

Đề thi thật 1: Coral reefs

Coral reefs are underwater structures made from calcium carbonate secreted by corals. Coral reefs are colonies of tiny living animals found in marine waters that contain few nutrients. Most coral reefs are built from stony corals, which in turn consist of polyps that cluster in groups.

A. Coral reefs are estimated to cover 284,300 km² just under 0.1% of the oceans' surface area, about half the area of France. The Indo-Pacific region accounts for 91.9% of this total area. Southeast Asia accounts for 32.3% of that figure, while the Pacific including Australia accounts for 40.8%. Atlantic and Caribbean coral reefs account for 7.6%. Yet often called —rainforests of the sea, coral reefs form some of the most diverse ecosystems on Earth. They provide a home for 25% of all marine species, including fish, mollusks, worms, crustaceans, echinoderms, sponges, tunicates and other cnidarians. Paradoxically, coral reefs flourish even though they are surrounded by ocean waters that provide few nutrients. They are most commonly found at shallow depths in tropical waters, but deep water and cold water corals also exist on smaller scales in other areas. Although corals exist both in temperate and tropical waters, shallow-water reefs form only in a zone extending from 30°N to 30°S of the equator. Deepwater coral can exist at greater depths and colder temperatures at much higher latitudes, as far north as Norway. Coral reefs are rare along the American and African west coasts. This is due primarily to upwelling and strong cold coastal currents that reduce water temperatures in these areas (respectively the Peru, Benguela and Canary streams). Corals are seldom found along the coastline of South Asia from the eastern tip of India (Madras) to the Bangladesh and Myanmar borders. They are also rare along the coast around northeastern South America and Bangladesh due to the freshwater released from the Amazon and Ganges Rivers, respectively.

B. Coral reefs deliver ecosystem services to tourism, fisheries and coastline protection. The global economic value of coral reefs has been estimated at as much as \$US375 billion per year. Coral reefs protect shorelines by absorbing wave energy, and many small islands would not exist without their reef to protect them.

C. The value of reefs in biodiverse regions can be even higher. In parts of Indonesia and the Caribbean where tourism is the main use, reefs are estimated to be worth US\$1 million per square kilometer, based on the cost of maintaining sandy beaches and the value of attracting snorkelers and scuba divers. Meanwhile, a recent study of the Great Barrier Reef in Australia found that the reef is worth more to the country as an intact ecosystem than an extractive reserve for fishing. Each year more than 1.8 million tourists visit the reef, spending an estimated AU\$4.3 billion (Australian dollars) on reef-related industries from diving to boat rental to posh island resort stays. In the Caribbean, says UNEP, the net annual benefits from diver tourism were US\$2 billion in 2000 with US\$625 million spent directly on diving on reefs. Further, reef tourism is an important source of employment, especially for some of the world's poorest people. UNEP says that of the estimated 30 million small-scale fishers in the developing world, most are dependent to a greater or lesser extent on coral reefs. In the Philippines, for example, more than one million small-scale fishers depend directly on coral reefs for their livelihoods. The report estimates that reef fisheries were worth between \$15,000 and \$150,000 per square kilometer a year, while fish caught for aquariums were worth \$500 a kilogram against \$6 for fish caught as food. The aquarium fish export industry supports around 50,000 people and generates some US\$5.5 million a year in Sri Lanka along.

Questions 1-6

The reading Passage has seven paragraphs A-G.

Which paragraph contains the following information?

Write the correct letter A-G, in boxes 1-6 on your answer sheet. NB You may use any letter more than once.

