter* by the Scottish poet Robert Burns. Tam, a farmer, is **chased** by a **witch** called Nannie, who is wearing a '*cuttysark*' – an old Scottish name for a short nightdress. The witch is **depicted** in *CuttySark's* **figurehead** – the **carving** of a woman typically at the front of old sailing ships. In **legend**, and in Burns's poem, witches cannot cross water, so this was a rather strange choice of name for a ship.

CuttySark was built in Dumbarton, Scotland, in 1869, for a shipping company owned by John Willis. To **carry out construction**, Willis chose a new ship building **firm**, Scott & Linton, and ensured that the **contract** with them put him in a very strong position. In the end, the firm was forced **out of business**, and the ship was finished by a **competitor**.

Willis's company was **active** in the tea trade between China and Britain, where speed could bring shipowners both profits and **prestige**, so *CuttySark* was designed to make the journey more quickly than any other ship. On her **maiden voyage**, in 1870, she **set sail** from London, carrying large amounts of goods to China. She returned **laden** with tea, making the journey back to London in four months. However, *CuttySark* never **lived up to the high expectations** of her owner, as a result of bad winds and various **misfortunes**. On one occasion, in 1872, the ship and a **rival** clipper, *Thermopylae*, left port in China on the same day. Crossing the Indian Ocean, *CuttySark* **gained a lead** of over 400 miles, but then her **rudder** was **severely** damaged in stormy seas, making her impossible to **steer**. The ship's **crew** had the **daunting task** of repairing the rudder at sea, and only succeeded at the second attempt. *CuttySark* reached London a week after *Thermopylae*.

unusual= uncommon, unfamiliar, strange
chase= to quickly follow someone or something in order to catch them
witch= a woman who is believed to have magic powers, especially to do evil things
depict= describe, illustrate, show, represent
figurehead= a wooden model of a woman that used to be placed on the front of ships
carving= an object or pattern made by cutting a shape in wood or stone for decoration
legend= myth, folk tale, traditional story
carry out= to do something that needs to be organized and planned
construction= building, assembly, erection
firm= company, business, enterprise
contract= an official agreement between two or more people, stating what each will do
be out of business= stops operating, especially because of financial problems= bankrupt
competitor= rival, opponent

active= involved in a activity and doing lots of practical things to achieve your aims
prestige= reputation, fame, honour
maiden voyage= the first journey
set sail= to begin a journey by boat or ship
be laden with smth= heavily loaded with something
live up to somebody's expectations= do as well as it was expected to
misfortune= bad luck
rival= competitor
gain a lead= to be the first to do smt
rudder= a flat part at the back of a ship or aircraft that can be turned in order to control the direction in which it moves
severely= very badly
steer= to control the direction a vehicle is going, for example by turning a wheel
crew= sailors, seamen, mariners
daunting task= a difficult task

Steam ships **posed** a growing **threat to** clippers, as their speed and **cargo capacity** increased. In addition, the opening of the Suez Canal in 1869, the same year that *CuttySark* was **launched**, had a serious impact. While steam ships could **make use of** the quick, direct route between the Mediterranean and the Red Sea. The canal was **of no use** to sailing ships, which needed the much stronger winds of the oceans, and so had to sail a far greater distance. Steam ships reduced the journey time between Britain and China by approximately two months.

By 1878, tea traders weren't interested in *CuttySark*, and instead, she took on the much less **prestigious** work of carrying any cargo between any two ports in the world. In 1880, violence **aboard** the ship led ultimately to the **replacement** of the captain with an **incompetent drunkard** who stole the crew's **wages**. He was **suspended from** service, and a new captain **appointed**. This marked a **turnaround** and the beginning of the most successful period in *CuttySark's* working life, transporting wool from Australia to Britain. One such journey took just under 12 weeks, beating every other ship sailing that year by around a month.

