Chuyên đề Sentence Completion IELTS READING (PHẦN 4)

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Đề thi thật 1: Thomas Young - The Last True know-it-all

A

Thomas Young (1773-1829) contributed 63 articles to the Encyclopedia Britannica, including 46 biographical entries (mostly on scientists and classicists) and substantial essays on "Bridge," "Chromatics," "Egypt," "Languages" and "Tides". Was someone who could write authoritatively about so many subjects a polymath, a genius or a dilettante? In an ambitious new biography, Andrew Robinson argues that Young is a good contender for the epitaph "the last man who knew everything." Young has competition, however: The phrase, which Robinson takes for his title, also serves as the subtitle of two other recent biographies: Leonard Warren's 1998 life of paleontologist Joseph Leidy (1823-1891) and Paula Findlen's 2004 book on Athanasius Kircher (1602-1680), another polymath.

B

Young, of course, did more than write encyclopedia entries. He presented his first paper to the Royal Society of London at the age of 20 and was elected a Fellow a week after his 21st birthday. In the paper, Young explained the process of accommodation in the human eye —on how the eye focuses properly on objects at varying distances. Young hypothesized that this was achieved by changes in the shape of the lens. Young also theorized that light traveled in waves and he believed that, to account for the ability to see in color, there must be three receptors in the eye corresponding to the three "principal colors" to which the retina could respond: red, green, violet. All these hypotheses were subsequently proved to be correct.

C

Later in his life, when he was in his forties, Young was instrumental in cracking the code that unlocked the unknown script on the Rosetta Stone, a tablet that was "found" in Egypt by the Napoleonic army in 1799. The stone contains text in three alphabets: Greek, something unrecognizable and Egyptian hieroglyphs. The unrecognizable script is now known as demotic and, as Young deduced, is related directly to hieroglyphic. His initial work on this appeared in his Britannica entry on Egypt. In another entry, he coined the term Indo-European to describe the family of languages spoken throughout most of Europe and northern India. These are the landmark achievements of a man who was a child prodigy and who, unlike many remarkable children, did not disappear into oblivion as an adult.

D

Born in 1773 in Somerset in England, Young lived from an early age with his maternal grandfather, eventually leaving to attend boarding school. He had devoured books from the age of two, and through his own initiative, he excelled at Latin, Greek, mathematics and natural philosophy. After leaving school, he was greatly encouraged by his mother's uncle, Richard Brocklesby, a physician and Fellow of the Royal Society. Following Brocklesby's lead, Young decided to pursue a career in medicine. He studied in London, following the medical circuit, and then moved on to more formal education in Edinburgh, Gottingen and Cambridge. After completing his medical training at the University of Cambridge in 1808, Young set up practice as a physician in London. He soon became a Fellow of the Royal College of Physicians and a few years later was appointed physician at St. George's Hospital.

Questions 1-7

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1-7 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN If there is no information on this

1 'The last man who knew everything' has also been claimed to other people.

2 All Young's articles were published in Encyclopedia Britannica.

3 Like others, Young wasn't so brilliant when growing up.

4 Young's talent as a doctor surpassed his other skills.

5 Young's advice was sought by people responsible for local and national issues.

6 Young took part in various social pastimes.

7 Young suffered from a disease in his later years.

E

Young's skill as a physician, however, did not equal his skill as a scholar of natural philosophy or linguistics. Earlier, in 1801, he had been appointed to a professorship of natural philosophy at the Royal Institution, where he delivered as many as 60 lectures in a year. These were published in two volumes in 1807. In 1804 Young had become secretary to the Royal Society, a post he would hold until his death. His opinions were sought on civic and national matters, such as the introduction of gas lighting to London and methods of ship construction. From 1819 he was superintendent of the Nautical Almanac and secretary to the Board of Longitude. From 1824 to 1829 he was physician to and inspector of calculations for the Palladian Insurance Company. Between 1816 and 1825 he contributed his many and various entries to the Encyclopedia Britannica, and throughout his career, he authored numerous books, essays and papers.

