

TỔNG HỢP 10 BỘ ĐỀ THI THẬT ĐỂ LUYỆN TẬP IELTS READING MỚI NHẤT (CÓ ĐÁP ÁN)

ĐỀ 1. IELTS Academic Reading Test 1 - Trích từ sách 'Road to IELTS' - Test 3 - Passage 1

You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage 1 below.

Electroreception

A	Open your eyes in sea water and it is difficult to see much more than a murky, bleary green colour. Sounds, too, are garbled and difficult to comprehend. Without specialised equipment humans would be lost in these deep sea habitats, so how do fish make it seem so easy? Much of this is due to a biological phenomenon known as electroreception – the ability to perceive and act upon electrical stimuli as part of the overall senses. This ability is only found in aquatic or amphibious species because water is an efficient conductor of electricity.
B	Electroreception comes in two variants. While all animals (including humans) generate electric signals, because they are emitted by the nervous system, some animals have the ability – known as passive electroreception – to receive and decode electric signals generated by other animals in order to sense their location.
C	Other creatures can go further still, however. Animals with active electroreception possess bodily organs that generate special electric signals on cue. These can be used for mating signals and territorial displays as well as locating objects in the water. Active electroreceptors can differentiate between the various resistances that their electrical currents encounter. This can help them identify whether another creature is prey, predator or something that is best left alone. Active electroreception has a range of about one body length – usually just enough to give its host time to get out of the way or go in for the kill.
D	One fascinating use of active electroreception – known as the Jamming Avoidance Response mechanism – has been observed between members of some species known as the weakly electric fish. When two such electric fish meet in the ocean using the same frequency, each fish will then shift the frequency of its discharge so that they are transmitting on different frequencies. Doing so prevents their electroreception faculties from becoming jammed. Long before citizens' band radio users first had to yell "Get off my frequency!" at hapless novices cluttering the air waves, at least one

	species had found a way to peacefully and quickly resolve this type of dispute.
E	Electroreception can also play an important role in animal defences. Rays are one such example. Young ray embryos develop inside egg cases that are attached to the sea bed. The embryos keep their tails in constant motion so as to pump water and allow them to breathe through the egg's casing. If the embryo's electroreceptors detect the presence of a predatory fish in the vicinity, however, the embryo stops moving (and in so doing ceases transmitting electric currents) until the fish has moved on. Because marine life of various types is often travelling past, the embryo has evolved only to react to signals that are characteristic of the respiratory movements of potential predators such as sharks.
F	Many people fear swimming in the ocean because of sharks. In some respects, this concern is well grounded – humans are poorly equipped when it comes to electroreceptive defence mechanisms. Sharks, meanwhile, hunt with extraordinary precision. They initially lock onto their prey through a keen sense of smell (two thirds of a shark's brain is devoted entirely to its olfactory organs). As the shark reaches proximity to its prey, it tunes into electric signals that ensure a precise strike on its target; this sense is so strong that the shark even attacks blind by letting its eyes recede for protection.
G	Normally, when humans are attacked it is purely by accident. Since sharks cannot detect from electroreception whether or not something will satisfy their tastes, they tend to “try before they buy”, taking one or two bites and then assessing the results (our sinewy muscle does not compare well with plumper, softer prey such as seals). Repeat attacks are highly likely once a human is bleeding, however; the force of the electric field is heightened by salt in the blood which creates the perfect setting for a feeding frenzy. In areas where shark attacks on humans are likely to occur, scientists are exploring ways to create artificial electroreceptors that would disorient the sharks and repel them from swimming beaches.
H	There is much that we do not yet know concerning how electroreception functions. Although researchers have documented how electroreception alters hunting, defence and communication systems through observation, the exact neurological processes that encode and decode this information are unclear. Scientists are also exploring the role electroreception plays in navigation. Some have proposed that salt water and magnetic fields from the Earth's core may interact to form electrical currents that sharks use for migratory purposes.



Questions 1-6:

Reading Passage 1 has eight paragraphs, A–H.