The ship's next captain, Richard Woodget, was an excellent **navigator**, who **got the best out of** both his ship and his crew. As a sailing ship, *CuttySark* depended on the strong trade winds of the southern **hemisphere**, and Woodget took her further south than any previous captain, bringing her dangerously close to icebergs off the southern tip of South America. His **gamble paid off**, though, and the ship was the fastest vessel in the wool trade for ten years.

pose a threat to smt/smb= cause danger to st/smb

cargo= freight = the goods that are being carried in a ship or plane

capacity= volume, size

launch= initiate, introduce, open

make use of smt= to use something that is available in order to achieve something or get an advantage for yourself

be of no use= to be completely useless

prestigious= reputable, respected, honoured, acclaimed

aboard= on or onto a ship, plane, or train

replacement= when you get something that is newer or better than the one you had before

incompetent= unskilful, unprofessional, incapable, unqualified # competent, skilful

drunkard= someone who often gets drunk

wage= money you earn that is paid according to the number of hours, days, or weeks that you work.

suspend smb from smt= to make someone leave their job for a short time, especially because they have broken the rules

appoint= to choose someone for a position or a job

turnaround= a complete change from a bad situation to a good one

navigator= an officer on a ship or aircraft who plans which way it should go when it is travelling from one place to another

get the best out of sb/st= encourage someone or make use of something to achieve the greatest output of work/production

hemisphere= a half of the Earth, especially one of the halves above and below the equator

gamble= an action or plan that involves a risk but that you hope will succeed

pay off= be successful or have a good result

As **competition** from steam ships increased in the 1890s, and *CuttySark* **approached** the end of her **life expectancy**, she became less **profitable**.

She was sold to a Portuguese firm, which renamed her *Ferreira*. For the next 25 years, she again carried **miscellaneous cargoes** around the world.

Badly damaged in a **gale** in 1922, she was put into Falmouth harbour in southwest England, for repairs. Wilfred Dowman, a retired sea captain who owned a training vessel, **recognised** her and tried to buy her, but without success. She returned to Portugal and was sold to another Portuguese company. Dowman was **determined**, however, and offered a high price: this was accepted, and the ship returned to Falmouth the following year and had her **original** name **restored**.

Dowman used *CuttySark* as a training ship, and she continued in this role after his death. When she was no longer required, in 1954, she was **transferred to** dry dock at Greenwich to go on public display. The ship **suffered from** fire in 2007, and again, less seriously, in 2014, but now *CuttySark* attracts a quarter of a million visitors a year.

competition= a situation in which people or organizations try to be more successful than other people or organizations

approach= move toward, come close to

life expectancy= life span = longevity

profitable= beneficial, useful, valuable, advantageous, productive, worthwhile

miscellaneous= various, varied, mixed, diverse

gale=a very strong wind

recognise= remember, recall, recollect # forget

determined= having a strong desire to do something, so that you will not let anyone stop you

original=first, earliest, initial

restore=to make something return to its former state or condition

transfer something to somewhere= to move something to a place

suffer from= to experience something unpleasant

READING PASSAGE 2



More than a third of the Earth's top layer is **at risk**.

*Is there hope for our planet's most **precious resource**?*

A More than a third of the world's soil is **endangered**, according to a recent UN report. If we don't slow the decline, all farmable soil could be gone in 60 years. Since soil grows 95% of our food, and **sustains** human life in other more surprising ways, that is a huge problem.

B Peter Groffman, from the Cary Institute of Ecosystem Studies in New York, points out that soil scientists have been warning about the **degradation** of the world's soil for decades. At the same time, our understanding of its importance to humans has grown. A single gram of healthy soil might contain 100 million bacteria, as well as other **microorganisms** such as viruses and

be at risk= in a situation where you may be harmed

precious= valued, cherished, treasured
worthless, cheap

resource= something such as useful land, or minerals such as oil or coal, that exists in a country and can be used to increase its wealth

endangered= being put at risk = being in danger

sustain= support, help, assist, encourage

degradation (n)= the process by which something changes to a worse condition

microorganism= a living thing that is so small that it cannot be seen without a microscope

fungi, living amid **decomposing** plants and various **minerals**.

That means soils do not just grow our food, but are the source of nearly all our existing **antibiotics**, and could be our best hope in the fight against antibiotic-**resistant** bacteria. Soil is also an **ally** against climate change: as microorganisms within soil **digest** dead animals and plants, they lock in their carbon content, holding three times the amount of carbon as does the entire atmosphere. Soils also store water, preventing flood damage: in the UK, damage to buildings, roads and bridges from floods caused by soil degradation costs £233 million every year.