F

Young is a perfect subject for a biography — perfect, but daunting. Few men contributed so much to so many technical fields. Robinson's aim is to introduce non-scientists to Young's work and life. He succeeds, providing clear expositions of the technical material (especially that on optics and Egyptian hieroglyphs). Some readers of this book will, like Robinson, find Young's accomplishments impressive; others will see him as some historians have —as a dilettante. Yet despite the rich material presented in this book, readers will not end up knowing Young personally. We catch glimpses of a playful Young, doodling Greek and Latin phrases in his notes on medical lectures and translating the verses that a young lady had written on the walls of a summerhouse into Greek elegiacs. Young was introduced into elite society, attended the theatre and learned to dance and play the flute. In addition, he was an accomplished horseman. However, his personal life looks pale next to his vibrant career and studies.

G

Young married Eliza Maxwell in 1804, and according to Robinson, "their marriage was a happy one and she appreciated his work,". Almost all we know about her is that she sustained her husband through some rancorous disputes about optics and that she worried about money when his medical career was slow to take off. Very little evidence survives about the complexities of Young's relationships with his mother and father. Robinson does not credit them, or anyone else, with shaping Young's extraordinary mind. Despite the lack of details concerning Young's relationships, however, anyone interested in what it means to be a genius should read this book.

Questions 8-13

Answer the questions below.

Choose NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage for each answer.

8 How many life stories did Young write for the Encyclopedia Britannica?

9 What aspect of scientific research did Young focus on in his first academic paper?

10 What name did Young introduce to refer to a group of languages?

11 Who inspired Young to start his medical studies?

12 Where did Young get a teaching position?

13 What contribution did Young make to London?

Đề thi thật 2 The Sense of Flavour

{A} Scientists now believe that human beings acquired the sense of taste as a way to avoid being poisoned. Edible plants generally taste sweet; deadly ones, bitter. Taste is supposed to help us differentiate food that's good for us from food that's not. The taste buds on our tongues can detect the presence of half a dozen or so basic tastes, including sweet, sour, bitter, salty, and umami (a taste discovered by Japanese researchers, a rich and full sense of deliciousness triggered by amino acids in foods such as shellfish, mushrooms, potatoes, and seaweed). Tastebuds offer a limited means of detection, however, compared with the human olfactory system, which can perceive thousands of different chemical aromas. Indeed, 'flavor' is primarily the smell of gases being released by the chemicals you've just put in your mouth. The aroma of food can be responsible for as much as 90% of its flavor.

{B} The act of drinking, sucking or chewing a substance releases its volatile gases. They flow out of the mouth and up the nostrils, or up the passageway at the back of the mouth, to a thin layer of nerve cells called the olfactory epithelium, located at the base of the nose, right between the eyes. The brain combines the complex smell signals from the epithelium with the simple taste signals from the tongue, assigns a flavor to what's in your mouth, and decides if it's something you want to eat.

{C} Babies like sweet tastes and reject bitter ones; we know this because scientists have rubbed various flavors inside the mouths of infants and then recorded their facial reactions. A person's food preferences, like his or her personality, are formed during the first few years of life, through a process of socialization. Toddlers can learn to enjoy hot and spicy food, bland health food, or fast food, depending upon what the people around them eat. The human sense of smell is still not fully understood. It is greatly affected by psychological factors and expectations. The mind filters out the overwhelming majority of chemical aromas that surround us, focusing intently on some, ignoring others. People can grow accustomed to bad smells or good smells; they stop noticing what once seemed overpowering.

{D} Aroma and memory are somehow inextricably linked. A smell can suddenly evoke a long-forgotten moment. The flavours of childhood foods seem to leave an indelible mark, and adults often return to them, without always knowing why. These 'comfort foods' become a source of pleasure and reassurance—a fact that fast-food chains work hard to promote. Childhood memories of Happy Meals can translate into frequent adult visits to McDonald's, like those of the chain's 'heavy users', the customers who eat there four or five times a week.

Questions 1-5

Do the following statements agree with the information given in The Passage?

