

ĐỀ SỐ 11

It's often said that we learn things at the wrong time. University students frequently do the minimum of work because they're crazy about a good social life instead. Children often scream before their piano practice because it's so boring. They have to be given gold stars and medals to be persuaded to swim, or have to be bribed to take exams. But the story is different when you're older.

Over the years, I've done my share of adult learning. At 30, I went to a college and did courses in History and English. It was an amazing experience. For starters, I was paying, so there was no reason to be late – I was the one frowning and drumming my fingers if the tutor was late, not the other way round. Indeed, if I could persuade him to linger for an extra five minutes, it was a bonus, not a nuisance. I wasn't frightened to ask questions, and homework was a pleasure not a pain. When I passed an exam, I had passed it for me and me alone, not for my parents or my teachers. The satisfaction I got was entirely personal.

Some people fear going back to school because they worry that their brains have got **rusty**. But the joy is that, although some parts have rusted up, your brain has learnt all kinds of other things since you were young. It has learnt to think independently and flexibly and is much better at relating one thing to another. What you lose in the rust department, you gain in the maturity department.

In some ways, age is a positive plus. For instance, when you're older, you get less frustrated. Experience has told you that, if you're calm and simply do something carefully again and again, eventually you'll get the hang of it. The confidence you have in other areas – from being able to drive a car, perhaps – means that if you can't, say, build a chair instantly, you don't, like a child, want to destroy your first pathetic attempts. Maturity tells you that you will, with application, eventually **get there**.

I hated piano lessons at school, but I was good at music. And coming back to it, with a teacher who could explain why certain exercises were useful and with musical concepts that, at the age of ten, I could never grasp, was magical. Initially, I did feel a bit strange, thumping out a piece that I'd played for my school exams, with just as little comprehension of what the composer intended as I'd had all those years before. But soon, complex emotions that I never knew poured out from my fingers, and suddenly I could understand why practice makes perfect.

Question 1: It is implied in paragraph 1 that_____.

- A. parents should encourage young learners to study more
- B. young learners are usually lazy in their class
- C. young learners often lack a good motivation for learning
- D. teachers should give young learners less homework

Question 2: The writer's main point in paragraph 2 is to show that as people grow up, _____.

- A. they have a more positive attitude towards learning
- B. they cannot learn as well as younger learners
- C. they tend to learn less as they are discouraged
- D. they get more impatient with their teachers

Question 3: The phrase “For starters” in paragraph 2 could best be replaced by_____.

- A. First and foremost
- B. At the starting point
- C. At the beginning
- D. For beginners

Question 4: While doing some adult learning courses at a college, the writer was surprised _____.

- A. to get on better with the tutor
- B. to feel learning more enjoyable
- C. to have more time to learn
- D. to be able to learn more quickly

Question 5: In paragraph 3, the word “rusty” means_____.

- A. impatient because of having nothing to do
- B. not as good as it used to be through lack of practice
- C. staying alive and becoming more active
- D. covered with rust and not as good as it used to be

Question 6: The phrase “get there” in paragraph 4 is closest in meaning to_____.

- A. arrive at an intended place with difficulty
- B. achieve your aim with hard work
- C. have the things you have long desired
- D. receive a school or college degree

Question 7: All of the following are true about adult learning EXCEPT_____.

- A. adult learners have fewer advantages than young learners
- B. adults think more independently and flexibly than young people
- C. experience in doing other things can help one’s learning
- D. young people usually feel less patient than adults

Question 8: It can be inferred from paragraph 4 that maturity is a positive plus in the learning process because adult learners_____.

- A. pay more attention to detail than younger learners
- B. are able to organize themselves better than younger learners
- C. are less worried about learning than younger learners
- D. have become more patient than younger learners

Question 9: It is implied in the last paragraph that when you learn later in life, you_____.

- A. should expect to take longer to learn than when you were younger
- B. can sometimes understand more than when you were younger
- C. are not able to concentrate as well as when you were younger
- D. find that you can recall a lot of things you learnt when younger

Question 10: What is the writer’s main purpose in the passage?

- A. To encourage adult learning.
- B. To describe adult learning methods.
- C. To show how fast adult learning is.
- D. To explain reasons for learning.

ĐỀ SỐ 12

Traditionally in America, helping the poor was a matter for private charities or local governments. Arriving immigrants depended mainly on predecessors from their homeland to help them start a new life. In the late 19th and early 20th centuries, several European nations **instituted** public-welfare programs. But such a movement was slow to take hold in the United States because the rapid pace of industrialization and the ready availability of farmland seemed to confirm the belief that anyone who was willing to work could find a job.