C. If the soil loses its ability to perform these functions, the human race could be in big trouble. The danger is not that the soil will disappear completely, but that the microorganisms that give it its special **properties** will be lost. And once this has happened, it may take the soil thousands of years to **recover**.

Agriculture is by far the biggest problem. In the wild, when plants grow they **remove nutrients** from the soil, but then when the plants die and **decay** these nutrients are returned directly to the soil. Humans tend not to return unused parts of **harvested** crops directly to the soil to **enrich** it, meaning that the soil gradually becomes less **fertile**. In the past we developed strategies to **get around** the problem, such as regularly **varying** the types of crops grown, or leaving fields **uncultivated** for a season.

D But these **practices** became inconvenient as populations grew and agriculture had to be **run on** more **commercial lines**. A solution came in the early 20th century with the Haber-Bosch process for manufacturing ammonium nitrate. Farmers have been putting this **synthetic fertiliser** on their fields ever since.

fungus (sing) – fungi (plural)= a simple type of plant that has no leaves or flowers and that grows on plants or other surfaces
decompose= to destroy something by breaking it into smaller parts.
mineral= a substance that is formed naturally in the earth and can be dug out of the ground
antibiotics= a drug that is used to kill bacteria and cure infections
resistant= unaffected by, immune to, # susceptible to
ally= friend, partner, supporter
 # enemy, opponent
digest= eat, consume, process

property= a quality that a substance, plant has

recover= get better, get well # worsen

remove= take out, draw out, extract
nutrient= a chemical/food that provides what is needed for plants/animals to grow

decay= to be destroyed gradually by natural processes= decompose
harvest= to gather crops from the fields
enrich= improve, upgrade # impoverish
fertile= fruitful, productive, high-yielding
get around smt= to avoid something that is difficult or causes problems for you

vary=be different

uncultivated= (of land) not used for growing crops.

practice= habit, custom

run on commercial lines= be involved in the buying and selling of goods/services

synthetic= artificial, man-made, unnatural

fertiliser= a natural/ chemical substance that is spread on the land or given to plants, to make plants grow well

But over the past few decades, it has become clear this wasn't such a bright idea. Chemical fertilisers can **release** polluting nitrous oxide into the atmosphere and **excess** is often **washed away** with the rain, releasing nitrogen into rivers. More recently, we have found that **indiscriminate** use of fertilizers hurts the soil itself, turning it **acidic** and **salty**, and degrading the soil they are **supposed to nourish**.

E One of the people looking for a solution to this problem is Pius Floris, who **started out** running a tree-care business in the Netherlands, and now advises some of the world's top soil scientists. He came to realise that the best way to ensure his trees **flourished** was to take care of the soil, and has developed a **cocktail of** beneficial bacteria, fungi and **humus** to do this. Researchers at the University of Valladolid in Spain recently used this cocktail on soils destroyed by years of fertiliser overuse. When they applied Floris's mix to the desert-like test **plots**, a good crop of plants **emerged** that were not just healthy at the **surface**, but had roots strong enough to **pierce** dirt as hard as rock. The few plants that grew in the control plots, **feed with** traditional fertilisers, were small and weak.

F However, measures like this are not enough to solve the global soil degradation problem. To **assess** our options on a global **scale** we first need an accurate picture of what types of soil are out there, and the problems they face. That's not easy. For one thing, there is no agreed international system for **classifying** soil. In an attempt to **unify** the different approaches, the UN has created the Global Soil Map project. Researchers from nine countries are working together to create a map linked to a **database** that can be fed **measurements** from field surveys, drone surveys, satellite imagery, lab analyses and so on to

release= discharge, free, flow out, leave # hold

excess= a larger amount of something than is allowed or needed

wash away= if water washes something away, it carries it away with great force

indiscriminate= an indiscriminate action is done without thinking about what harm it might cause

acidic= containing acid

salty= containing salt

be supposed to= used to say what was or is expected or intended to happen, especially when it did not happen

nourish= nurture, cultivate, strengthen, enrich

start out= to begin to do something, especially in business or work

flourish= grow quickly= thrive, proliferate

a cocktail of= a mixture of several things

humus= soil made of decayed plants, leaves etc that is good for growing plants

plot= a small piece of land

emerge= appear, occur, arise

surface= the top layer of an area of water or land

pierce= pass through

feed plants with smt= to give plants a special substance to make them grow

assess= evaluate, judge, rate, calculate.

scale= extent, size, scope, magnitude

classify= categorize, group, put into group

unify= unite, bring together, integrate

database= large amount of data stored in a computer system

measurement= evaluation, assessment

provide real-time data on the **state** of the soil. Within the next four years, they **aim to** have **mapped** soils worldwide to a depth of 100 metres, with the results freely **accessible** to all.

