

TÀI LIỆU LUYỆN ĐỌC HIỂU

(Biên soạn: Hoàng Việt Hưng - Trick Master)

* Cách học:

- Đặt thời gian 15 phút cho bài 10 câu và 10 phút cho bài 5 câu.
- Làm qua 1 lượt không tra cứu rồi tra đáp án - nên đọc bài trước một lượt rồi mới đọc câu hỏi.
- (tốt nhất nên làm ra nháp và giữ bản photo sạch sẽ để còn làm lại **LẦN 2**)
- Mỗi ngày làm từ 1 - 2 bài. Hôm nào giải đề thì làm 1 bài, hôm nào học lẻ thì làm 2 bài.
- Quay lại làm chỗ này vào khoảng mùng 10 tháng 6.
- Không thể tra cứu hết được thì hãy cố tra cứu các từ mà vì không biết nó nên mình làm sai.
- Hãy cố gắng **TRA CỨU KỸ** các bài sau:

Bài 1 Bài 2 Bài 3 Bài 7 Bài 11 Bài 13

Bí quyết làm đọc hiểu - thực ra Phương Hướng - là:

TỪ VỰNG và LUYỆN TẬP !

Bây giờ chỉ kịp nạp ít từ vựng nên cố gắng lấy Luyện Tập để bù lại !

Hãy chú ý từ vựng trong các bài đọc sách giáo khoa lớp 12 ! -
Đảm bảo **HẾT SẠCH** trong đó đi !

BÀI SỐ 1

Plants and animals will find it difficult to escape from or adjust to the effects of global warming. Scientists have already observed shifts in the lifecycles of many plants and animals, such as flowers blooming earlier and birds hatching earlier in the spring. Many species have begun shifting where they live or their annual migration patterns due to warmer temperatures.

With further warming, animals will tend to migrate towards the poles and up mountainsides towards higher elevations. Plants will also attempt to shift their ranges, seeking new areas as old habitats grew too warm. In many places, however, human development will prevent these shifts. Species that find cities or farmland blocking their way north or south may become extinct. Species living in unique ecosystems, such as **those** found in polar and mountaintop regions, are especially at risk because migration to new habitats is not possible. For example, polar bears and marine mammals in the Arctic are already threatened by dwindling sea ice but have nowhere farther north to go.

Projecting species extinction due to global warming is extremely difficult. Some scientists have estimated that 20 to 50 percent of species could be committed to extinction with 2 to 3 Celsius degrees of further warming. The rate of warming, not just the magnitude, is extremely important for plants and animals. Some species and even entire ecosystems, such as certain types of forest, may not be able to adjust quickly enough and may disappear.

Ocean ecosystems, especially **fragile** ones like coral reef, will also be affected by global warming, warmer ocean temperatures can cause coral to "bleach", a state which if prolonged will lead to the death of the coral. Scientists estimate that even 1 Celsius degree of additional warming could lead to widespread bleaching and death of coral reefs around the world. Also, increasing carbon dioxide in the atmosphere enters the ocean and increases the acidity of ocean waters. This acidification further stresses ocean ecosystems.

Question 1. Scientists have observed that warmer temperatures in the spring cause flowers to.....

- | | |
|------------------|-------------------|
| A. bloom earlier | B. lose color |
| C. die instantly | D. become lighter |

Question 2: According to paragraph 2, when their habitats grow warmer, animals tend to move.....

- A. south-eastwards and down mountainsides towards lower elevations
- B. north-westwards and up mountainsides towards higher elevations
- C. towards the North Pole and down mountainsides towards lower elevations
- D. towards the poles and up mountainsides towards higher elevations

Question 3: The pronoun "**those**" in paragraph 2 refers to.....

- | | | | |
|------------|---------------|-------------|----------|
| A. species | B. ecosystems | C. habitats | D. areas |
|------------|---------------|-------------|----------|

Question 4: The phrase "**dwindling sea ice**" in paragraph 2 refers to.....

- | | |
|-----------------------------------|----------------------------------|
| A. the frozen water in the Arctic | B. the cold ice in the Arctic |
| C. the violent Arctic Ocean | D. the melting ice in the Arctic |

Question 5: It is mentioned in the passage that if the global temperature rose by 2 or 3 Celsius degrees.....

- A. water supply would decrease by 50 percent
- B. the sea level would rise by 20 centimeters
- C. 20 to 50 percent of species could become extinct
- D. half of the earth's surface would be flooded

Question 6: According to the passage, if some species are not able to adjust quickly to warmer temperatures,.....

- A. they may be endangered
- B. they can begin to develop.
- C. they will certainly need water
- D. they move to tropical forests.