Most of the programs started during the Depression era were temporary relief measures, but one of the programs - Social Security - has become an American institution. Paid for by deductions from the paychecks of working people, Social Security ensures that retired persons receive a modest monthly income and also provides unemployment insurance, disability insurance, and other assistance to those who need it. Social Security payments to retired persons can start at age 62, but many wait until age 65, when the payments are slightly higher. Recently, there has been concern that the Social Security fund may not have enough money to fulfill its obligations in the 21st century, when the population of elderly Americans is expected to increase dramatically. Policy makers have proposed various ways to make up the anticipated deficit, but a long-term solution is still being debated.

In the years since Roosevelt, other American presidents have established assistance programs. These include Medicaid and Medicare; food stamps, certificates that people can use to purchase food; and public housing which is built at federal expense and made available to persons on low incomes.

Needy Americans can also turn to sources other than the government for help. A broad spectrum of private charities and voluntary organizations is available. Volunteerism is on the rise in the United States, especially among retired persons.

It is estimated that almost 50 percent of Americans over age 18 do volunteer work, and nearly 75 percent of U.S. households contribute money to charity.

Question 1. New immigrants to the U.S. could seek help from_____.

- A. only charity organizations
- B. the US government agencies
- C. volunteer organizations
- D. the people who came earlier

Question 2. It took welfare programs a long time to gain a foothold in the U.S. due to the fast growth of_____.

- A. urbanization
- B. population
- C. industrialization
- D. Modernization

Question 3. The word "**instituted**" in the first paragraph mostly means_____.

- A. studied
- B. enforced
- C. executed
- D. introduced

Question 4. The Social Security program has become possible thanks to_____.

- A. donations from companies
- B. people's willingness to work
- C. deductions from wages
- D. enforcement laws

Question 5. Most of the public assistance programs _____ after the severe economic crisis.

- A. functioned fruitfully in institutions
- B. did not become institutionalized
- C. did not work in institutions
- D. were introduced into institutions

Question 6. That Social Security payments will be a burden comes from the concern that _____.

- A. the program discourages working people
- B. elderly people ask for more money
- C. the number of elderly people is growing
- D. younger people do not want to work

Question 7. Persons on low incomes can access public housing through _____.

- A. donations
- B. federal expenditure
- C. low rents
- D. state spending

Question 8. Americans on low incomes can seek help from _____.

- A. state governments
- B. non-government agencies
- C. federal government
- D. government agencies

Question 9. Public assistance has become more and more popular due to the _____.

- A. volunteer organizations
- B. young people's voluntarism only
- C. innovations in the tax system
- D. people's growing commitment to charity

Question 10. The passage mainly discusses _____.

- A. ways of fund-raising in America
- B. immigration into America
- C. public assistance in America
- D. funding agencies in America

ĐỀ SỐ 13

Very few people, groups, or governments oppose globalization in its entirety. Instead, critics of globalization believe aspects of the way globalization operates should be changed. The debate over globalization is about what the best rules are for governing the global economy so that its advantages can grow while its problems can be solved.

On one side of this debate are those who stress the benefits of removing barriers to international trade and investment, allowing capital to be **allocated** more efficiently and giving consumers greater freedom of choice. With free-market globalization, investment funds can move unimpeded from the rich countries to the developing countries. Consumers can benefit from cheaper products because reduced taxes make goods produced at low cost from faraway places cheaper to buy. Producers of goods gain by selling to a wider market. More competition **keeps sellers on their toes** and allows ideas and new technology to spread and benefit others.

On the other side of the debate are critics who see neo-liberal policies as producing greater poverty, inequality, social conflict, cultural destruction, and environmental damage. They say that the most developed nations - the United States, Germany, and Japan - succeeded not because of free trade but because of protectionism and subsidies. They argue that the more recently successful economies of South Korea, Taiwan, and China all had strong state-led development strategies that did not follow neo-liberalism. These critics think that government encouragement of “infant industries” - that is, industries that are just beginning to develop - enables a country to become internationally competitive.

Furthermore, those who criticize the Washington Consensus suggest that the inflow and outflow of money from speculative investors must be limited to prevent bubbles. These bubbles are characterized by the rapid inflow of foreign funds that bid up domestic stock markets and property values. When the economy cannot sustain such expectations, the bubbles burst as investors panic and pull their money out of the country.

Protests by what is called the anti-globalization movement are seldom directed against globalization itself but rather against abuses that harm the rights of workers and the environment. The question raised by nongovernmental organizations and protesters at WTO and IMF gatherings is whether globalization will result in a rise of living standards or a race to the bottom as competition takes the form of lowering living standards and **undermining** environmental regulations.

One of the key problems of the 21st century will be determining to what extent markets should be regulated to promote fair competition, honest dealing, and fair distribution of public goods on a global scale.