1. Geographical Location of the world's coral reef
2. How does coral reef benefit economy locally
3. The statistics of coral reef's economic significance
4. The listed reasons for the declining number of coral reef
5. Physical approach to the coral reef by people
6. Unsustainable fishing methods are applied in regions of the world



Chuyên đề CLASSIFICATION & MATCHING INFORMATION IELTS READING (PHẦN 1)

<https://www.ielstutor.me/blog/ielts-academic-reading-online-test-identifying-information>

D. Unfortunately, coral reefs are dying around the world. In particular, coral mining, agricultural and urban runoff, pollution (organic and inorganic), disease, and the digging of canals and access into islands and bays are localized threats to coral ecosystems. Broader threats are sea temperature rise, sea-level rise and pH changes from ocean acidification, all associated with greenhouse gas emissions. Some current fishing practices are destructive and unsustainable. These include cyanide fishing, overfishing and blast fishing. Although cyanide fishing supplies live reef fish for the tropical aquarium market, most fish caught using this method are sold in restaurants, primarily in Asia, where live fish are prized for their freshness. To catch fish with cyanide, fishers dive down to the reef and squirt cyanide in coral crevices and on the fast-moving fish, to stun the fish making them easy to catch. Overfishing is another leading cause for coral reef degradation. Often, too many fish are taken from one reef to sustain a population in that area. Poor fishing practices, such as banging on the reef with sticks (muro-ami), destroy coral formations that normally function as fish habitat. In some instances, people fish with explosives (blast fishing), which blast apart the surrounding coral.

E. Tourist resorts that empty their sewage directly into the water surrounding coral reefs contribute to coral reef degradation. Wastes kept in poorly maintained septic tanks can also leak into surrounding groundwater, eventually seeping out to the reefs. Careless boating, diving, snorkeling and fishing can also damage coral reefs. Whenever people grab, kick, and walk on, or stir up sediment in the reefs, they contribute to coral reef destruction. Corals are also harmed or killed when people drop anchors on them or when people collect coral.

F. To find answers for these problems, scientists and researchers study the various factors that impact reefs. The list includes the ocean's role as a carbon dioxide sink, atmospheric changes, ultraviolet light, ocean acidification, viruses, impacts of dust storms carrying agents to far-flung reefs, pollutants, algal blooms and others. Reefs are threatened well beyond coastal areas. General estimates show approximately 10% of the world's coral reefs are dead. About 60% of the world's reefs are at risk due to destructive, human-related activities. The threat to the health of reefs is particularly strong in Southeast Asia, where 80% of reefs are endangered.

G. In Australia, the Great Barrier Reef is protected by the Great Barrier Reef Marine Park Authority and is the subject of much legislation, including a biodiversity action plan. Inhabitants of Ahus Island, Manus Province, Papua New Guinea, have followed a generations-old practice of restricting fishing in six areas of their reef lagoon. Their cultural traditions allow line fishing, but not net or spearfishing. The result is both the biomass and individual fish sizes are significantly larger in these areas than in places where fishing is unrestricted.

Questions 7-12

Do the following statements agree with the information given in Reading Passage? Write your answers in boxes 7-12 on your answer sheet.

TRUE if the statement is true

FALSE if the statement is false

NOT GIVEN if the information is not given in the passage

7. Coral reefs provide habitat to a variety of marine life.

8. Coral reef distributes around the ocean disproportionately.

9. Coral reef is increasingly important for scientific purpose.

10. Coral reefs are greatly exchanged among and exported to other countries.

11. Reef tourism is of economic essence generally for some poor people.

12. As with other fishing business, coral fishery is not suitable to women and children.

Question 13

Choose the correct letter, A, B, C or D. Write your answers in boxes 13 on your answer sheet.

What is the main purpose of this passage?

A. Demonstrate how coral reef growth in the ocean

B. To tell that coral reef is widely used as a scientific project

C. Present the general benefits and an alarming situation of coral reef

D. To show the vital efforts made to protect the coral reef in Australia



Đề thi thật 2: A Mechanical Friend for Children

A Mechanical Friend for Children

A
The development of robots that interact socially with people and assist them in everyday life has been an elusive goal of modern science. Despite impressive advances in the mechanical aspects of this problem, producing robots that bond and socialize with people for sustained periods of time has proven difficult. The most successful robots so far have been storytellers, but they have only been able to maintain human interest for a limited time and typically rely on the robot telling stories that change over time. In practice, commercially available robots seldom cross the 10-hour barrier (i.e. individual users tend to spend less than a combined total of 10 hours with the robots before losing interest). This observation is in sharp contrast to the long-term interactions and bonding that commonly develop between humans and their pets.