Question 7: The word “**fragile**” in paragraph 4 most probably means

- A. very large
- B. easily damaged
- C rather strong
- D. pretty hard

Question 8: The bleaching of coral reefs as mentioned in paragraph 4 indicates

- A. the water absorption of coral reefs
- B. the quick growth of marine mammals.
- C. the blooming phase of sea weeds
- D. the slow death of coral reefs.

Question 9: The level of acidity in the ocean is increased by.....

- A. the rising amount of carbon dioxide entering the ocean
- B. the decrease of acidity of the pole waters
- C. the extinction of species in coastal areas.
- D. the loss of acidity in the atmosphere around the earth

Question 10: What does the passage mainly discuss?

- A. Influence of climate changes on human lifestyles.
- B. Effects of global warming on animals and plants
- C. Global warming and possible solutions
- D. Global warming and species migration

BÀI SỐ 2

Upon the creation of the United States, one of the core concepts on which the hopes for the new democracy were pinned was the ideal that its citizens would be **enlightened individuals** with clearly articulated rights and the opportunity for individual achievement and education. It was believed that in a free nation where the power belongs to the people, the commitment to education defines the progress of that democracy and is the catalyst for future progress. This core value has not only stood the test of time but has also grown in importance.

In this new Information Era and international economy, education is an increasingly vital commodity, a precursor of potential success and a driving force of change. It is important to recognize, however, that we approach education today differently than in the past, partly because the kinds of jobs people had didn't require the kind of basic education and specialized training that is often required in the workforce today. In the 1950s, for instance, only 20 percent of American jobs were classified as professional, 20 percent as skilled, and 60 percent as unskilled. Today, our world has changed. The proportion of unskilled jobs has fallen to 20 percent, while skilled jobs now account for at least 60 percent of the workforce. Even more important, almost every job today increasingly requires a combination of academic knowledge and practical skills that require learning throughout a lifetime.

Question 1. Education is defined in this passage as a driving force of change because_____.

- A. without education, no changes could have happened in American society so far
- B. the government of the United States want to drive social changes in their own ways
- C. education has helped to bring about and orient most changes in the American workforce
- D. any American citizen who wants to change his driving licence must be very well-educated

Question 2. The passage shows the percentage of jobs that require higher training in the US between the 1950s and now.

- A. has remained the same
- B. has changed dramatically
- C. has been reversed
- D. has changed slightly

Question 3. The phrase "**enlightened individuals**" in the first sentence most likely means "people who_____."

- A. always appear brilliant-looking in public
- B. have often been well-exposed to light
- C. have acquired an adequate level of education
- D. bring light to anywhere they go

Question 4. In order to become a good American citizen today, in the author's point of view, any individual must_____.

- A. know well all his/her rights and be ready to grasp his/her opportunity of success in life
- B. study carefully the history of American educational and vocational systems even since their creation
- C. understand thoroughly the combination of academic knowledge and practical skills
- D. move actively forward in the new Information Era and international economy with a prestigious diploma

Question 5. Which of the following titles would be best for the passage?

- A. Education and Jobs in the Past and at Present in the United States
- B. The Significant Role of Education in American Citizens' Careers
- C. Academic Knowledge and Practical Skills in American Professions
- D. Recent Changes of Educational and Vocational Systems in America

BÀI SỐ 3

Overpopulation, the situation of having large numbers of people with too few resources and too little space, is closely associated with poverty. It can result from high population density, or from low amounts of resources, or from both. Excessively high population densities put stress on available resources. Only a certain number of people can be supported on a given area of land, and that number depends on how much food and other resources the land can provide. In countries where people live primarily by means of simple fanning, gardening, herding, hunting, and gathering, even large areas of land can support only small numbers of people because these labour intensive subsistence activities produce only small amounts of food.

In developed countries such as the United States, Japan, and the countries of Western Europe, overpopulation generally is not considered a major cause of poverty. These countries produce large quantities of food through mechanized farming, which depends on commercial fertilizers, large-scale irrigation, and agricultural machinery. This form of production provides enough food to support the high densities of people in metropolitan areas.

A country's level of poverty can depend greatly on its mix of population density and agricultural productivity. Bangladesh, for example, has one of the world's highest population densities, with 1,147 persons per sq km. A large majority of the people of Bangladesh engage in low - productivity manual farming, which contributes to the country's extremely high level of poverty. Some of the smaller countries in Western Europe, such as the Netherlands and Belgium, have high population densities as well. These countries practise mechanized farming and are involved in high-tech industries, however, and therefore have high standards of living.

At the other end of the spectrum, many countries in sub-Saharan Africa have population densities of less than 30 persons per sq km. Many people in these countries practise manual subsistence farming; these countries also have infertile land, and lack the economic resources and technology to boost productivity. As a consequence, these nations are very poor. The United States has both relatively low population density and high agricultural productivity; it is one of the world's wealthiest nations.