In boxes 1–5 on your answer sheet, write:

- *TRUE if the statement is true*
- *FALSE if the statement is false*
- *NOT GIVEN if the information is not given in the passage*

1. *The brain determines which aromas we are aware of.*
2. *The sense of taste is as efficient as the sense of smell.*
3. *Personal tastes in food are developed in infancy.*
4. *Christopher Columbus found many different spices on his travels.*
5. *In the mid-1880s, man-made flavors were originally invented on purpose.*

{E} The human craving for flavour has been a large unacknowledged and unexamined force in history. Royal empires have been built, unexplored lands have been traversed, great religions and philosophies have been forever changed by the spice trade. In 1492, Christopher Columbus set sail in order to try to find new seasonings and thus to make his fortune with this most desired commodity of that time. Today, the influence of flavour in the world marketplace is no less decisive. The rise and fall of corporate empires—soft-drink companies, snack-food companies, and fast-food chains—is frequently determined by how their products taste.

{F} The flavor industry emerged in the mid-1800s, as processed foods began to be manufactured on a large scale. Recognizing the need for flavor additives, the early food processors turned to perfume companies that had years of experience working with essential oils and volatile aromas. The great perfume houses of England, France, and the Netherlands produced many of the first flavor compounds. In the early part of the 20th century, Germany's powerful chemical industry assumed the lead in flavour production. Legend has it that a German scientist discovered methyl anthranilate, one of the first artificial flavours, by accident while mixing chemicals in his laboratory. Suddenly, the lab was filled with the sweet smell of grapes. Methyl anthranilate later became the chief flavoring compound of manufactured grape juice.

{G} The quality that people seek most of all in a food, its flavour, is usually present in a quantity too infinitesimal to be measured by any traditional culinary terms such as ounces or teaspoons. Today's sophisticated spectrometers, gas chromatographs, and headspace vapor analyzers provide a detailed map of a food's flavour components, detecting chemical aromas in amounts as low as one part per billion. The human nose, however, is still more sensitive than any machine yet invented. A nose can detect aromas present in quantities of a few parts per trillion. Complex aromas, such as those of coffee or roasted meat, may be composed of gases from nearly a thousand different chemicals. The chemical that provides the dominant flavour of bell pepper can be tasted in amounts as low as 0.02 parts per billion; one drop is sufficient to add flavour to the amount of water needed to fill five average-sized swimming pools.

Questions 6-11

Complete the sentences below. Choose ONE word from The Passage for each answer.

It is thought that the sense of taste was 6... in order to 7... the foods which are harmless to us from those that are not 8.... The sense of smell, which gives us the flavour we detect in our food, helps us to take pleasure in our food. Indeed this 9... for flavour was, in the past, the reason why so many explorers ventured to distant lands to bring back new 10..., which were greatly sought after in Europe. Here they were used in cooking to enhance the usual 11... and unappetizing dishes eaten by rich and poor alike.

Questions 12-13

Write NO MORE THAN TWO WORDS from Reading Passage 1 for each answer.

1. *We associate certain smells with the past as they are 12....*
2. *Modern technology is able to help determine the minute quantities of 13... found in food.*

Đề thi thật 3: The Significant Role of Mother Tongue in Education

One consequence of population mobility is an increasing diversity within schools. To illustrate, in the city of Toronto in Canada, 58% of kindergarten pupils come from homes where English is not the usual language of communication. Schools in Europe and North America have experienced this diversity for years, and educational policies and practices vary widely between countries and even within countries. Some political parties and groups search for ways to solve the problem of diverse communities and their integration in schools and society. However, they see few positive consequences for the host society and worry that this diversity threatens the identity of the host society. Consequently, they promote unfortunate educational policies that will make the "problem" disappear. If students retain their culture and language, they are viewed as less capable of identifying with the mainstream culture and learning the mainstream language of the society.

The challenge for educator and policy-makers is to shape the evolution of national identity in such a way that rights of all citizens (including school children) are respected, and the cultural linguistic, and economic resources of the nation are maximised. To waste the resources of the nation by discouraging children from developing their mother tongues is quite simply unintelligent from the point of view of national self-interest. A first step in providing an appropriate education for culturally and linguistically diverse children is to examine what the existing research says about the role of children's mother tongues in their educational development.