G But this is only a first step. We need ways of **presenting** the problem that **bring it home to** governments and the wider public, says Pamela Chasek at the International Institute for Sustainable Development, in Winnipeg, Canada. 'Most scientists don't speak language that policy-makers can understand, and **vice versa**.' Chasek and her colleagues have **proposed** a goal of 'zero net land degradation'. Like the idea of **carbon neutrality**, it is an easily understood target that can help **shape expectations** and encourage action.

For soils **on the brink**, that may be too late. Several researchers are **agitating for** the **immediate** creation of protected zones for endangered soils. One difficulty here is **defining** what these areas should **conserve**: areas where the greatest soil **diversity** is present? Or areas of **unspoilt** soils that could act as a future **benchmark** of quality?

Whatever we do, if we want our soils to survive, we need to take action now.

state= condition, situation, state of affairs
aim to= to try or intend to achieve smt
map= to make a map of a particular area
accessible= reachable, approachable

present= demonstrate, show
bring smt home to smb= to make someone understand something much more clearly than they did before, especially something unpleasant
vice versa= used to say that the opposite of a situation you have just described is also true
propose= put forward, suggest, offer
carbon neutrality= a term used to describe the action of organizations/ individuals taking action to remove as much CO2 from the atmosphere as each put in to it
shape= form, build, define
expectation= what you hope will happen

be on the brink= be in a point when you are almost in a new situation, usually a bad one
agitate for= to argue strongly in public for something you want, especially a political or social change
immediate= instant, prompt, rapid, quick
define= determine, establish, decide
conserve= preserve, protect, maintain, save, safeguard
diversity= variety, mixture, range, array
unspoilt= preserved, intact, as good as before= pristine, unharmed, undamaged, untouched, unaffected
benchmark= standard, criterion

READING PASSAGE 3

BOOK REVIEW



The Happiness Industry: How the Government and

Big Business Sold Us Well-Being

By William Davies

Happiness is the **ultimate goal** because it is **self-evidently** good. If we are asked why happiness **matters** we can give no further **external** reason. It just obviously does matter.' This **pronouncement** by Richard Layard, an economist and **advocate** of 'positive psychology', summarises the beliefs of many people today. For Layard and others like him, it is

ultimate goal= main and most important aim

self-evident= clear, obvious without needing any proof or explanation

matter= to be important

external= outer, outside # internal

pronouncement= an official public statement

advocate= supporter, promoter, upholder

obvious that the purpose of government is to **promote** a state of **collective well-being**. The only question is how to achieve it, and here positive **psychology** - a supposed science that not only **identifies** what makes people happy but also allows their happiness to be measured – can show the way. Equipped with this science, they say, governments can **secure** happiness in society in a way they never could in the past.

It is an **astonishingly crude** and simple-minded way of thinking, and for that very reason increasingly popular. Those who think in this way are **oblivious to** the vast **philosophical literature** in which the meaning and value of happiness have been explored and questioned, and write as if nothing of any importance had been thought on the subject until it came to their attention. It was the philosopher Jeremy Bentham (1748-1832) who was more than anyone else responsible for the development of this way of thinking. For Bentham it was obvious that the human good consists of pleasure and the **absence** of pain. The Greek philosopher Aristotle may have identified happiness with **self-realisation** in the 4th century BC, and thinkers throughout the ages may have **struggled to reconcile** the **pursuit of** happiness **with** other human values, but for Bentham all this was mere **metaphysics** or fiction. Without knowing anything much of him or the school of **moral** theory he established – since they are by education and intellectual **conviction illiterate** in the history of ideas – our advocates of positive psychology follow in his