High birth rates contribute to overpopulation in many developing countries. Children are assets to many poor families because they provide labour, usually for farming. Cultural norms in traditionally rural societies commonly sanction the value of large families. Also, the governments of developing countries often provide little or no support, financial or political, for family planning; even people who wish to keep their families small have difficulty doing so. For all these reasons, developing countries tend to have high rates of population growth.

Question 1: Which of the following is given a definition in paragraph 1?

- | | |
|-------------------|-----------------------|
| A. Overpopulation | B. Population density |
| C. Simple farming | D. Poverty |

Question 2: What will suffer when there are excessively high population densities?

- | | |
|------------------------|------------------|
| A. Available resources | B. Skilled labor |
| C. Farming methods | D. Land area |

Question 3: The phrase "**that number**" in paragraph 1 refers to the number of

- A. people
- B. densities
- C. resources
- D. countries

Question 4: In certain countries, large areas of land can only yield small amounts of food because....

- A. there is a lack of mechanization
- B. there are small numbers of labourers
- C. there is an abundance of resources
- D. there is no shortage of skilled labour

Question 5: Bangladesh is a country where the level of poverty depends greatly on_____.

- A. its population density only
- B. both population density and agricultural productivity
- C. population density in metropolitan areas
- D. its high agricultural productivity

Question 6: The phrase "**engage in**" in paragraph 3 is closest in meaning to

- A. escape from
- B. look into
- C. give up
- D. participate in

Question 7: The word "**infertile**" in paragraph 4 probably means

- A. disused
- B. impossible
- C. unproductive
- D. inaccessible

Question 8: Which of the following is TRUE, according to the passage?

- A. In certain developed countries, mechanized farming is applied.
- B. In sub-Saharan African countries, productivity is boosted by technology.
- C. There is no connection between a country's culture and overpopulation.
- D. All small countries in Western Europe have high population densities.

Question 9: Which of the following is a contributor to overpopulation in many developing countries?

- A. High-tech facilities
- B. Economic resources
- C. Sufficient financial support
- D. High birth rate

Question 10: Which of the following could be the best title for the passage?

- A. High Birth Rate and its Consequences
- B. Overpopulation: A Cause of Poverty
- C. Overpopulation: A Worldwide Problem
- D. Poverty in Developing Countries

BÀI SỐ 4

Sometimes you know things about people the first time you see them, for example, that you want to be friends with them or that you don't trust them. But perhaps this kind of intuition isn't as hard to explain as it may seem. For instance, people give out body language signals all the time. The way you hold your body, head and arms tells people about your mood. If you hold your arms tightly at your sides, or fold them across your chest, people will generally feel that you are being defensive. Holding your head to one side shows interest in the other, while an easy, **open** posture indicates that you are self-confident. All this affects the way you feel about someone.

Also, a stranger may remind you of a meeting with someone. This may be because of something as simple as the fact that he or she is physically similar to someone who treated you well or badly. Your feelings about a stranger could be influenced by a smell in the air that brings to mind a place where you were happy as a child. Since even a single word can bring back a memory such as that, you may never realize it is happening.

Question 1. What does the word "**open**" in the passage most closely mean?

- A. unrestrained B. relaxed C. confined D. unlimited

Question 2. What influences your impression of a person you meet the first time?

- A. Intuition. B. Familiarity. C. Knowledge. D. Feeling.

Question 3. What one feels about a stranger may be influenced by something that_____.

- A. strengthens one's past behaviours
B. reminds one of one's past treatment
C. revives one's past memories
D. points to one's childhood

Question 4. What does the second paragraph discuss?

- A. Meanings of signals one implies towards a stranger.
B. Factors that may influence one's feelings about a stranger.
C. How people usually behave to a stranger.
D. Factors that cause people to act differently.

Question 5. Intuition described in the passage can be explained by means of_____.

- A. styles B. languages C. patterns D. behaviours

BÀI SỐ 5

Though called by sweet-sounding names like Firinga or Katrina, tropical cyclones are huge rotating storms 200 to 2,000 kilometers wide with winds that blow at speeds of more than 100 kilometers per hour (kph). Weather professionals know them as tropical cyclones, but **they** are called hurricanes in the Caribbean Sea, typhoons in the Pacific Ocean, and cyclones in the Indian Ocean. They occur in both the northern and southern hemispheres. Large ones have destroyed cities and killed hundreds of thousands of people.

Tropical cyclones begin over water that is warmer than 27 degrees Celsius (80 degrees Fahrenheit) slightly north or south of the earth's equator. Warm, **humid** air full of water vapor moves upward. The earth's rotation causes the growing storm to start to rotate around its center (called the eye). At a certain height, the water vapor condenses, changing to liquid and releasing heat. The heat draws more air and water vapor upward, creating a cycle as air and water vapor rise and liquid water falls. If the cycle speeds up until winds reach 118 kilometers per hour, the storm qualifies as a tropical cyclone.