In fact, the research is very clear. When children continue to develop their abilities in two or more languages throughout their primary school, they gain a deeper understanding of language and how to use it effectively. They have more practice in processing language, especially when they develop literacy in both. More than 150 research studies conducted during the past 25 years strongly support what Goethe, the famous eighteenth-century German philosopher, once said: the person who knows only one language dose not truly know that language. Research suggests that bilingual children may also develop more flexibility in their thinking as a result of processing information through two different languages.

The level of development of children;s mother tongue is a strong predictor of their second language development. Children who come to school with a solid foundation in their mother tongue develop stronger literacy abilities in the school language. When parents and other caregivers (e.g. grandparents) are able to spend time with their children and tell stories or discuss issues with them in a way that develops their mother tongue, children come to school well-prepared to learn the school language and succed educationally. Children's knowledge and skills transfer across languages from the mother tongue to the school language. Transfer across languages can be two-way: both languages nurture each other when the educational environment permits children access to both languages.

Questions 27-30

Choose the correct letter, A, B, C or D. Write the correct letter in boxes 27-30 on your answer sheet.

27. What point did the writer make in the second paragraph?

A. Some present studies on children's mother tongues are misleading

B. A culturally rich education programme benefits some children more than others

C. Bilingual children can make a valuable contribution to the wealth of a country

D. The law on mother toungue use at shool should be strengthened

28. Why does the writer refer to something that Goethe said?

A. to lend weight to his argument

B. to contradict some research

C. to introduce a new concept

D. to update current thinking

29. The writer believes that when young children have a firm grasp of their mother tongue

A. they can teach older family members what they learnt at school

B. they go on to do much better throughout their time at school

C. they can read stories about their cultural background

D. they develop stronger relationships with their family than with their peers

30. Why are some people suspicious about mother tongue-based teaching programmes?

A. They worry that children will be slow to learn to read in either language

B. They think that children will confuse words in the two languages

C. They believe that the programmes will make children less interested in their lessons

D. They fear that the programmes will use up valuable time in the school day

Đề thi thật 3: The Significant Role of Mother Tongue in Education

Some educators and parents are suspicious of mother tongue-based teaching programs because they worry that they take time away from the majority language. For example, in a bilingual program when 50% of the time is spent teaching through children's home language and 50% through the majority language, surely children won't progress as far in the latter? One of the most strongly established findings of educational research, however, is that well-implemented bilingual programs can promote literracy and subject-matter knowledge in a minority language without any negative effects on children's development in the majority language. Within Europe, the Foyer program in Belgium, which develops children's speaking and literacy abilities in three languages (their mother tongue, Dutch and French), most clearly illustrates the benefits of bilingual and trilingual education (see Cummins, 2000)

It is easy to understand how this happens. When children are learning through a minority language, they are learning concepts and intellectual skills too. Pupils who know how to tell the time in their mother tongue understand the concept of telling time. In order to tell time in the majority language, they do not need to re-learn the concept. Similarly, at more advanced stages, there, is transfer across languages in other skills such as knowing how to distinguish the main idea from the supporting details of a written passage or story, and distinguishing fact from opinion. Studies of secondary school pupils are providing interesting findings in this area, and it would be worth extending this research.

Many people marvel at how quickly bilingual children seem to "pick up" conversational skills in the majority language at school (although it takes much longer for them to catch up with native speakers in academic language skills). However, educators are often much less aware of how quickly children can lose their ability to use their mother tongue, even in the home context. The extent and rapidity of language loss will vary according to the concentration of families from a particular linguistic group in the neighborhood. Where the mother tongue is used extensively in the community, then language loss among young children will be less. However, where language communities are not concentrated in particular neighborhoods, children can lose their ability to communicate in their mother tongue within 2-3 years of starting school. They may retain receptive skills in the language but they will use the majority language, in speaking with their peers and siblings and in responding to their parents. By the time children become adolescents, the linguistic division between parents and children has become an emotional chasm. Pupils frequently become alienated from the cultures of both home and school with predictable results.

Questions 31-35

Complete the summary using the list of word, A-J, below

Write the correct letter, A-J, in boxes 31-35 on your answer sheet.