Question 1: It is stated in the passage that _____.

- A. critics of globalization say that the successful economies are all in Asia
- B. the protests of globalization are directed against globalization itself
- C. supporters of globalization stress the benefits of removing trade barriers
- D. the United States, Germany, and Japan succeeded in helping infant industries

Question 2: Supporters of free-market globalization point out that_____.

- A. investment will be allocated only to rich countries
- B. taxes that are paid on goods will be increased
- C. there will be less competition among producers
- D. consumers can benefit from cheaper products

Question 3: The word “**allocated**” in the passage mostly means_____.

- A. distributed
- B. solved
- C. removed
- D. offered

Question 4: The phrase “**keeps sellers on their toes**” in the passage mostly means_____.

- A. prevents sellers from selling new products
- B. forces sellers to go bare-footed
- C. makes sellers responsive to any changes
- D. allows sellers to stand on their own feet

Question 5: According to critics of globalization, several developed countries have become rich because of_____.

- A. their help to developing countries
- B. their neo-liberal policies
- C. their protectionism and subsidies
- D. their prevention of bubbles

Question 6: The word “**undermining**” in the passage mostly means_____.

- A. obeying
- B. making less effective
- C. observing
- D. making more effective

Question 7: Infant industries mentioned in the passage are_____.

- A. young companies
- B. development strategies
- C. young industries
- D. successful economies

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

- A. Critics believe the way globalization operates should be changed.
- B. The anti-globalization movement was set up to end globalization.
- C. Hardly anyone disapproves of globalization in its entirety.
- D. Some Asian countries had strong state-led economic strategies.

Question 9: The debate over globalization is about how_____.

- A. to spread ideas and strategies for globalization
- B. to govern the global economy for the benefit of the community
- C. to use neo-liberal policies for the benefit of the rich countries
- D. to terminate globalization in its entirety

Question 10: The author seems to be_____globalization that helps promote economy and raise living standards globally.

- A. supportive of
- B. pessimistic about
- C. indifferent to
- D. opposed to

ĐỀ SỐ 14

Culture is a word in common use with complex meanings, and is derived, like the term broadcasting, from the treatment and care of the soil and of what grows on it. It is directly related to cultivation and the adjectives cultural and cultured are part of the same verbal complex. A person of culture has identifiable **attributes**, among them a knowledge of and interest in the arts, literature, and music. Yet the word culture does not refer solely to such knowledge and interest nor, indeed, to education. At least from the 19th century onwards, under the influence of anthropologists and sociologists, the word culture has come to be used generally both in the singular and the plural (cultures) to refer to a whole way of life of people, including their customs, laws, conventions, and values.

Distinctions have consequently been drawn between primitive and advanced culture and cultures, between elite and popular culture, between popular and mass culture, and most recently between national and global cultures. Distinctions have been drawn too between culture and civilization; the latter is a word derived not, like culture or agriculture, from the soil, but from the city. The two words are sometimes treated as synonymous. Yet this is misleading. While civilization and barbarism are pitted against each other in what seems to be a perpetual behavioural pattern, the use of the word culture has been strongly influenced by conceptions of evolution in the 19th century and of development in the 20th century. Cultures evolve or develop. They are not **static**. They have twists and turns. Styles change. So do fashions. There are cultural processes. What, for example, the word cultured means has changed substantially since the study of classical (that is, Greek and Roman) literature, philosophy, and history ceased in the 20th century to be central to school and university education. No single alternative focus emerged, although with computers has come electronic culture, affecting kinds of study, and most recently digital culture. As cultures express themselves in new forms not everything gets better or more civilized.

The multiplicity of meanings attached to the word made and will make it difficult to define. There is no single, unproblematic definition, although many attempts have been made to establish one. The only non-problematic definitions go back to agricultural meaning (for example, cereal culture or strawberry culture) and medical meaning (for example, bacterial culture or penicillin culture). Since in anthropology and sociology we also acknowledge culture clashes, culture shock, and counter- culture, the range of reference is extremely wide.

Question 1: According to the passage, the word culture_____.

- A. is related to the preparation and use of land for farming
- B. comes from a source that has not been identified
- C. develops from Greek and Roman literature and history
- D. derives from the same root as civilization does

Question 2: It is stated in paragraph 1 that a cultured person_____.

- A. has a job related to cultivation
- B. does a job relevant to education
- C. takes care of the soil and what grows on it
- D. has knowledge of arts, literature, and music

Question 3: The author remarks that culture and civilization are the two words that_____.

- A. share the same word formation pattern
- B. have nearly the same meaning
- C. are both related to agriculture and cultivation
- D. do not develop from the same meaning

Question 4: It can be inferred from the passage that since the 20th century_____.