B
In a recent study, researchers from the Institute for Neural Computation in California introduced a state-of-the-art social robot into a classroom of 18-to-24-month-olds for five months as a way of studying human/robot interactions. The researchers, including Fumihide Tanaka and Javier R Movellan, introduced a toddler-sized humanoid robot into a classroom at a childhood education center. One of the QRIO series of robots, the 58cm machine, was originally developed by Sony. "Children of toddler age were chosen because they have no preconceived notions of robots," according to Tanaka. One of the goals of the study was to establish whether it was possible for social robots to maintain the interest of children beyond the 10-hour barrier.>> Form đăng kí giải đề thi thật IELTS 4 kĩ năng kèm bài giải bộ đề 100 đề PART 2 IELTS SPEAKING quý đang thi (update hàng tuần) từ IELTS TUTOR

C
The researchers sent instructions to the robot about every two minutes to do things like giggle, dance, sit down, fall down, or walk in a certain direction. The 45 sessions were videotaped, and interactions between toddlers and the robot were later analyzed. The results showed that the quality of those interactions improved steadily over 27 sessions. The interactions deteriorated quickly over the next 15 sessions, when the robot was ordered to behave in a more limited, predictable manner. Finally, the human/robot relations improved in the last three sessions, after the robot had been instructed to display its full range of behaviors.

D
"Initially, the children treated the robot very differently from the way they treated each other," Tanaka said. Early in the study, some children cried when QRIO fell. But a month into the study, the toddlers helped QRIO stand up by pushing its back or pulling its hands. The most important aspect of interaction was touch, Tanaka said. At first, the toddlers would touch the robot on its face, but later on, they would touch it only on its hands and arms, like they would with other humans.

Another robot-like toy named Robby, which resembled QRIO but did not move, was used as a control in the study. While hugging of QRIO increased, hugging of Robby decreased throughout the study. Furthermore, when QRIO laid down on the floor as its battery ran out, the children gently observed QRIO but showed no concern toward Robby.

Questions 14-18

Reading Passage 2 has seven paragraphs, A-G.

Which paragraph contains the following information?

Write the correct letter, A-G, in boxes 14-18 on your answer sheet.

1. A comparison of children's reactions towards different robots
2. A speculation about ways robots may be able to communicate
3. A description of changes in the way the children physically handled a robot
4. A comparison between people's connections with animals and their connections with robots
5. An account of the way one robot was programmed



E
The study concluded that after 45 sessions of immersion in a childcare center over a period of five months, long-term bonding and socialization occurred between toddlers and a state-of-the-art social robot. Overall, interaction between children and the robot improved over time, and the children progressively treated it more as a peer than a plaything. "To my knowledge, this is the first long-term study of this sort," said Ronald Arkin, a roboticist at the Georgia Institute of Technology in the US.

F
Tanaka and Movellan are now developing autonomous robots for the toddler classroom. "It could have great potential in educational settings, assisting teachers and enriching the classroom environment," Tanaka said. The researchers hope that more advanced versions of robots like QRIO could become personalized assistants to help teachers in classrooms. A robotic tutor could respond on the spot to social cues and approximate social skills such as facial expression and eye gaze, Movellan said.

"It is becoming clear that, to achieve this goal, we are going to need to endow machines with something similar to emotion, not just traditional forms of intelligence," he said.

G
Associate professor David Powers, an expert in artificial intelligence and cognitive science at Flinders University in South Australia, commented, "In this study, it is clearly demonstrated that a limited range of robot behaviors, however impressive, is nowhere near as important to human/robot interaction as being able to make appropriate responses from a broad repertoire of behaviors."