promote= encourage, foster, develop, boost, stimulate # obstruct, impede
collective= shared or made by every member of a group or society
well-being= a feeling of being comfortable, healthy, and happy
psychology= the study of the mind and how it influences people's behaviour
identify= determine, find out, decide
secure= assure, ensure, guarantee, warrant, protect
astonishingly= surprisingly, shockingly
crude= simple, basic, undeveloped
be oblivious to smt= be unaware of smt
philosophical literature= all the books, articles related to the study of the nature and meaning of existence, truth, good and evil etc
absence= lack, non-existence# presence
self-realisation= fulfillment of one's own potential
struggle to= to try hard to achieve smt, even though it is very difficult
reconcile smt with smt= find a way in which two ideas/situations can both be true or acceptable.
pursuit of smt= the act of trying to get or find something in a determined way
metaphysics= the part of philosophy that is concerned with trying to understand and describe the nature of truth, life, and reality
moral= **ethical**= relating to the principles of what is right and wrong behaviour, and with the difference between good and evil
conviction= strong belief or opinion
illiterate= knowing little or nothing about a particular subject

tracks in **rejecting** as **outmoded** and **irrelevant** pretty much the entirety of **ethical reflection** on human happiness **to date**.

But as William Davies notes in his recent book *The Happiness Industry*, the view that happiness is the only self-evident good is actually a way of limiting moral **inquiry**. One of the **virtues** of this rich, **lucid** and **arresting** book is that it places the current **cult** of happiness in a well-defined historical framework. Rightly, Davies begins his story with Bentham, noting that he was far more than a philosopher. Davies writes, 'Bentham's activities were those which we might now associate with a public sector management consultant'. In the 1790s, he wrote to the Home Office suggesting that the departments of government be linked together through a set of 'conversation tubes', and to the Bank of England with a design for a printing device that could produce **unforgeable** banknotes. He **drew up** plans for a "frigidarium" to keep **provisions** such as meat, fish, fruit and vegetables fresh. His **celebrated** design for a prison to be known as "Panopticon", in which prisoners would be kept in **solitary confinement** why being **visible** at all times to the guards, was very nearly **adopted**. (Surprisingly, Davies does not discuss the fact that Bentham means his Panopticon not just as a model prison but also as an instrument of control that could be applied to schools and factories.)

reject= refuse, say no to #accept
outmoded= out of date, old-fashioned, outdated # fashionable, modern
irrelevant= not useful or not relating to a particular situation
reflection= thought, thinking, pondering
to date= up to now

inquiry= a question you ask in order to get information
virtue= good point, strong point, strength
lucid= clear, understandable # confusing
arresting= striking, noticeable, impressive
cult of smt= a fashionable belief, idea, or attitude that influences people's lives
unforgeable= unable to imitate/copy (handwriting, a signature,...)
draw up a plan= to prepare a plan
provision= supply
celebrated= acclaimed, honoured, eminent, famous, renowned, well known
solitary= isolated, lonely, unreachable # accessible
confinement= imprisonment, captivity # liberty
visible= seeable, observable, noticeable, easily seen # invisible, hidden
adopt= choose, select # reject

Bentham was also a **pioneer** of the “science of happiness”. If happiness is to be regarded as a science, it has to be measured, and Bentham suggested two ways in which this might be done. Viewing happiness as a complex of **pleasurable sensations**, he suggested that it might be **quantified** by **measuring** the human **pulse rate**. Alternatively, money could be used as the standard of quantification: if two different goods have the same price, it can be claimed that they produce the same quantity of pleasure in the consumer. Bentham was more attracted by the latter measure. By associating money so closely to **inner** experience, Davies writes, Bentham ‘**sets the stage for the entangling** of psychological research and **capitalism** that would **shape** the business practices of the twentieth century’.

The Happiness Industry describes how the project of a science of happiness has become **integral to** capitalism. We learn much that is interesting about how economic problems are being **redefined** and treated as psychological **maladies**. In addition, Davies shows how the belief that inner states of pleasure and displeasure can be **objectively** measured has informed management studies and advertising. The tendency of thinkers such as J B Watson, the founder of behaviourism*, was that human beings could be shaped, or **manipulated**, by policymakers and managers. Watson had no factual basis for his view of human action. When he became president of the American Psychological Association in 1915,

pioneer of smt= someone who is important in the early development of something, and whose work or ideas are later developed by other people
pleasurable= pleasant, enjoyable, delightful, nice # unpleasant
sensation= feeling
quantify= to calculate the value of something and express it as a number or an amount
measure= calculate, estimate, count
pulse rate= the number of heart beats per minute

inner= internal, interior, inside, innermost # external, outer

set the stage for smt= to prepare for something or make something possible

entangle= involve smb/smt in a difficult or complicated situation

capitalism= an economic and political system in which businesses belong mostly to private owners, not to the government.