- A. schools and universities have not taught classical literature, philosophy, and history
- B. classical literature, philosophy, and history have been considered as core subjects
- C. classical literature, philosophy, and history have not been taught as compulsory subjects
- D. all schools and universities have taught classical literature, philosophy, and history

Question 5: The word “**attributes**” in paragraph 1 most likely means _____.

- A. fields
- B. qualities
- C. aspects
- D. skills

Question 6: The word “**static**” in paragraph 2 could best be replaced by _____.

- A. unchanged
- B. balanced
- C. regular
- D. dense

Question 7: Which of the following is NOT stated in the passage?

- A. Anthropology and sociology have tried to limit the references to culture.
- B. Distinctions have been drawn between culture and civilization.
- C. The use of the word culture has been changed since the 19th century.
- D. The word culture can be used to refer to a whole way of life of people.

Question 8: It is difficult to give the definitions of the word culture EXCEPT for its _____.

- A. agricultural and medical meanings
- B. philosophical and historical meanings
- C. historical and figurative meanings
- D. sociological and anthropological meanings

Question 9: Which of the following is NOT true about the word culture?

- A. It differs from the word civilization.
- B. It evolves from agriculture.
- C. Its use has been considerably changed.
- D. It is a word that cannot be defined.

Question 10: The passage mainly discusses_____.

- A. the multiplicity of meanings of the word culture
- B. the distinction between culture and civilization
- C. the figurative meanings of the word culture
- D. the derivatives of the word culture

ĐỀ SỐ 15

Most journeys in Britain and the US are made by road. Some of these are made on public transport but most are by private car.

In Britain many people rely on their cars for daily local activities, e.g. getting to work, doing the shopping, and visiting friends. People living in urban areas may use buses, trains or, in London, the Underground, to get to city centres, mainly because traffic is often heavy and it is difficult to find anywhere to park a car. Some places in the country may have a bus only two or three times a week so people living there have no choice but to rely on their cars.

In the US large cities have good public transportation systems. The El railroad in Chicago and the underground systems of New York, Boston, San Francisco and Washington, DC are heavily used. Elsewhere, most Americans prefer to use their cars. Families often have two cars and, outside major cities, have to drive fairly long distances to schools, offices, shops, banks, etc. Many college and even high-school students have their own cars.

Long-distance travel in Britain is also mainly by road, though railways link most towns and cities. Most places are linked by motorways or other fast roads and many people prefer to drive **at their own convenience** rather than use a train, even though they may get stuck in a traffic jam. Long- distance coach/bus services are usually a cheaper alternative to trains, but they take longer and may be less comfortable. Some long-distance travel, especially that undertaken for business reasons, may be by air. There are regular flights between regional airports, as well as to and from London. A lot of freight is also distributed by road, though heavier items and raw materials often go by rail.

In the US much long-distance travel is by air. America has two main long-distance bus companies, Greyhound and Trailways. Amtrak, the national network, provides rail services for passengers. Private railway companies such as Union Pacific now carry only freight, though in fact over 70% of freight goes by road.

The main problems associated with road transport in both Britain and the US are traffic congestion and pollution. It is predicted that the number of cars on British roads will increase by a third within a few years, making both these problems worse. The British government would like more people to use public transport, but so far they have had little success in persuading people to give up their cars or to share rides with neighbours. Most people say that public transport is simply not good enough. Americans too have resisted government requests to share cars because it is less convenient and restricts their freedom. Petrol/gasoline is relatively cheap in the US and outside the major cities public transport is bad, so **they** see no reason to use their cars less.

Question 1: In Britain and the US most people travel by_____.

- A. sea B. rail C. road D. air

Question 2: According to the passage, people in London may prefer the Underground to their own cars due to_____.

- A. cheap tickets B. air pollution C. long distances D. heavy traffic

Question 3: It is mentioned in paragraph 3 that the public transportation systems in the US are good in_____.

- A. some states B. all cities C. large states D. large cities

Question 4: Which of the following is NOT true according to the passage?

- A. Few college students in the US have their own cars.
 B. Families in the US often have more than one car.
 C. Most Americans prefer to drive their cars outside large cities.
 D. The underground systems are popular in some major US cities.

Question 5: The phrase “**at their own convenience**” in paragraph 4 is closest in meaning to _____.

- A. at the latest time and nearest place B. at an appropriate time and place
 C. at an early time and nearby place D. at the fastest time and nearest place

Question 6: Which of the following is true about transport in Britain?

- A. Long-distance travel in Britain is only by road.
 B. There are no regular flights between regional airports.
 C. Trains are usually cheaper than long-distance coach services.
 D. Heavier items and raw materials are often transported by train.