Which paragraph contains the following information?

Write the correct letter, A–H, in boxes 1–6 on your answer sheet.

1. how electroreception can be used to help fish reproduce
2. a possible use for electroreception that will benefit humans
3. the term for the capacity which enables an animal to pick up but not send out electrical signals
4. why only creatures that live in or near water have electroreceptive abilities
5. how electroreception might help creatures find their way over long distances
6. a description of how some fish can avoid disrupting each other's electric signals

Questions 7-9:

Label the diagram shown previously.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes **7–9** on your answer sheet.

Choose the correct letter, A, B, C or D.

Shark's **7** alert the young ray to its presence

Embryo moves its **8** in order to breathe

Embryo stops sending **9** when predator close by

Questions 10-13:

Complete the summary below.

Choose **NO MORE THAN THREE** words from the passage for each answer.

Write your answers in boxes **10–13** on your answer sheet.

Shark Attack

A shark is a very effective hunter. Firstly, it uses its **10** to smell its target. When the shark gets close, it uses **11** to guide it toward an accurate attack. Within the final few feet the shark rolls its eyes back into its head. Humans are not popular food sources for most sharks due to their **12** Nevertheless, once a shark has bitten a human, a repeat attack is highly possible as salt from the blood increases the intensity of the **13**

ĐỀ 2. IELTS Academic Reading Test 1 - Trích từ sách 'Road to IELTS' - Test 3 - Passage 2

This is the second section of your IELTS Academic Reading test. You should spend about 20 minutes on Questions 14–27, which are based on Reading Passage 2 below.

Fair games?

For seventeen days every four years the world is briefly arrested by the captivating, dizzying spectacle of athleticism, ambition, pride and celebration on display at the Summer Olympic Games. After the last weary spectators and competitors have returned home, however, host cities are often left awash in high debts and costly infrastructure maintenance. The staggering expenses involved in a successful Olympic bid are often assumed to be easily mitigated by tourist revenues and an increase in local employment, but more often than not host cities are short changed and their taxpayers for generations to come are left settling the debt.

Olympic extravaganzas begin with the application process. Bidding alone will set most cities back about \$20 million, and while officially bidding only takes two years (for cities that make the shortlist), most cities can expect to exhaust a decade working on their bid from the moment it is initiated to the announcement of voting results from International Olympic Committee members. Aside from the financial costs of the bid alone, the process ties up real estate in prized urban locations until the outcome is known. This can cost local economies millions of dollars of lost revenue from private developers who could have made use of the land, and can also mean that particular urban quarters lose their vitality due to the vacant lots. All of this can be for nothing if a bidding city does not appease the whims of IOC members – private connections and opinions on government conduct often hold sway (Chicago's 2012 bid is thought to have been undercut by tensions over U.S. foreign policy).

Bidding costs do not compare, however, to the exorbitant bills that come with hosting the Olympic Games themselves. As is typical with large-scale, one-off projects, budgeting for the Olympics is a notoriously formidable task. Los Angelinos have only recently finished paying off their budget-breaking 1984 Olympics; Montreal is still in debt for its 1976 Games (to add insult to injury, Canada is the only host country to have failed to win a single gold medal during its own Olympics). The tradition of runaway expenses has persisted in recent years. London Olympics managers have admitted that their 2012 costs may increase ten times over their initial projections, leaving tax payers 20 billion pounds in the red.

Hosting the Olympics is often understood to be an excellent way to update a city's sporting infrastructure. The extensive demands of Olympic sports include aquatic complexes, equestrian circuits, shooting ranges, beach volleyball courts, and, of course, an 80,000 seat athletic stadium. Yet these demands are typically only necessary to accommodate a brief influx of athletes from around the world. Despite the enthusiasm many populations initially have for the development of world-class sporting complexes in their home towns, these complexes typically fall into disuse after the Olympic fervour has waned. Even Australia, home to one of the world's most sportive populations, has left its taxpayers footing a \$32 million-a-year bill for the maintenance of vacant facilities.