A - teachers

B - schools

C - dislocation

D - rate

E - time

F -family

G - communication

H - type

I - ability

J - area

Bilingual Children

It was often recorded that bilingual children acquire the 31..... to converse in the majority language remarkable quickly. The fact that the mother tongue can disappear at a similar 32..... is less well understood. This phenomenon depends, to a certain extent, on the proposition of people with the same linguistic background that have settled in a particular 33..... If this is limited, children are likely to lose the active use of their mother tongue. And thus no longer employ it even with 34..... , although they may still understand it. It follows that teenager children in these circumstances experience a sense of 35..... in relation to all aspects of their lives.

Questions 36-40

Do the following statements agree with the information given in Reading Passage?

In boxes 36-40 on your answer sheet write:

YES if the statement agrees with the views of the writer

NO if the statement contradicts the views of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

36. Less than half of the children who attend kindergarten in Toronto have English as their mother tongue

37. Research proves that learning the host country language at school can have an adverse effect on a child's mother tongue.

38. The Foyer program is accepted by the French education system.

39. Bilingual children are taught to tell the time earlier than monolingual children.

40. Bilingual children can apply reading comprehension strategies acquired in one language when reading in the other.

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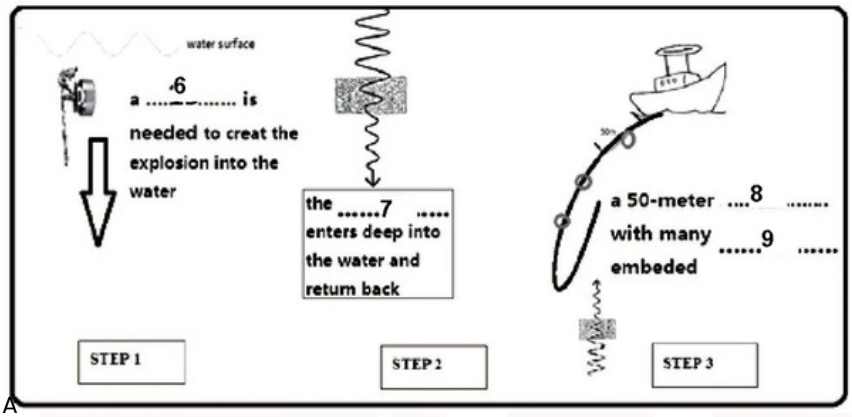
Đề thi thật 4: Detection of a meteorite Lake



A

As the sun rose over picturesque Lake Bosumtwi, a team of Syracuse University researchers prepared for another day of using state-of-the-art equipment to help bottom. Nestled in the heart of Ghana, the lake holds an untapped reservoir of information that could help scientists predict future climate changes by looking at evidence from the past. This information will also improve the scientists' understanding of the changes that occur in a region struck by a massive meteorite.

B

The project, led by earth sciences professor Christopher Scholz of the College of Arts and Sciences and funded by the National Science Foundation (NSF), is the first large-scale effort to study Lake Bosumtwi, which formed 1.1 million years ago when a giant meteor crashed into the Earth's surface. The resulting crater is one of the largest and most well-preserved geologically young craters in the world, says Scholz, who is collaborating on the project with researchers from the University of Arizona, the University of South Carolina, the University of Rhode Island, and several Ghanaian institutions. "Our data should provide information about what happens when an impact hits hard, pre-Cambrian, crystalline rocks that are a billion years old," he says.

C

Equally important is the fact that the lake, which is about 8 kilometers in diameter, has no natural outlet. The rim of the crater rises about 250 meters above the water's surface. Streams flow into the lake, Scholz says, but the water leaves only by evaporation, or by seeping through the lake sediments. For the past million years, the lake has acted as a tropical rain gauge, filling and drying with changes in precipitation and the tropical climate. The record of those changes is hidden in the sediment below the lake bottom. "The lake is one of the best sites in the world for the study of tropical climate changes," Scholz says. "The tropics are the heat engine for the Earth's climate. To understand the global climate, we need to have records of climate changes from many sites around the world, including the tropics."