Question 7: According to the information in paragraph 5, long-distance travellers in the US can choose from_____mode(s) of transport.

- A. four B. two C. one D. three

Question 8: It is stated in the passage that the major problems of road transport in Britain and the US are_____.

- A. speeding and bad roads B. accidents and pollution
 C. traffic jams and pollution D. drink-driving and traffic jams

Question 9: According to the passage, people in Britain refuse public transport because _____.

- A. they like to share rides with neighbours B. they think it is not good enough
 C. they see no reason to use their cars less D. petrol is relatively cheap in Britain

Question 10: The word “**they**” in the last sentence of the passage can best be replaced by _____.

- A. the government B. major cities C. Americans D. neighbours

ĐỀ SỐ 16

The Sun today is a yellow dwarf star. It is fueled by thermonuclear reactions near its center that convert hydrogen to helium. The Sun has existed in its present state for about four billion six hundred million years and is thousands of times larger than the Earth.

By studying other stars, astronomers can predict what the rest of the Sun's life will be like. About five billion years from now, the core of the Sun will shrink and become hotter. The surface temperature will fall. The higher temperature of the center will increase the rate of thermonuclear reactions. The outer regions of the Sun will expand approximately 35 million miles, about the distance to Mercury, which is the closest planet to the Sun. The Sun will then be a red giant star. Temperatures on the Earth will become too high for life to exist.

Once the Sun has used up its thermonuclear energy as a red giant, it will begin to shrink. After it shrinks to the size of the Earth, it will become a white dwarf star. The Sun may throw off huge amounts of gases in violent eruptions called nova explosions as it changes from a red giant to a white dwarf.

After billions of years as a white dwarf, the Sun will have used up all its fuel and will have lost its heat. Such a star is called a black dwarf. After the Sun has become a black dwarf, the Earth will be dark and cold. If any atmosphere remains there, it will have frozen over the Earth's surface.

Question 1. It can be inferred from the passage that the Sun_____.

- A. is approximately halfway through its life as a yellow dwarf
- B. will continue to be a yellow dwarf for another 10 billion years
- C. has been in existence for 10 billion years
- D. is rapidly changing in size and brightness

Question 2. What will probably be the first stage of change for the Sun to become a red giant?

- A. Its surface will become hotter and shrink.
- B. It will throw off huge amounts of gases.
- C. Its central part will grow smaller and hotter.
- D. Its core will cool off and use less fuel.

Question 3. When the Sun becomes a red giant, what will the atmosphere be like on the Earth?

- A. It will be enveloped in the expanding surface of the sun.
- B. It will become too hot for life to exist.
- C. It will be almost destroyed by nova explosions.
- D. It will freeze and become solid.

Question 4. When the Sun has used up its energy as a red giant, it will_____.

- A. get frozen
- B. cease to exist
- C. stop to expand
- D. become smaller

Question 5. Large amounts of gases may be released from the Sun at the end of its life as a _____.

- A. black dwarf
- B. white dwarf
- C. red giant
- D. yellow dwarf

Question 6. As a white dwarf, the Sun will be_____.

- A. the same size as the planet Mercury
- B. around 35 million miles in diameter
- C. a cool and habitable planet
- D. thousands of times smaller than it is today

Question 7. The Sun will become a black dwarf when_____.

- A. the Sun moves nearer to the Earth
- B. it has used up all its fuel as a white dwarf
- C. the core of the Sun becomes hotter
- D. the outer regions of the Sun expand

Question 8. The word “**there**” in the last sentence of paragraph 4 refers to_____.

- A. the planet Mercury
- B. the core of a black dwarf
- C. our own planet
- D. the outer surface of the Sun

Question 9. This passage is intended to_____.

- A. describe the changes that the Sun will go through
- B. present a theory about red giant stars
- C. alert people to the dangers posed by the Sun
- D. discuss conditions on the Earth in the far future

Question 10. The passage has probably been taken from_____.

- A. a scientific journal
- B. a news report
- C. a work of science fiction
- D. a scientific chronicle

ĐỀ SỐ 17

In the West, cartoons are used chiefly to make people laugh. The important feature of all these cartoons is the joke and the element of surprise which is contained. Even though it is very funny, a good cartoon is always based on close observation of a particular feature of life and usually has a serious purpose.

Cartoons in the West have been associated with political and social matters for many years. In wartime, for example, they proved to be an excellent way of spreading propaganda. Nowadays cartoons are often used to make short, sharp comments on politics and governments as well as on a variety of social matters. In this way, the modern cartoon has become a very powerful force in influencing people in Europe and the United States.