Another major concern is that when civic infrastructure developments are undertaken in preparation for hosting the Olympics, these benefits accrue to a single metropolitan centre (with the exception of some outlying areas that may get some revamped sports facilities). In countries with an expansive land mass, this means vast swathes of the population miss out entirely. Furthermore, since the International Olympic Committee favours prosperous "global" centres (the United Kingdom was told, after three failed bids from its provincial cities, that only London stood any real chance at winning), the improvement of public transport, roads and communication links tends to concentrate in places already well-equipped with world-class infrastructures. Perpetually by-passing minor cities creates a cycle of disenfranchisement: these cities never get an injection of capital, they fail to become first-rate candidates, and they are constantly passed over in favour of more secure choices.

Finally, there is no guarantee that an Olympics will be a popular success. The "feel good" factor that most proponents of Olympic bids extol (and that was no doubt driving the 90 to

100 per cent approval rates of Parisians and Londoners for their cities' respective 2012 bids) can be an elusive phenomenon, and one that is tied to that nation's standing on the medal tables. This ephemeral thrill cannot compare to the years of disruptive construction projects and security fears that go into preparing for an Olympic Games, nor the decades of debt repayment that follow (Greece's preparation for Athens 2004 famously deterred tourists from visiting the country due to widespread unease about congestion and disruption).

There are feasible alternatives to the bloat, extravagance and wasteful spending that comes with a modern Olympic Games. One option is to designate a permanent host city that would be re-designed or built from scratch especially for the task. Another is to extend the duration of the Olympics so that it becomes a festival of several months. Local businesses would enjoy the extra spending and congestion would ease substantially as competitors and spectators come and go according to their specific interests. Neither the "Olympic City" nor the extended length options really get to the heart of the issue, however. Stripping away ritual and decorum in favour of concentrating on athletic rivalry would be preferable.

Failing that, the Olympics could simply be scrapped altogether. International competition could still be maintained through world championships in each discipline. Most of these events are already held on non-Olympic years anyway – the International Association of Athletics Federations, for example, has run a biennial World Athletics Championship since 1983 after members decided that using the Olympics for their championship was no longer sufficient. Events of this nature keep world-class competition alive without requiring Olympic-sized expenses.

Questions 14–18:

Complete each sentence with the correct ending, A–K, below.

Write the correct letter, **A–K**, in boxes **14–18** on your answer sheet.

	Sentence	Answer
14	Bids to become a host city	
15	Personal relationships and political tensions	
16	Cost estimates for the Olympic Games	
17	Purpose-built sporting venues	

18	Urban developments associated with the Olympics	
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A. often help smaller cities to develop basic infrastructure.
B. tend to occur in areas where they are least needed.
C. require profitable companies to be put out of business.
D. are often never used again once the Games are over.
E. can take up to ten years to complete.
F. also satisfy needs of local citizens for first-rate sports facilities.
G. is usually only successful when it is from a capital city.
H. are closely related to how people feel emotionally about the Olympics.
I. are known for being very inaccurate.
J. often underlie the decisions of International Olympic Committee members.
K. are holding back efforts to reform the Olympics.

Questions 19–25:

Do the following statements agree with the information given in Reading Passage 2?

In boxes **19–25** on your answer sheet:

Answer **TRUE** if the statement agrees with the information.

Answer **FALSE** if the statement contradicts the information.

Answer **NOT GIVEN** if there is no information on this.

	Question	Answer
19	Residents of host cities have little use for the full range of Olympic facilities.	
20	Australians have still not paid for the construction of Olympic sports facilities.	
21	People far beyond the host city can expect to benefit from improved infrastructure.	
22	It is difficult for small cities to win an Olympic bid.	
23	When a city makes an Olympic bid, a majority of its citizens usually want it to win.	
24	Whether or not people enjoy hosting the Olympics in their city depends on how athletes from their country perform in Olympic events.	
25	Fewer people than normal visited Greece during the run up to the Athens Olympics.	