Ronald Arkin was not surprised by the affection demonstrated by the toddlers toward the robot. "Humans have a tremendous propensity to bond with artifacts, whether it be a car, a doll, or a robot," he said. However, he also cautioned that researchers do not yet understand the consequences of increased human/robot interaction. "Studying how robots and humans work together can give us insight into whether this is a good thing or a bad thing for society," Arkin said.

"We need to find out what the consequences are of introducing a robot into a cadre of children. How will that enhance, or potentially interfere with, their social development? Do we really understand the long-term impact of having a robot as a childhood friend?"

Questions 19–23

Look at the following statements (Questions 19–23) and the list of people below. Match each statement with the correct person, A, B, C, or D.

Write the correct letter, A, B, C, or D, in boxes 19–23 on your answer sheet.

1. In future, robots will not only have to think, but also to show feelings.
2. It is uncertain whether more contact between people and robots will be beneficial.
3. Very young children have not yet developed ideas about robots.
4. Robots need to perform a wide variety of actions for people to relate to them.
5. Using robots as an aid in schools may have many benefits.

List of People:

- A. Fumihide Tanaka
- B. Javier R Movellan
- C. Ronald Arkin
- D. David Powers

Questions 24–26

Complete the sentences below.

Choose ONE WORD ONLY from the passage for each answer.

Write your answers in boxes 24–26 on your answer sheet.

1. Until recently, robots that were best at holding people's attention were those that acted as _____.
2. The children responded to the QRIO robot as a friend or a _____, rather than as a toy.
3. Arkin expected that the children would show _____ towards the QRIO robot.



Đề thi thật 3: Playing Soccer

There are many differences between playing soccer in the street and joining a youth team in an organized league in the USA.

A
Street soccer, as its name implies, is an informal variation of the sport, often played on the street, particularly in urban areas. There are many reasons for the widespread popularity of street soccer. Unlike youth soccer, its more formally organized counterpart, no large space is needed, and goal posts, corner markers, and marked lines, associated with the formal game, are typically absent, as are game officials or referees. Another attraction of street soccer is that it is played frequently and competitively, but does not necessarily require standard 11-a-side teams or fixed playing positions. Unlike in youth soccer, inexperienced street soccer players rarely learn from repetitive technical and tactical drills. Instead, they learn from their poor performance in competition, unconscious of the skills they are nonetheless developing, and without older adults or coaches present. Players learn without effort through playing the game and soon attain an almost natural feeling for the sport.

B
However, there are lots of cities in the world today where conditions are such that street soccer is no longer possible. Congested traffic now dominates where games were once played. Parks and open fields are used as hangouts for older teenagers with other interests. Add to this the requirement in many localities for official permits to use public spaces and the managed schedules that many young people have today, and spontaneous play of any kind is hard to imagine.

C
In spite of all these obstacles, which are probably solvable in most instances, there is another sociological explanation of why in many places street soccer doesn't enjoy the same popularity it once did. In his book *How Soccer Explains the World*, US writer Franklin Foer observes:

"But for all the talk of freedom, the 1960s parenting style had a far less relaxed side too. Like the 1960s consumer movement which brought seat belts and airbags to cars, the (youth) soccer movement felt like it could create a set of... regulations that would protect both the child's body and mind from damage. Soccer leagues like the one I played in as a child handed out 'participation' prizes to every player, no matter how few games his (or her) team won. Where most of the world accepts the practice of using your head to hit the ball as an essential element of the game, some (youth) soccer parents have worried over the potential for injury to the brain. An entire industry grew up to manufacture protective headgear...

Even though very little medical evidence supports this fear, some youth leagues prohibited heading the ball altogether."

Questions 14-19

Reading Passage 2 has seven sections, A-G.

Which section contains the following information?

Write the correct letter, A-G, in boxes 14-19 on your answer sheet.