Unlike most American and European cartoons, however, many Chinese cartoon drawings in the past have also attempted to educate people, especially those who could not read and write. Such cartoons about the lives and sayings of great men in China have proved extremely useful in bringing education to illiterate and semi-literate people throughout China. Confucius, Mencius and Laozi have all appeared in very interesting stories presented in the form of cartoons. The cartoons themselves have thus served to illustrate the teachings of the Chinese sages in a very attractive way.

In this sense, many Chinese cartoons are different from Western cartoons in so far as they do not depend chiefly on telling jokes. Often, there is nothing to laugh at when you see Chinese cartoons. **This** is not their primary aim. In addition to commenting on serious political and social matters, Chinese cartoons have aimed at spreading the traditional Chinese thoughts and culture as widely as possible among the people.

Today, however, Chinese cartoons have an added part to play in spreading knowledge. They offer a very attractive and useful way of reaching people throughout the world, regardless of the particular country in which they live. Thus, through cartoons, the thoughts and teachings of the old Chinese philosophers and sages can now reach people who live in such countries as Britain, France, America, Japan, Malaysia or Australia and who are unfamiliar with the Chinese culture.

Until recently, the transfer of knowledge and culture has been overwhelmingly from the West to the East and not vice versa. By means of cartoons, however, publishing companies in Taiwan, Hong Kong and Singapore are now having success in correcting this **imbalance** between the East and the West.

Cartoons can overcome language barriers in all foreign countries. The vast increase in the popularity of these cartoons serves to illustrate the truth of Confucius's famous saying "One picture is worth a thousand words."

Question 1: Which of the following clearly characterizes Western cartoons?

- A. Originality, freshness, and astonishment.
- B. Humour, unexpectedness, and criticism.
- C. Enjoyment, liveliness, and carefulness.
- D. Seriousness, propaganda, and attractiveness.

Question 2: Chinese cartoons have been useful as an important means of _____.

- A. educating ordinary people
- B. spreading Western ideas
- C. political propaganda in wartime
- D. amusing people all the time

Question 3: The major differences between Chinese cartoons and Western cartoons come from their _____.

- A. purposes
- B. nationalities
- C. values
- D. styles

Question 4: The pronoun “**this**” in paragraph 4 mostly refers to _____.

- A. a propaganda campaign
- B. a piece of art
- C. an educational purpose
- D. a funny element

Question 5: The passage is intended to present _____.

- A. a contrast between Western cartoons and Chinese cartoons
- B. an opinion about how cartoons entertain people
- C. a description of cartoons of all kinds the world over
- D. an outline of Western cartoons and Chinese cartoons

Question 6: Which of the following could be the best title for the passage?

- A. A Very Powerful Force in Influencing People
- B. Cartoons as a Way of Educating People
- C. Chinese Cartoons and Western Cartoons
- D. An Excellent Way of Spreading Propaganda

Question 7: In general, Chinese cartoons are now aiming at _____.

- A. illustrating the truth of Chinese great men’s famous sayings
- B. bringing education to illiterate and semi-literate people in the world
- C. spreading the Chinese ideas and cultural values throughout the world
- D. disseminating traditional practices in China and throughout the world

Question 8: The word “**imbalance**” in paragraph 6 refers to _____.

- A. the mismatch between the East cartoons and the West cartoons
- B. the influence of the East cartoons over the West cartoons
- C. the dominant cultural influence of the West over the East
- D. the discrimination between the West culture and the East culture

Question 9: Which of the following is most likely the traditional subject of Chinese cartoons?

- A. The stories and features of the lives of great men the world over.
- B. The illiterate and semi-literate people throughout China.
- C. Jokes and other kinds of humour in political and social matters.
- D. The philosophies and sayings of ancient Chinese thinkers.

Question 10: According to the passage, which of the following is true?

- A. Western cartoons always have a serious purpose.
- B. Cartoons will replace other forms of writing.
- C. Cartoons can serve various purposes.
- D. Language barriers restricted cartoons.

ĐỀ SỐ 18

In 1826, a Frenchman named Niépce needed pictures for his business. He was not a good artist, so he invented a very simple camera. He put it in a window of his house and took a picture of his yard. That was the first photograph.

The next important date in the history of photography was 1837. That year, Daguerre, another Frenchman, took a picture of his studio. He used a new kind of camera and a different process. In his pictures, you could see everything clearly, even the smallest details. This kind of photograph was called a daguerreotype.

Soon, other people began to use Daguerre's process. Travelers brought back daguerreotypes from all around the world. People photographed famous buildings, cities, and mountains.

In about 1840, the process was improved. Then photographers could take pictures of people and moving things. The process was not simple and photographers had to carry lots of film and processing equipment. However, this did not stop photographers, especially in the United States. After 1840, daguerreotype artists were popular in most cities.