Questions 26 and 27:

Choose TWO letters, A–E.

Write the correct letters in boxes 26 and 27 on your answer sheet.

Which TWO of the following does the author propose as alternatives to the current Olympics?

A. The Olympics should be cancelled in favour of individual competitions for each sport.

B. The Olympics should focus on ceremony rather than competition.

C. The Olympics should be held in the same city every time.

D. The Olympics should be held over a month rather than seventeen days.

E. The Olympics should be made smaller by getting rid of unnecessary and unpopular sports.

ĐỀ 3. IELTS Academic Reading Test 1 - Section 3 - Practice Test - Nguồn: British Council

This is the third section of your IELTS Academic Reading test. You should spend about 20 minutes on Questions 28–40, which are based on Reading Passage 3 below.

Time Travel

Time travel took a small step away from science fiction and toward science recently when physicists discovered that sub-atomic particles known as neutrinos – progeny of the sun’s radioactive debris – can exceed the speed of light. The unassuming particle – it is electrically neutral, small but with a “non-zero mass” and able to penetrate the human form undetected – is on its way to becoming a rock star of the scientific world.

Researchers from the European Organisation for Nuclear Research (CERN) in Geneva sent the neutrinos hurtling through an underground corridor toward their colleagues at the Oscillation Project with Emulsion-Tracing Apparatus (OPERA) team 730 kilometres away in Gran Sasso, Italy. The neutrinos arrived promptly – so promptly, in fact, that they triggered what scientists are calling the unthinkable – that everything they have learnt, known or taught stemming from the last one hundred years of the physics discipline may need to be reconsidered.

The issue at stake is a tiny segment of time – precisely sixty nanoseconds (which is sixty billionths of a second). This is how much faster than the speed of light the neutrinos managed to go in their underground travels and at a consistent rate (15,000 neutrinos were sent over three years). Even allowing for a margin of error of ten billionths of a second, this stands as proof that it is possible to race against light and win. The duration of the experiment also accounted for and ruled out any possible lunar effects or tidal bulges in the earth’s crust.

Nevertheless, there’s plenty of reason to remain sceptical. According to Harvard University science historian Peter Galison, Einstein’s relativity theory has been “pushed harder than any theory in the history of the physical sciences”. Yet each prior challenge has come to no avail, and relativity has so far refused to buckle.

So is time travel just around the corner? The prospect has certainly been wrenched much closer to the realm of possibility now that a major physical hurdle – the speed of light – has been cleared. If particles can travel faster than light, in theory travelling back in time is possible. How anyone harnesses that to some kind of helpful end is far beyond the scope of any modern technologies, however, and will be left to future generations to explore.

Certainly, any prospective time travellers may have to overcome more physical and logical hurdles than merely overtaking the speed of light. One such problem, posited by René Barjavel in his 1943 text *Le Voyageur Imprudent* is the so-called grandfather paradox. Barjavel theorised that, if it were possible to go back in time, a time traveller could potentially kill his own grandfather. If this were to happen, however, the time traveller

himself would not be born, which is already known to be true. In other words, there is a paradox in circumventing an already known future; time travel is able to facilitate past actions that mean time travel itself cannot occur.

Other possible routes have been offered, though. For Igor Novikov, astrophysicist behind the 1980s' theorem known as the self-consistency principle, time travel is possible within certain boundaries. Novikov argued that any event causing a paradox would have zero probability. It would be possible, however, to “affect” rather than “change” historical outcomes if travellers avoided all inconsistencies. Averting the sinking of the Titanic, for example, would revoke any future imperative to stop it from sinking – it would be impossible. Saving selected passengers from the water and replacing them with realistic corpses would not be impossible, however, as the historical record would not be altered in any way.

A further possibility is that of parallel universes. Popularised by Bryce Seligman DeWitt in the 1960s (from the seminal formulation of Hugh Everett), the many-worlds interpretation holds that an alternative pathway for every conceivable occurrence actually exists. If we were to send someone back in time, we might therefore expect never to see him again – any alterations would divert that person down a new historical trajectory.