D

Before the researchers could explore the lake's subsurface, they needed a boat with a large, working deck area that could carry eight tons of scientific equipment. The boat – dubbed R/V Kilindi – was built in Florida last year. It was constructed in modules that were dismantled, packed inside a shipping container, and reassembled over a 10-day period in late November and early December 1999 in the rural village of Abono, Ghana. The research team then spent the next two weeks testing the boat and equipment before returning to the United States for the holidays

Questions 1-5

Do the following statements agree with the information given in Reading Passage?

In boxes 1-5 on your answer sheet, write

TRUE if the statement is true

FALSE if the statement is false

NOT GIVEN if the information is not given in the passage

1 With the investigation of the lake, the scientist may predict the climate changes in the future.

2 The crater resulted from a meteorite impact is the largest and most preserved one in the world.

3 The water stored in lake Bosumtwi was gone only by seeping through the lake sediments.

4 Historical climate changes can be detected by the analysis of the sediment in the lake.

5 The greatest obstacle to the research of scientists had been the interference by the locals due to their indigenous believes.

Questions 6-9

There are three steps of collecting data from the lake as followings, please fill the blanks

Đề thi thật 4: Detection of a meteorite Lake

E

In mid-January, five members of the team – Keely Brooks, an earth sciences graduate student; Peter Cattaneo, a research analyst; and Kiram Lezzar, a postdoctoral scholar, all from SU; James McGill, a geophysical field engineer; and Nick Peters, a Ph.D. student in geophysics from the University of Miami – returned to Abono to begin collecting data about the lake's subsurface using a technique called seismic reflection profiling. In this process, a high-pressure air gun is used to create small, pneumatic explosions in the water. The sound energy penetrates about 1,000 to 2,000 meters into the lake's subsurface before bouncing back to the surface of the water.

F

The reflected sound energy is detected by underwater microphones – called hydrophones – embedded in a 50-meter-long cable that is towed behind the boat as it crosses the lake in a carefully designed grid pattern. On-board computers record the signals, and the resulting data are then processed and analyzed in the laboratory. "The results will give us a good idea of the shape of the basin, how thick the layers of sediment are, and when and where there were major changes in sediment accumulation," Scholz says. "We are now developing a three-dimensional perspective of the lake's subsurface and the layers of sediment that have been laid down."

G

Team members spent about four weeks in Ghana collecting the data. They worked seven days a week, arriving at the lake just after sunrise. On a good day, when everything went as planned, the team could collect data and be back at the dock by early afternoon. Except for a few relatively minor adjustments, the equipment and the boat worked well. Problems that arose were primarily non-scientific – tree stumps, fishing nets, cultural barriers, and occasional misunderstandings with local villagers.

H

Lake Bosumtwi, the largest natural freshwater lake in the country, is sacred to the Ashanti people, who believe their souls come to the lake to bid farewell to their god. The lake is also the primary source of fish for the 26 surrounding villages. Conventional canoes and boats are forbidden. Fishermen travel on the lake by floating on traditional planks they propel with small paddles. Before the research project could begin, Scholz and his Ghanaian counterparts had to secure special permission from tribal chiefs to put the R/V Kilindi on the lake.

I

When the team began gathering data, rumors flew around the lake as to why the researchers were there. "Some thought we were dredging the lake for gold, others thought we were going to drain the lake or that we had bought the lake," Cattaneo says. "But once the local people understood why we were there, they were very helpful."

Questions 10-14

Complete the following summary of the paragraph of Reading Passage.

Using NO MORE THAN THREE WORDS from the Reading Passage for each answer.

Write your answers in boxes 10-14 on your answer sheet.

The boat-double R/V Kilindi crossed the lake was dismantled and stored in a 10..... . The technology they used called 11..... ; They created sound energy into 1000-2000 metres into the bottom of the lake and used separate equipment to collect the returned waves. Then the data had been analyzed and processed in the 12..... Scholz also added that they were now building 13..... . View of the sediment or sub-image in the bottom of the lake. The whole set of equipment works well yet the ship should avoid physical barrier including tree stumps or 14..... . Floating on the surface of the lake.