Matthew Brady was one well-known American photographer. He took many portraits of famous people. The portraits were unusual because they were **lifelike** and full of personality. Brady was also the first person to take pictures of a war. His 1862 Civil War pictures showed dead soldiers and **ruined** cities. They made the war seem more real and more terrible.

In the 1880s, new inventions began to change photography. Photographers could buy film ready-made in rolls, instead of having to make the film themselves. Also, they did not have to process the film immediately. They could bring it back to their studios and develop it later. They did not have to carry lots of equipment. And finally, the invention of the small handheld camera made photography less expensive.

With a small camera, anyone could be a photographer. People began to use cameras just for fun. They took pictures of their families, friends, and favorite places. They called these pictures "snapshots".

Documentary photographs became popular in newspapers in the 1890s. Soon magazines and books also used them. These pictures showed true events and people. They were much more real than drawings.

Some people began to think of photography as a form of art. They thought that photography could do more than show the real world. It could also show ideas and feelings, like other art forms.

Question 1: The first photograph was taken with _____.

- A. a small handheld camera
- B. a very simple camera
- C. a daguerreotype
- D. new types of film

Question 2: Daguerre took a picture of his studio with _____.
 A. a new kind of camera
 B. a very simple camera
 C. special equipment
 D. an electronic camera

Question 3: The word “this” in the passage refers to the_____
 A. carrying of lots of film and processing equipment
 B. stopping of photographers from taking photos
 C. fact that daguerreotype artists were popular in most cities
 D. taking of pictures of people and moving things

Question 4: The word “**ruined**” in the passage is closest in meaning to_____
 A. poorly-painted B. heavily-polluted C. terribly spoiled D. badly damaged

Question 5: The word “**lifelike**” in the passage is closest in meaning to_____
 A. moving B. realistic C. touching D. manlike

Question 6: The latest invention mentioned in the passage is the invention of_____
 A. handheld cameras B. processing equipment
 C. daguerreotypes D. rolls of film

Question 7: The word “handheld” in the passage is closest in meaning to _____
 A. handling manually B. held by hand
 C. controlling hands D. operated by hand

Question 8: Matthew Brady was well-known for_____
 A. inventing daguerreotypes B. the small handheld camera
 C. taking pictures of French cities D. portraits and war photographs

Question 9: As mentioned in the passage, photography can_____
 A. print old pictures B. convey ideas and feelings
 C. show the underworld D. replace drawings

Question 10: Which of the following could best serve as the title of the passage?
 A. Different Steps in Film Processing B. Story of Photography
 C. Photography and Painting D. Story of Famous Photographers

ĐỀ SỐ 19

Reading to oneself is a modern activity which was almost unknown to the scholars of the classical and medieval worlds, while during the fifteenth century the term “reading” undoubtedly meant reading aloud. Only during the nineteenth century did silent reading become **commonplace**.

One should be wary, however, of assuming that silent reading came about simply because reading aloud was a distraction to others. Examinations of factors related to the historical development of silent reading have revealed that it became the usual mode of reading for most adults mainly because the tasks themselves changed in character.

The last century saw a steady gradual increase in literacy and thus in the number of readers. As the number of readers increased, the number of potential listeners declined and thus there was some reduction in the need to read aloud. As reading for the benefit of listeners grew less common, so came the flourishing of reading as a private activity in such public places as libraries, railway carriages and offices, where reading aloud would cause distraction to other readers.

Towards the end of the century, there was still considerable argument over whether books should be used for information or treated respectfully and over whether the reading of materials such as newspapers was in some way mentally weakening. Indeed, this argument remains with us still in education. However, whatever its virtues, the old shared literacy culture had gone and was replaced by the printed mass media on the one hand and by books and periodicals for **A specialised readership** on the other.

By the end of the twentieth century, students were being recommended to adopt attitudes to books and to use reading skills which were inappropriate, if not impossible, for the **oral reader**. The social, cultural and technological changes in the century had greatly altered what the term “reading” implied.

Question 1. Reading aloud was more common in the medieval world because_____.

- A. people relied on reading for entertainment
- B. silent reading had not been discovered
- C. there were few places available for private reading
- D. few people could read to themselves

Question 2. The word “**commonplace**” in the first paragraph mostly means “_____”.

- A. for everybody’s use
- B. most preferable
- C. attracting attention
- D. widely used

Question 3. The development of silent reading during the last century indicated_____.

- A. an increase in the average age of readers
- B. an increase in the number of books
- C. a change in the nature of reading
- D. a change in the status of literate people

Question 4. Silent reading, especially in public places, flourished mainly because of_____.