shape= form, build

be integral to smt= essential, vital, indispensable, necessary

redefine= to change the nature or limits of something; to make people consider something in a new way

malady= a serious problem in society

objectively= if you do something objectively, you try to do it based on the facts, and not be influenced by your own feelings or opinions

manipulate= control

he 'had never even studied a single human being': his research had been **confined to** experiments on white rats. Yet Watson's **reductive** model is now widely applied, with 'behaviour change' becoming the goal of governments: in Britain, a 'Behaviour Insights Team' has been established by the government to study how people can be encouraged, at **minimum** cost to the public **purse**, to live in what are considered to be socially **desirable** ways.

Modern industrial societies appear to need the possibility of **ever-increasing** happiness to **motivate** them in their labours. But whatever its intellectual **pedigree**, the idea that governments should be responsible for promoting happiness is always a threat to human freedom.

confine smt to smt= restrict = limit

reductive= crude = considering or presenting something in a simple way, especially a way that is too simple

minimum= lowest level # maximum

purse= wallet

desirable= attractive, valuable
undesirable

ever-increasing= increasing all the time

motivate sb to do smt= inspire, encourage, stimulate

pedigree= background = the history and achievements of something or someone, especially when they are good and should be admired

PHỤ LỤC

IELTS READING ANSWER SHEET | Phiên bản chỉnh sửa

Phù hợp việc tự luyện IELTS Reading tại nhà

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

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

<https://drive.google.com/open?id=0B2TloHBjIsvnXzRhR29MN25FSFFiWDVGcDc4SVhrYmc3cU4w>

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

Link download

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

Ưu điểm của answer sheet này

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

Hướng dẫn cách ghi answer sheet mới

Dinhthangielts
This test is from Test 4 Cam 9 Date 31st Jan 2018

NOTES

Ghi các vấn đề bạn gặp phải ở cột này

Tự đưa ra các cách giải quyết cho các vấn đề đó ở cột này

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

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

Marker use only		Marker use only	
1	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/>	21	<input checked="" type="checkbox"/> 21 <input checked="" type="checkbox"/>
2	<input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/>	22	<input checked="" type="checkbox"/> 22 <input checked="" type="checkbox"/>
3	<input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/>	23	<input checked="" type="checkbox"/> 23 <input checked="" type="checkbox"/>

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)

Dinhthang123

This test is from

Sheet glass / 41

NOTES (Time 15')

(1-8)

chức dụng của lịch / 48 (Time 8')

9-13)

ứng Back at trung với lasers 65; time 12)

14-20)

đọc the biological / 75 (time: 12)

(21-24)

Grap - jill : Cam 8

Data

Xác định sai thông tin (4)

Xác định đúng thông tin những hiểu sai (6)

Xác định ngữ pháp của thông tin tìm để ở trong câu hỏi.

Đọc thêm các từ, nội dung (bên)

Biết nghĩa của từ trong câu (đọc văn gốc và hiểu câu)

Xác định sai thông tin trong tâm

Bị lừa bởi các "key word"

Đọc tổng thể cả bài

Tìm thời gian

Tìm chủ vào "key word"

✓ do so ✓

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

Marker 2 Initials

Marker 1 Initials

Band Score

Reading Total

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



Phương Anh
 21 July

[Boost your vocabulary review]

Hì cả nhà, mình vừa thi ielts tháng 6 vừa rồi và có sử dụng bộ Boost your vocabulary của anh [Dinh Thang](#) và các bạn trong group. Không biết các bạn khác thấy sao nhưng nó thực sự giúp mình rất nhiều khi làm bài. Phải thừa nhận là mình rất lười học từ vựng. Thường thì mình sẽ đoán từ dựa theo ngữ cảnh, tuy nhiên k phải lúc nào cũng đoán đúng, Thế nên, trước ngày thi 1 tháng mình bắt đầu học theo bộ Vocab này, cũng là một cách mình ôn quay vòng bộ Cam.