A final hypothesis, one of unidentified provenance, reroutes itself quite efficiently around the grandfather paradox. Non-existence theory suggests exactly that – a person would quite simply never exist if they altered their ancestry in ways that obstructed their own birth. They would still exist in person upon returning to the present, but any chain reactions associated with their actions would not be registered. Their “historical identity” would be gone.

So, will humans one day step across the same boundary that the neutrinos have? World-renowned astrophysicist Stephen Hawking believes that once spaceships can exceed the speed of light, humans could feasibly travel millions of years into the future in order to repopulate earth in the event of a forthcoming apocalypse. This is because, as the spaceships accelerate into the future, time would slow down around them (Hawking concedes that bygone eras are off limits – this would violate the fundamental rule that cause comes before effect).

Hawking is therefore reserved yet optimistic. “Time travel was once considered scientific heresy, and I used to avoid talking about it for fear of being labelled a crank. These days I’m not so cautious.”

Questions 28–33:

Do the following statements agree with the information given in Reading Passage 3?

In boxes **28–33** 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

28. It is unclear where neutrinos come from.
29. Neutrinos can pass through a person's body without causing harm.
30. It took scientists between 50-70 nanoseconds to send the neutrinos from Geneva to Italy.
31. Researchers accounted for effects the moon might have had on the experiment.
32. The theory of relativity has often been called into question unsuccessfully.
33. This experiment could soon lead to some practical uses for time travel

Questions 34–39:

Complete the table below.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

Write your answers in boxes **34–39** on your answer sheet.

Original Theorist	Theory	Principle
René Barjavel	Grandfather paradox	Time travel would allow for 34 that would actually make time travel impossible.
Igor Novikov	Self-consistency principle	It is only possible to alter history in ways that result in no 35
36	Many-worlds interpretation	Each possible event has an 37, so a time traveller changing the past would simply end up in a different branch of history than the one he left.
Unknown	38	If a time traveller changed the past to prevent his future life, he would not have a 39

	 as the person never existed.
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Question 40:

Choose the correct letter, **A**, **B**, **C** or **D**.

Write the correct letter in box 40 on your answer sheet.

Stephen Hawking has stated that

- A.** Human time travel is theoretically possible, but is unlikely to ever actually occur.
- B.** Human time travel might be possible, but only moving backward in time.
- C.** Human time travel might be possible, but only moving forward in time.
- D.** All time travel is impossible.

ĐỀ 4. IELTS Academic Reading Test 2 - Section 1 - Practice Test - Nguồn: British Council

This is the first section of your IELTS Reading test. You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 below.

A bar at the folies (Un bar aux folies)

A One of the most critically renowned paintings of the 19th-century modernist movement is the French painter Edouard Manet's masterwork, *A Bar at the Folies*. Originally belonging to the composer Emmanuel Chabrier, it is now in the possession of The Courtauld Gallery in London, where it has also become a favourite with the crowds.

B The painting is set late at night in a nineteenth-century Parisian nightclub. A barmaid stands alone behind her bar, fitted out in a black bodice that has a frilly white neckline, and with a spray of flowers sitting across her décolletage. She rests her hands on the bar and gazes out forlornly at a point just below the viewer, not quite making eye contact. Also on the bar are some bottles of liquor and a bowl of oranges, but much of the activity in the room takes place in the reflection of a mirror behind the barmaid. Through this mirror we see an auditorium, bustling with blurred figures and faces: men in top hats, a woman examining the scene below her through binoculars, another in long gloves, even the feet of a trapeze artist demonstrating acrobatic feats above his adoring crowd. In the foreground of the reflection a man with a thick moustache is talking with the barmaid.

C Although the Folies (-Bergère) was an actual establishment in late nineteenth-century Paris, and the subject of the painting was a real barmaid who worked there, Manet did not attempt to recapture every detail of the bar in his rendition. The painting was largely completed in a private studio belonging to the painter, where the barmaid posed with a number of bottles, and this was then integrated with quick sketches the artist made at the Folies itself.