Most deaths in tropical cyclones are caused by storm surge. This is a rise in sea level, sometimes seven meters or more, caused by the storm pushing against the ocean's surface. Storm surge was to blame for the flooding of New Orleans in 2005. The storm surge of Cyclone Nargis in 2008 in Myanmar pushed seawater nearly four meters deep some 40 kilometers inland, resulting in many deaths.

It has never been easy to forecast a tropical cyclone accurately. The goal is to know when and where the next tropical cyclone will form. "And we can't really do that yet," says David Nolan, a weather researcher from the University of Miami. The direction and strength of tropical cyclones are also difficult to predict, even with computer assistance. In fact, long-term forecasts are poor; small differences in the combination of weather factors lead to very different storms. More accurate forecasting could help people decide to **evacuate** when a storm is on the way.

Question 1: As stated in paragraph 1, tropical cyclones are storms with winds blowing at speeds of _____.

- | | |
|----------------------|-------------------------|
| A. more than 100 kph | B. at least 200 kph |
| C. less than 100 kph | D. no less than 200 kph |

Question 2: The word "**they**" in paragraph 1 refers to _____.

- | | |
|-------------------------|--------------------------|
| A. sweet-sounding names | B. wind speeds |
| C. tropical cyclones | D. weather professionals |

Question 3: According to the passage, tropical cyclones are called typhoons in ____.

- | | |
|-----------------------|----------------------|
| A. the Indian Ocean | B. the Arctic Ocean |
| C. the Atlantic Ocean | D. the Pacific Ocean |

Question 4: The word "**humid**" in paragraph 2 is closest in meaning to ____.

- | | | | |
|----------|--------|---------|----------|
| A. moist | B. dry | C. thin | D. thick |
|----------|--------|---------|----------|

Question 5: Which of the following comes first in the process of storm formation?

- | | |
|---------------------------|----------------------------------|
| A. Liquid water falls. | B. Warm, humid air moves upward. |
| C. Water vapor condenses. | D. Wind speed reaches 118 kph. |

Question 6: According to the passage, a storm surge is_____.

- A. a rise in sea level B. pushing seawater C. a tropical cyclone D. inland flooding

Question 7: What is true about the storm surge of Cyclone Nargis?

- A. It took a very high death toll. B. It caused flooding in New Orleans in 2005.
C. It occurred in Myanmar in 2005. D. It pushed seawater 4 kilometers inland.

Question 8: The word “evacuate” in paragraph 4 mostly means_____.

- A. move to safer places B. make accurate predictions
C. take preventive measures D. call for relief supplies

Question 9: Which of the following statements is NOT true according to the passage?

- A. The center of a growing storm is known as its eye.
B. The direction and strength of tropical cyclones are difficult to forecast.
C. Tropical cyclones are often given beautiful names.
D. Tropical cyclone predictions depend entirely on computer assistance.

Question 10: Which of the following would serve as the best title for the passage?

- A. Cyclone Forecasting B. Tropical Cyclones
C. Storm Surges D. Cyclone Formation

BÀI SỐ 6

The concept of urban agriculture may conjure up images of rooftop, backyard or community gardens scattered among downtown city streets and surrounding neighborhoods. But in the Seattle area, and within and beyond the Puget Sound region, it means a great deal more. “Urban agriculture doesn’t necessarily equate to production that occurs only in a metropolitan urban area,” says Jason Niebler, who directs the Sustainable Agriculture Education (SAgE) Initiative at Seattle Central Community College. “It means we are providing for growing population food needs from surrounding rural landscapes, as well as from the core urban landscape.”

Picture a series of concentric circles, with an urban core that produces some food at varying capacities, surrounded by a series of outlying rings of small farms that become increasingly more rural with distance. The hope is that such land use planning, from the inner core to the outer rings, will encourage local ecologically sound sustainable food production. This, in turn, will create local jobs and decrease reliance on distant food products that originate from petroleum-intensive large scale farms.

That’s the idea behind SAgE, believed to be the nation’s first metropolitan-based community college sustainable agriculture program that emphasizes farming practices across diverse landscape types from urban centers to surrounding rural environs. “It’s small scale agriculture with an urban focus,” Niebler says. “Any urban population, large or small, can practice sustainable agriculture, improve food security and protect the environment, which ultimately results in resilient food systems and communities.”

SAgE is a part of the National Science Foundation’s Advanced Technological Education (ATE) Program, which is providing the project with \$157,375 over two years. ATE’s goal is to support projects that strengthen the skills of technicians who work in industries regarded as vital to the nation’s prosperity and security. The support largely goes to community colleges that work in partnership with universities, secondary schools, businesses and industries, as well as government agencies, which design and implement model workforce initiatives.