- A. the decreasing need to read aloud
- B. the development of libraries
- C. the increase in literacy
- D. the decreasing number of listeners

Question 5. The phrase “a specialised readership” in paragraph 4 mostly means “_____”.

- A. a requirement for readers in a particular area of knowledge
- B. a limited number of readers in a particular area of knowledge
- C. a reading volume for particular professionals
- D. a status for readers specialised in mass media

Question 6. The phrase “oral reader” in the last paragraph mostly means “a person who _____”.

- A. is good at public speaking
- B. practises reading to an audience
- C. takes part in an audition
- D. is interested in spoken language

Question 7. All of the following might be the factors that affected the continuation of the old shared literacy culture EXCEPT_____.

- A. the inappropriate reading skills
- B. the specialised readership
- C. the diversity of reading materials
- D. the printed mass media

Question 8. Which of the following statements is NOT TRUE according to the passage?

- A. Reading aloud was more common in the past than it is today.
- B. Not all printed mass media was appropriate for reading aloud.
- C. The decline of reading aloud was wholly due to its distracting effect.
- D. The change in reading habits was partly due to the social, cultural and technological changes.

Question 9. The writer of this passage is attempting to_____.

- A. explain how reading habits have developed
- B. change people’s attitudes to reading
- C. show how reading methods have improved
- D. encourage the growth of reading

BÀI SỐ 20

Probably the most famous film commenting on the twentieth-century technology is *Modern Times*, made in 1936. Charlie Chaplin was motivated to make the film by a reporter who, while interviewing him, happened to describe the working conditions in industrial Detroit. Chaplin was told that healthy young farm boys were lured to the city to work on automotive assembly lines. Within four or five years, these young men's health was destroyed by the stress of work in the factories.

The film opens with a shot of a mass of sheep making their way down a crowded ramp.

Abruptly, the film shifts to a scene of factory workers **jostling one another** on their way to a factory. However, the rather bitter note of criticism in the implied comparison is not sustained. It is replaced by a gentle note of satire. Chaplin prefers to entertain rather than lecture.

Scenes of factory interiors account for only about one-third of *Modern Times*, but they contain some of the most pointed social commentary as well as the most comic situations. No one who has seen the film can ever forget Chaplin **vainly** trying to keep pace with the fast-moving conveyor belt, almost losing his mind in the process. Another popular scene involves an automatic feeding machine brought to the assembly line so that workers need not interrupt their labor to eat. The feeding machine malfunctions, hurling food at Chaplin, who is strapped in his position on the assembly line and cannot escape. **this** serves to illustrate people's utter helplessness in the face of machines that are meant to serve their basic needs.

Clearly, *Modern Times* has its faults, but it remains the best film treating technology within a social context. It does not offer a radical social message, but it does accurately reflect the sentiment of many who feel they are victims of an over-mechanised world.

Question 1. According to the passage, Chaplin got the idea for *Modern Times* from_____.
A. a conversation B. a movie C. fieldwork D. a newspaper

Question 2. The young farm boys went to the city because they were_____.
A. attracted by the prospect of a better life
B. forced to leave their sheep farm
C. promised better accommodation
D. driven out of their sheep farm

Question 3. The phrase "**jostling one another**" in the third paragraph is closest in meaning to "
_____".
A. running against each other
B. pushing one another
C. hurrying up together
D. jogging side by side

Question 4. According to the passage, the opening scene of the film is intended_____.
A. to reveal the situation of the factory workers
B. to produce a tacit association
C. to introduce the main characters of the film
D. to give the setting for the entire plot later

Question 5. The word “**vainly**” in the fourth paragraph is closest in meaning to “_____”.

- A. effortlessly B. recklessly C. hopelessly D. carelessly

Question 6. The word “**This**” in the fourth paragraph refers to _____.

- A. the situation of young workers in a factory
B. the scene of an assembly line in operation
C. the scene of the malfunction of the feeding machine
D. the malfunction of the twentieth-century technology

Question 7. According to the author, about two-thirds of Modern Times _____.

- A. is more critical than the rest B. is rather discouraging
C. was shot outside a factory D. entertains the audience most

Question 8. The author refers to all of the following notions to describe Modern Times EXCEPT _____.

- A. entertainment B. satire C. criticism D. revolution

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

- A. The working conditions in the car factories of the 1930s were very stressful.
B. The author does not consider Modern Times as a perfect film.
C. Modern Times depicts the over-mechanised world from a social viewpoint.
D. In Modern Times, the factory workers’ basic needs are well met.

Question 10. The passage was written to _____.

- A. review one of Chaplin’s popular films
B. explain Chaplin’s style of acting
C. discuss the disadvantages of technology
D. criticize the factory system of the 1930s