D Even more confounding than Manet's relaxed attention to detail, however, is the relationship in the painting between the activity in the mirrored reflection and that which we see in the unreflected foreground. In a similar vein to Diego Velazquez' much earlier work *Las Meninas*, Manet uses the mirror to toy with our ideas about which details are true to life and which are not. In the foreground, for example, the barmaid is positioned upright, her face betraying an expression of lonely detachment, yet in the mirrored reflection she appears to be leaning forward and to the side, apparently engaging in conversation with her moustachioed customer. As a result of this, the customer's stance is also altered. In the mirror, he should be blocked from view as a result of where the barmaid is standing, yet Manet has re-positioned him to the side. The overall impact on the viewer is one of a dreamlike disjuncture between reality and illusion.

E Why would Manet engage in such deceit? Perhaps for that very reason: to depict two different states of mind or emotion. Manet seems to be conveying his understanding of the

modern workplace, a place – from his perspective – of alienation, where workers felt torn from their ‘true’ selves and forced to assume an artificial working identity. What we see in the mirrored reflection is the barmaid’s working self, busy serving a customer. The front-on view, however, bears witness to how the barmaid truly feels at work: hopeless, adrift, and alone.

F Ever since its debut at the Paris Salon of 1882, art historians have produced reams of books and journal articles disputing the positioning of the barmaid and patron in *A Bar at the Folies*. Some have even conducted staged representations of the painting in order to ascertain whether Manet’s seemingly distorted point of view might have been possible after all. Yet while academics are understandably drawn to the compositional enigma of the painting, the layperson is always likely to see the much simpler, more human story beneath. No doubt this is the way Manet would have wanted it.

Questions 1–5:

Reading Passage 1 has six paragraphs, A–F.

Which paragraph contains the following information?

Write the correct letter, **A–F**, in boxes **1–5** on your answer sheet.

1. a description of how Manet created the painting
2. aspects of the painting that scholars are most interested in
3. the writer’s view of the idea that Manet wants to communicate
4. examples to show why the bar scene is unrealistic
5. a statement about the popularity of the painting

Questions 6–10:

Answer the questions below.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

Write your answers in boxes **6–10** on your answer sheet.

6. Who was the first owner of *A Bar at the Folies*?
7. What is the barmaid wearing?
8. Which room is seen at the back of the painting?
9. Who is performing for the audience?
10. Where did most of the work on the painting take place?

Questions 11–13:

Complete each sentence with the correct ending, A–F, below.

Write the correct letter, **A–F**, in boxes **11–13** on your answer sheet.

11. Manet misrepresents the images in the mirror because he

12. Manet felt modern workers were alienated because they

13. Academics have re-constructed the painting in real life because they

A. wanted to find out if the painting's perspective was realistic

B. felt they had to work very hard at boring and difficult jobs

C. wanted to understand the lives of ordinary people at the time

D. felt like they had to become different people

E. wanted to manipulate our sense of reality

F. wanted to focus on the detail in the painting

ĐỀ 5. IELTS Academic Reading Test 2 - Section 2 - Practice Test - Nguồn: British Council

This is the second section of your IELTS Academic Reading test. You should spend about 20 minutes on Questions 14–26, which are based on Reading Passage 2 on the following pages.

Questions 14–19:

Reading Passage 2 has six paragraphs, A–F.

Choose the correct heading for paragraphs A–F from the list of headings below.

Write the correct number, **i–ix**, in boxes **14–19** on your answer sheet.