The SAgE project focuses on the environmental, socioeconomic, political and cultural issues related to sustainable food systems within Puget Sound watersheds through student and community education and research, and technological innovation. The curriculum offers courses that cover such issues as agricultural ecology, urban food systems, food politics and ethics, soil science, sustainable food production and technology, the integration of food and forests, and career opportunities.

“We’ve created a curriculum that is fundamental in nature, addressing the principles of sustainable agriculture and what a food system is – how it functions both locally and globally,” Niebler says. “These courses are challenging, robust and inspirational. One of the really wonderful things about them is that we offer service learning opportunities, where students volunteer a portion of their time to working with local partner organizations. They can do a research project, or a service learning option. The ideal would be to prompt students into careers that involve sustainable practices in an urban agriculture setting.”

Question 1: It is stated in the passage that Jason Niebler_____.

- A. preserves the core urban landscape
- B. provides food for Seattle’s population
- C. studies at Seattle Central Community College
- D. directs the SAgE Initiative

Question 2: It can be inferred from the passage that the conventional idea of urban agriculture _____.

- A. focuses mainly on agriculture within and beyond the Puget Sound region
- B. aims at food production and consumption in both rural and urban regions
- C. is associated with production only in metropolitan urban areas
- D. concerns with food production in any city’s surrounding areas

Question 3: The word “**concentric**” in paragraph 2 is closest in meaning to_____.

- A. coming from different places
- B. having the same size
- C. going in different directions
- D. having the same center

Question 4: Which of the following is supposed to be an outcome of the SAgE’s new land use planning?

- A. Dependence on distant food products
- B. Increased food production in large scale farms
- C. Employment opportunities for local residents
- D. Modernized farming practices in rural environs

Question 5: The phrase “**in partnership with**” in paragraph 4 probably means_____.

- A. together with
- B. in addition to
- C. in place of
- D. instead of

Question 6: The curriculum of SAgE at Seattle Central Community College offers courses covering the following EXCEPT_____.

- A. agricultural ecology
- B. career opportunities
- C. urban system development
- D. integration of food and forests

Question 7: In Niebler’s opinion, the courses offered by the SAgE project are_____.

- A. functional but impractical
- B. robust but unpromising
- C. challenging and costly
- D. hard but encouraging

Question 8: The word “**them**” in paragraph 6 refers to_____.

- A. courses
- B. opportunities
- C. principles
- D. students

Question 9: Which of the following is NOT true according to the passage?

- A. The curriculum that the SAgE project designs is fundamental in nature.
- B. The SAgE project alone will offer students sufficient jobs in urban agriculture.
- C. ATE helps to improve the skills of technicians in the nation’s major industries.
- D. Resilient food systems can be attributed to sustainable agricultural practices.

Question 10: Which of the following best describes the author’s tone in the passage?

- A. Skeptical
- B. Provocative
- C. Supportive
- D. Satirical

BÀI SỐ 7

The issue of equality for women in British society first attracted national attention in the early 20th century, when the suffragettes won for women the right to vote. In the 1960s feminism became the subject of intense debate when the women's liberation movement encouraged women to reject their traditional supporting role and to demand equal status and equal rights with men in areas such as employment and pay.

Since then, the **gender gap** between the sexes has been reduced. The Equal Pay Act of 1970, for instance, made it illegal for women to be paid less than men for doing the same work, and in 1975 the Sex Discrimination Act aimed to prevent either sex having an unfair advantage when applying for jobs. In the same year the Equal Opportunities Commission was set up to help people claim their rights to equal treatment and to publish research and statistics to show where improvements in opportunities for women need to be made. Women now have much better employment opportunities, though they still tend to get less well-paid jobs than men, and very few are appointed to top jobs in industry.

In the US the movement that is often called the "first wave of feminism" began in the mid 1800s. Susan B. Anthony worked for the right to vote, Margaret Sanger wanted to provide women with the means of contraception so that they could decide whether or not to have children, and Elizabeth Blackwell, who had to fight for the chance to become a doctor, wanted women to have greater opportunities to study. Many feminists were interested in other social issues.

The second wave of feminism began in the 1960s. Women like Betty Friedan and Gloria Steinem became associated with the fight to get equal rights and opportunities for women under the law. An important issue was the Equal Rights Amendment (ERA), which was intended to change the Constitution. Although the ERA was not passed, there was progress in other areas. It became illegal for employers, schools, clubs, etc. to discriminate against women. But women still find it hard to advance beyond a certain point in their careers, the so-called **glass ceiling** that prevents them from having high-level jobs. Many women also face the problem of the second shift, i.e. the household chores.

In the 1980s, feminism became less popular in the US and there was less interest in solving the remaining problems, such as the fact that most women still earn much less than men. Although there is still discrimination, the principle that it should not exist is widely accepted.