14 a contrast between the ways young players gain experience of playing different positions

15 examples outside sport of greater emphasis on individual safety

16 a description of methods of selection for leadership on soccer teams

17 details of urban changes that discourage street soccer

18 a mention of the lesson that failure teaches street soccer players

19 an explanation of why youth soccer emphasises the need for coaches

Questions 20 and 21

Choose TWO letters, A-E.

Write the correct letters in boxes 20 and 21 on your answer sheet.

The list below gives some possible reasons for the popularity of street soccer.

Which TWO of these reasons are mentioned by the writer of the text?

A Many famous soccer players got their start in street soccer.

B Young people can begin playing street soccer at a very early age.

C You do not need elaborate facilities to play street soccer.

D Inexperienced street soccer players are not criticised for mistakes.

E Street soccer teams can have varying numbers of players.



Chuyên đề CLASSIFICATION & MATCHING INFORMATION IELTS READING (PHẦN 1)

<https://www.ielstutor.me/blog/ielts-academic-reading-online-test-identifying-information>

D

A growing body of people don't believe street soccer involves a legitimate educational method. They argue that children need to be taught by experts. Youth soccer instruction now begins with four-year-olds, so that they will have an advantage as six-year-olds. This need to get ahead brings with it a fear of falling behind that only expert instruction can prevent. This type of instruction leaves no room for the trial and error approach of street soccer.

E

One of the basic ideas of street soccer is that young players are assigned a particular role by a better player and are expected to play for the good of the team. Such an assignment runs counter to the idea of youth soccer that every child needs to learn every position and will benefit from doing so. In street soccer, you fill the role that you are best suited to at a particular time. While this role assignment can change from game to game, the purpose is always the same: to get the best out of each individual at any given moment.

F

In street soccer, children have to learn patience, to wait their turn, to realize that they are not entitled to make decisions, or even be listened to simply because they show up. Positions of responsibility are earned through competition within the team. Younger players in street soccer must wait to attain those positions. In youth soccer, however, with its overly democratic values, youngsters are guaranteed their time in the spotlight. Whether it's their turn to be captain, to play a central position, or to take a crucial shot, youth soccer players come to believe that hard work and patience aren't really necessary.

G

Not only does every youth soccer player get a chance, it is assumed that each individual has played well. "Everyone's a winner, no one's a loser" is a guiding principle of youth soccer. This ensures each individual goes away feeling positive about themselves. No one can leave a game or a practice feeling bad. But, if there really are no losers, then why try at all? Since giving less than your best receives the same reward as giving your best, why go to any extra effort?

In street soccer, every game results in a winner and a loser, and everyone knows who is who. Losing a game is a common experience, and players learn early on how to handle this. As a result, unlike most youth soccer players, they acquire resilience.

A further difference between these two strands of soccer is that in street soccer a formal record is not kept. You can lose one day and win the next. The results are only temporary and are forgotten within minutes of the end of the match. But in organized youth soccer, the position each person plays and the results are formally noted and maintained throughout a season.

Questions 22-26

Complete the sentences below.

Choose ONE WORD ONLY from the passage for each answer.

Write your answers in boxes 22-26 on your answer sheet.

22. There is little information on the origin of the tomato despite the existence of _____ data on the growing of other New World crops.

23. Although it is uncertain, the tomato is thought to have first grown in the _____.

24. In regard to genetic similarities, the type of tomato _____ is the nearest to the earliest.

25. A genetic _____ which is evident in pomodoro produced larger tomatoes.

26. _____ are a problem for heirloom tomatoes because they frequently lead to damage and deterioration.

Questions 24-26

Complete the summary below.

Choose ONE WORD ONLY from the passage for each answer.

Write your answers in boxes 24-26 on your answer sheet.

Winners and losers

For youth soccer players, a key 24_____ is that they should always come away from the game with a positive attitude. In this respect, regardless of the effort the players make, they get some kind of 25_____ at the end of a game.

In street soccer, however, players gain resilience because they have to learn to cope with failure. But the outcome of a match isn't remembered for long. In fact, no one ever keeps a 26_____ of the results of games