List of Headings

- i.** A legacy is established
- ii.** Formal education unhelpful
- iii.** An education in two parts
- iv.** Branching out in new directions
- v.** Childhood and family life
- vi.** Change necessary to stay creative
- vii.** Conflicted opinions over Davis' earlier work
- viii.** Davis' unique style of trumpet playing
- ix.** Personal and professional struggles

14. Paragraph A

15. Paragraph B

16. Paragraph C

17. Paragraph D

18. Paragraph E

19. Paragraph F

Miles Davis - Icon and iconoclast

An iconoclast is somebody who challenges traditional beliefs or customs

A At the age of thirteen, Miles Davis was given his first trumpet, lessons were arranged with a local trumpet player, and a musical odyssey began. These early lessons, paid for and supported by his father, had a profound effect on shaping Davis' signature sound. Whereas most trumpeters of the era favoured the use of vibrato (a wobbly quiver in pitch inflected in

the instrument's tone), Davis was taught to play with a long, straight tone, a preference his instructor reportedly drilled into the young trumpeter with a rap on the knuckles every time Davis began using vibrato. This clear, distinctive style never left Davis. He continued playing with it for the rest of his career, once remarking, 'If I can't get that sound, I can't play anything.'

B Having graduated from high school in 1944, Davis moved to New York City, where he continued his musical education both in the clubs and in the classroom. His enrolment in the prestigious Julliard School of Music was short-lived, however – he soon dropped out, criticising what he perceived as an over-emphasis on the classical European repertoire and a neglect of jazz. Davis did later acknowledge, however, that this time at the school was invaluable in terms of developing his trumpet-playing technique and giving him a solid grounding in music theory. Much of his early training took place in the form of jam sessions and performances in the clubs of 52nd Street, where he played alongside both up-and-coming and established members of the jazz pantheon such as Coleman Hawkins, Eddie 'Lockjaw' Davis, and Thelonious Monk.

C In the late 1940s, Davis collaborated with nine other instrumentalists, including a French horn and a tuba player, to produce *The Birth of Cool*, an album now renowned for the inchoate sounds of what would later become known as 'cool' jazz. In contrast to popular jazz styles of the day, which featured rapid, rollicking beats, shrieking vocals, and short, sharp horn blasts, Davis' album was the forerunner of a different kind of sound – thin, light horn-playing, hushed drums and a more restrained, formal arrangement. Although it received little acclaim at the time (the liner notes to one of Davis' later recordings call it a 'spectacular failure'), in hindsight *The Birth of Cool* has become recognised as a pivotal moment in jazz history, cementing – alongside his 1958 recording, *Kind of Blue* – Davis' legacy as one of the most innovative musicians of his era.

D Though Davis' trumpet playing may have sounded effortless and breezy, this ease rarely carried over into the rest of his life. The early 1950s, in particular, were a time of great personal turmoil. After returning from a stint in Paris, Davis suffered from prolonged depression, which he attributed to the unravelling of a number of relationships, including his romance with a French actress and some musical partnerships that ruptured as a result of creative disputes. Davis was also frustrated by his perception that he had been overlooked by the music critics, who were hailing the success of his collaborators and descendants in the 'cool' tradition, such as Gerry Mulligan and Dave Brubeck, but who afforded him little credit for introducing the cool sound in the first place.

E In the latter decades of his career, Davis broke out of exclusive jazz settings and began to diversify his output across a range of musical styles. In the 1960s, he was influenced by early funk performers such as Sly and the Family Stone, which then expanded into the jazz-rock fusion genre – of which he was a frontrunner – in the 1970s. Electronic recording effects and electric instruments were incorporated into his sound. By the 1980s, Davis was pushing the boundaries further, covering pop anthems such as Cyndi Lauper's *Time After*

Time and Michael Jackson's Human Nature, dabbling in hip hop, and even appearing in some movies.

F Not everyone was supportive of Davis' change of tune. Compared to the recordings of his early career, universally applauded as linchpins of the jazz oeuvre, trumpeter Wynston Marsalis derided his fusion work as being 'not true jazz', and pianist Bill Evans denounced the 'corrupting influence' of record companies, noting that rock and pop 'draw wider audiences'. In the face of this criticism Davis remained defiant, commenting that his earlier recordings were part of a moment in time that he had no 'feel' for any more. He firmly believed that remaining stylistically inert would have hampered his ability to develop new ways of producing music. From this perspective, Davis' continual revamping of genre was not merely a rebellion, but an evolution, a necessary path that allowed him to release his full musical potential.