Question 1: It can be inferred from paragraph 1 that in the 19th century,_____.

- A. British women did not have the right to vote in political elections
- B. most women did not wish to have equal status and equal rights
- C. British women did not complete their traditional supporting role
- D. suffragettes fought for the equal employment and equal pay

Question 2: The phrase "**gender gap**" in paragraph 2 refers to _____.

- A. the social distance between the two sexes
- B. the difference in status between men and women
- C. the visible space between men and women
- D. the social relationship between the two sexes

Question 3: Susan B. Anthony, Margaret Sanger, and Elizabeth Blackwell are mentioned as _____.

- A. American women who had greater opportunities
- B. American women who were more successful than men
- C. pioneers in the fight for American women's rights
- D. American women with exceptional abilities

Question 4: The Equal Rights Amendment (ERA) _____.

- A. supported employers, schools and clubs
- B. was brought into force in the 1960s
- C. was not officially approved
- D. changed the US Constitution

Question 5: In the late 20th century, some information about feminism in Britain was issued by _____.

- A. the Equal Pay Act of 1970
- B. the Sex Discrimination Act
- C. the Equal Opportunities Commission
- D. the Equal Rights Amendment

Question 6: Which of the following is true according to the passage?

- A. The US movement of feminism became the most popular in the late 20th century.
- B. The women's liberation movement in the world first began in Britain.
- C. The movement of feminism began in the US earlier than in Britain.
- D. The British government passed laws to support women in the early 20th century.

Question 7: The phrase "**glass ceiling**" in paragraph 4 mostly means _____.

- A. an overlooked problem
- B. a ceiling made of glass
- C. an imaginary barrier
- D. a transparent frame

Question 8: Which of the following is NOT mentioned in the passage?

- A. Many American women still face the problem of household chores.
- B. An American woman once had to fight for the chance to become a doctor.
- C. British women now have much better employment opportunities.
- D. There is now no sex discrimination in Britain and in the US.

Question 9: It can be inferred from the passage that _____.

- A. the belief that sex discrimination should not exist is not popular in the US
- B. women in Britain and the US still fight for their equal status and equal rights
- C. the British government did not approve of the women's liberation movement
- D. women do not have better employment opportunities despite their great efforts

Question 10: Which of the following would be the best title for the passage?

- A. Women and the Right to Vote
- B. Opportunities for Women Nowadays
- C. The Suffragettes in British Society
- D. Feminism in Britain and the US

BÀI SỐ 8

Learning means acquiring knowledge or developing the ability to perform new behaviors. It is common to think of learning as something that takes place in school, but much of human learning occurs outside the classroom, and people continue to learn throughout their lives.

Even before they enter school, young children learn to walk, to talk, and to use their hands to manipulate toys, food, and other objects. They use all of their senses to learn about the sights, sounds, tastes, and smells in their environments. They learn how to interact with their parents, siblings, friends, and other people important to their world. When they enter school, children learn basic academic subjects such as reading, writing, and mathematics. They also continue to learn a great deal outside the classroom. They learn which behaviors are likely to be rewarded and which are likely to be punished. They learn social skills for interacting with other children. After they finish school, people must learn to adapt to the many major changes that affect their lives, such as getting married, raising children, and finding and keeping a job.

Because learning continues throughout our lives and affects almost everything we do, the study of learning is important in many different fields. Teachers need to understand the best ways to educate children. Psychologists, social workers, criminologists, and other human-service workers need to understand how certain experiences change people's behaviors. Employers, politicians, and advertisers make use of the principles of learning to influence the behavior of workers, voters, and consumers.

Learning is closely related to memory, which is the storage of information in the brain. Psychologists who study memory are interested in how the brain stores knowledge, where this storage takes place, and how the brain later **retrieves** knowledge when we need it. In contrast, psychologists who study learning are more interested in behavior and how behavior changes as a result of a person's experiences.

There are many forms of learning, ranging from simple to complex. Simple forms of learning involve a single stimulus. A stimulus is anything perceptible to the senses, such as a sight, sound, smell, touch, or taste. In a form of learning known as classical conditioning, people learn to associate two stimuli that occur in sequence, such as lightning followed by thunder. In operant conditioning, people learn by forming an association between a behavior and its consequences (reward or punishment). People and animals can also learn by observation - that is, by watching others perform behaviors. More complex forms of learning include learning languages, concepts, and motor skills.

Question 1: According to the passage, which of the following is learning in broad view comprised of?

- A. Knowledge acquisition outside the classroom
- B. Acquisition of social and behavioural skills
- C. Knowledge acquisition and ability development
- D. Acquisition of academic knowledge

Question 2: According to the passage, what are children NOT usually taught outside the classroom?