Trong khi làm bài có từ mới nào xuất hiện nhiều lần thì mình sẽ gạch chân, sau đó khi chấm xong thì sẽ tra trong quyển Vocab, đồng thời đọc lại toàn bộ cả test đấy. Sau 3 quyển thì mình đã học được khá khá cặp từ đồng nghĩa. mình có thể định vị đoạn văn có câu trả lời nhanh hơn bằng việc tìm từ đồng nghĩa với keyword trong câu hỏi, đặc biệt với dạng matching information.

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

Em cũng xin cảm ơn anh Thang 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

NOTE: Admissions 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: [REDACTED]
First Name: PHUONG ANH
Candidate ID: 174519469

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

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

Test Results

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

Administrator Comments

Centre stamp: VIETNAM BRITISH COUNCIL HYNH BIA
Validation stamp: IELTS

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

BRITISH COUNCIL idp Cambridge Assessment English

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

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



An An

22 July at 20:08

[Review sách Boost your vocabulary]

Mình thi IELTS từ đầu năm nay, nhưng quá trình học có sử dụng sách này nên mình muốn review với các bạn cách sử dụng sách hiệu quả và cũng như gửi lời cảm ơn sâu sắc đến tác giả và nhóm biên soạn.

Mình đạt 9.0 Reading, khởi điểm là 7.5-8.0 Reading.

Cách học của mình như sau:

1. Tra phiên âm và nghĩa của những từ chưa biết (Sách có nhiều synonym nên đoán cũng được, đỡ mất công tra nghĩa).
2. Học thuộc hết tất cả các từ vựng có trong đó, vì là từ vựng kèm đoạn văn theo ngữ cảnh nên rất dễ nhớ từ).

Mình thường học và nhớ theo cả cụm đồng nghĩa:

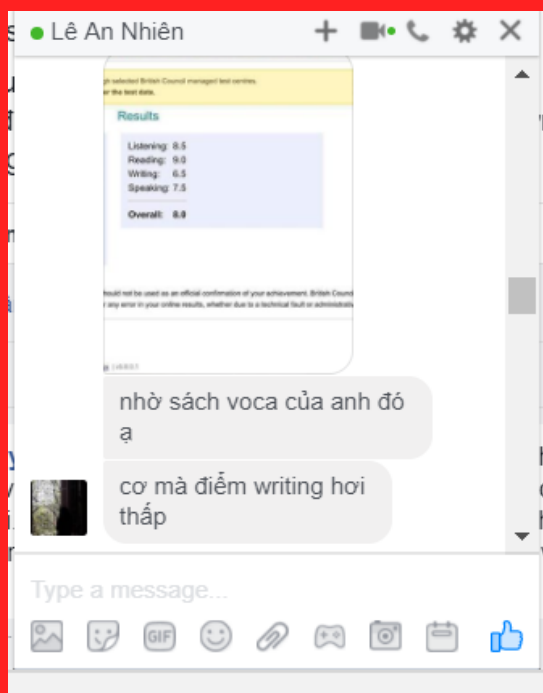
Vd: Tuition=teaching=guidance=training.

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

<https://www.facebook.com/groups/ieltsngocbach/permalink/2565485983522048/>

3. Theo mình thì không nên giới hạn một ngày học bao nhiêu từ cả, cái quan trọng là phải ÉP BẢN THÂN học thường xuyên và liên tục từng ngày vì bản thân nó rất dễ quên, ngày hôm sau học nhớ khảo lại bài ngày hôm trước. Một cách để đỡ quên từ vựng là hãy cố gắng tiếp xúc và đọc thật nhiều thứ bằng tiếng anh.

4. Cứ như thế mình học xoay vòng tròn trong 4 cuốn sách boost.



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

Results

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

Overall: 8.0

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



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

Like · Reply · 4d



Đinh Thang replied · 1 Reply

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



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

Love · Reply · 5w



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

Like · Reply · 15w



<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

Google.com.vn

Group IELTS Việt

Group IELTS family – Các nhóm tự học IELTS

Hoặc

facebook.com/dinhthangielts

Bạn nào sử dụng sách và thấy kết quả thì rất mong bạn inbox cho mình để mình có thêm động lực soạn tài liệu

Đinh Thắng