- A. life skills
- B. interpersonal communication
- C. right from wrong
- D. literacy and calculation

Question 3: Getting married, raising children, and finding and keeping a job are mentioned in paragraph 2 as examples of_____.

- A. the ways people's lives are influenced by education
- B. the situations in which people cannot teach themselves
- C. the changes to which people have to orient themselves
- D. the areas of learning which affect people's lives

Question 4: Which of the following can be inferred about the learning process from the passage?

- A. It is more interesting and effective in school than that in life.
- B. It plays a crucial part in improving the learner's motivation in school.
- C. It becomes less challenging and complicated when people grow older.
- D. It takes place more frequently in real life than in academic institutions.

Question 5: According to the passage, the study of learning is important in many fields due to _____.

- A. the need for certain experiences in various areas
- B. the exploration of the best teaching methods
- C. the influence of various behaviours in the learning process
- D. the great influence of the on-going learning process

Question 6: It can be inferred from the passage that social workers, employers, and politicians concern themselves with the study of learning because they need to_____.

- A. thoroughly understand the behaviours of the objects of their interest
- B. make the objects of their interest more aware of the importance of learning
- C. understand how a stimulus relates to the senses of the objects of their interest
- D. change the behaviours of the objects of their interest towards learning

Question 7: The word "retrieves " in paragraph 4 is closest in meaning to _____.

- A. recovers
- B. gains
- C. generates
- D. creates

Question 8: Which of the following statements is NOT true according to the passage?

- A. Psychologists studying memory are concerned with how the stored knowledge is used.
- B. Psychologists studying memory are concerned with the brain's storage of knowledge.
- C. Psychologists are all interested in memory as much as behaviours.
- D. Psychologists studying learning are interested in human behaviours.

Question 9: According to the passage, the stimulus in simple forms of learning_____.

- A. is created by the senses
- B. bears relation to perception
- C. is associated with natural phenomena
- D. makes associations between behaviours

Question 10: The passage mainly discusses_____.

- A. general principles of learning
- B. practical examples of learning inside the classroom
- C. simple forms of learning
- D. application of learning principles to formal education

ĐỀ SỐ 9

Millions of people are using cellphones today. In many places, it is actually considered unusual not to use one. In many countries, cellphones are very popular with young people. They find that the phones are more than a **means** of communication - having a mobile phone shows that they are cool and connected.

The explosion in mobile phone use around the world has made some health professionals worried. Some doctors are concerned that in the future many people may suffer health problems from the use of mobile phones. In England, there has been a serious debate about this issue. Mobile phone companies are worried about the **negative publicity** of such ideas. They say that there is no proof that mobile phones are bad for your health. On the other hand, medical studies have shown changes in the brain cells of some people who use mobile phones.

Signs of change in the tissues of the brain and head can be detected with modern scanning equipment. In one case, a traveling salesman had to retire at young age because of serious memory loss. He couldn't remember even simple tasks. He would often forget the name of his own son. This man used to talk on his mobile phone for about six hours a day, every day of his working week, for a couple of years. His family doctor blamed his mobile phone use, but his employer's doctor didn't agree.

What is it that makes mobile phones **potentially** harmful? The answer is radiation. High-tech machines can detect very small amounts of radiation from mobile phones. Mobile phone companies agree that there is some radiation, but they say the amount is too small to worry about.

As the discussion about their safety continues, it appears that it's best to use mobile phones less often. Use your regular phone if you want to talk for a long time. Use your mobile phone only when you really need it. Mobile phones can be very useful and convenient, especially in emergencies. In the future, mobile phones may have a warning label that says they are bad for your health. So for now, it's wise not to use your mobile phone too often.

Question 1. According to the passage, cellphones are especially popular with young people because_____.

- A. they keep the users alert all the time
- B. they make them look more stylish
- C. they are indispensable in everyday communications
- D. they cannot be replaced by regular phones

Question 2. The changes possibly caused by the cellphones are mainly concerned with _____.

- A. the smallest units of the brain
- B. the arteries of the brain
- C. the mobility of the mind and the body
- D. the resident memory

Question 3. The word "**means**" in the passage most closely means_____.

- A. method
- B. meanings
- C. expression
- D. transmission

Question 4. The word "**potentially**" in the passage most closely means _____.

- A. obviously B. certainly C. privately" D. "possibly"

Question 5. "**Negative publicity**" in the passage most likely means_____.

- A. widespread opinion about bad effects of cellphones
B. the negative public use of cellphones
C. poor ideas about the effects of cellphones
D. information on the lethal effects of cellphones

Question 6. Doctors have tentatively concluded that cellphones may_____.

- A. change their users' social behaviours
B. change their users' temperament
C. cause some mental malfunction
D. damage their users' emotions

Question 7. The man mentioned in the passage, who used his cellphone too often,_____.

- A. abandoned his family
B. suffered serious loss of mental ability
C. could no longer think lucidly
D. had a problem with memory

Question 8. According to the passage, what makes mobile phones potentially harmful is _____.

- A. their power of attraction B. their invisible rays
C. their radiant light D. their raiding power

Question 9. According to the writer, people should_____.

- A. keep off mobile phones regularly
B. only use mobile phones in medical emergencies
C. never use mobile phones in all cases
D. only use mobile phones in urgent cases

Question 10. The most suitable title for the passage could be_____.

- A. "Mobile Phones: A Must of Our Time"
B. "The Way Mobile Phones Work"
C. "Technological Innovations and Their Price"
D. "The Reasons Why Mobile Phones Are Popular"

ĐỀ SỐ 10

Commuting is the practice of travelling a long distance to a town or city to work each day, and then travelling home again in the evening. The word commuting comes from commutation ticket, a US rail ticket for repeated journeys, called a season ticket in Britain. Regular travellers are called commuters.

The US has many commuters. A few, mostly on the East Coast, commute by train or subway, but most depend on the car. Some leave home very early to avoid the traffic jams, and sleep in their cars until their office opens. Many people accept a long trip to work so that they can live in quiet bedroom communities away from the city, but another reason is ‘white flight’. In the 1960s most cities began to desegregate their schools, so that there were no longer separate schools for white and black children. Many white families did not want to send their children to desegregated schools, so they moved to the suburbs, which have their own schools, and where, for various reasons, few black people live.

Millions of people in Britain commute by car or train. Some spend two or three hours a day travelling, so that they and their families can live in suburbia or in the countryside. Cities are surrounded by commuter belts. Part of the commuter belt around London is called the stockbroker belt because it contains houses where rich business people live. Some places are becoming dormitory towns, because people sleep there but take little part in local activities.

Most commuters travel to and from work at the same time, causing the morning and evening rush hours, when buses and trains are crowded and there are traffic jams on the roads. Commuters on trains rarely talk to each other and spend their journey reading, sleeping or using their mobile phones, though this is not popular with other passengers. Increasing numbers of people now work at home some days of the week, linked to their offices by computer, a practice called telecommuting.

Cities in both Britain and the US are trying to reduce the number of cars coming into town each day. Some companies encourage car pooling (called car sharing in Britain), an arrangement for people who live and work near each other to travel together. Some US cities have a public service that helps such people to contact each other, and traffic lanes are reserved for car-pool vehicles. But cars and petrol/gas are cheap in the US, and many people prefer to drive alone because it gives them more freedom. In Britain many cities have park-and-ride schemes, car parks on the edge of the city from which buses take drivers into the centre.

Question 1: Which of the following definitions of commuting would the author of this passage most probably agree with?

- A. Travelling for hours from a town or city to work in the countryside every day.
- B. Using a commutation ticket for special journeys in all seasons of the year.
- C. Regularly travelling a long distance between one’s place of work and one’s home.
- D. Travelling to work and then home again in a day within a rural district.

Question 2: The word “repeated” in paragraph 1 most probably means_____.

- A. buying a season ticket again
- B. saying something again
- C. happening again and again
- D. doing something once again

Question 3: The passage mentions that many Americans are willing to travel a long distance to work in order to be able to live in_____.

- A. quiet neighbourhoods
- B. comfortable bedrooms
- C. noisy communities
- D. city centres

Question 4: Which of the following is true according to the passage?

- A. Britain has considerably more commuters than the US.
- B. The US has considerably more commuters than Britain.
- C. Commuting helps people in the US and Britain save a lot of time.
- D. Both the US and Britain have a great number of commuters.

Question 5: Which of the following is NOT true about the London commuter belt?

- A. It surrounds London.
- B. It is home to some wealthy business people.
- C. It is in central London.
- D. It is like “bedroom communities” in the US.

Question 6: It can be inferred from the passage that dormitory towns in Britain are places where people_____.

- A. take part in local activities
- B. contribute to the local community
- C. are employed locally
- D. stay for the night

Question 7: As mentioned in the passage, commuters usually_____.

- A. talk to each other during train journeys
- B. cause traffic congestion on the roads
- C. go home from work at different hours
- D. go to work at different hours

Question 8: The phrase “**linked to**” in paragraph 4 is closest in meaning to_____.

- A. satisfied with
- B. related to
- C. connected to
- D. shared with

Question 9: All of the following are measures to reduce the number of cars coming into town each day in the US and/or Britain EXCEPT_____.

- A. free car parks in the city centre
- B. car pooling/sharing
- C. park-and-ride schemes
- D. traffic lanes for car pooling

Question 10: The word “**it**” in the last paragraph refers to_____.

- A. travelling together
- B. driving alone
- C. car pool
- D. petrol/gas