Questions 20–26:

Do the following statements agree with the views of the writer in Reading Passage 2?

In boxes 20–26 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

- 20.** Davis' trumpet teacher wanted him to play with vibrato.
- 21.** According to Davis, studying at Julliard helped him to improve his musical abilities.
- 22.** Playing in jazz clubs in New York was the best way to become famous.
- 23.** The Birth of Cool featured music that was faster and louder than most jazz at the time.
- 24.** Davis' personal troubles had a negative effect on his trumpet playing.
- 25.** Davis felt that his contribution to cool jazz had not been acknowledged.
- 26.** Davis was a traditionalist who wanted to keep the jazz sound pure.

ĐỀ 6. IELTS General Training Reading Test 1 - Section 1 - Practice Test - **Nguồn: British Council**

This is the first section of the IELTS General Training Reading test. It contains two pieces of writing.

Read each piece below and answer the questions.

Texts for questions 1-8

Emergency procedures

Revised July 2011

This applies to all persons on the school campus:

In cases of emergency (e.g. fire), find the nearest teacher who will send a messenger at full speed to the Office or inform the Office via phone ext. 99.

Procedure for evacuation

1. Warning of an emergency evacuation will be marked by a number of short bell rings. (In the event of a power failure, this may be a hand-held bell or siren.)
2. All class work will cease immediately.
3. Students will leave their bags, books and other possessions where they are.
4. Teachers will take the class rolls.
5. Classes will vacate the premises using the nearest staircase. If these stairs are inaccessible, use the nearest alternative staircase. Do not use the lifts. Do not run.
6. Each class, under the teacher's supervision, will move in a brisk, orderly fashion to the paved quadrangle area adjacent to the car park.
7. All support staff will do the same.
8. The Marshalling Supervisor, Ms Randall, will be wearing a red cap and she will be waiting there with the master timetable and staff list in her possession.
9. Students assemble in the quad with their teacher at the time of evacuation. The teacher will do a head count and check the roll.
10. Each teacher sends a student to the Supervisor to report whether all students have been accounted for. After checking, students will sit down (in the event of rain or wet pavement they may remain standing).
11. The Supervisor will inform the Office when all staff and students have been accounted for.
12. All students, teaching staff and support personnel remain in the evacuation area until the All Clear signal is given.

13. The All Clear will be a long bell ring or three blasts on the siren.
14. Students will return to class in an orderly manner under teacher guidance.
15. In the event of an emergency occurring during lunch or breaks, students are to assemble in their home-room groups in the quad and await their home-room teacher.

Texts for questions 9-14

Community Education

Short Courses: **Business**

Business Basics

Gain foundation knowledge for employment in an accounts position with bookkeeping and business basics through to intermediate level; suitable for anyone requiring knowledge from the ground up.

Code B/ED011

16th or 24th April 9am–4pm

Cost \$420

Bookkeeping

This course will provide students with a comprehensive understanding of bookkeeping and a great deal of hands-on experience

Code B/ED020

19th April 9am–2.30pm (one session only so advance bookings essential)

Cost \$250

New Enterprise Module

Understand company structures, tax rates, deductions, employer obligations, profit and loss statements, GST and budgeting for tax.

Code B/ED030

15th or 27th May 6pm–9pm

Cost \$105

Social Networking – the Latest Marketing Tool

This broad overview gives you the opportunity to analyse what web technologies are available and how they can benefit your organisation.

Code B/ED033

1st or 8th or 15th June 6pm–9pm

Cost \$95

Communication

Take the fear out of talking to large gatherings of people. Gain the public-speaking experience that will empower you with better communication skills and confidence.

Code B/ED401

12th or 13th or 14th July 6pm–9pm

Cost \$90

Questions 1–8:

Read the text above for questions 1–8 and complete the sentences below. Choose no more than three words from the text for each answer.

	Questions
1	In an emergency, a teacher will either phone the office or
2	The signal for evacuation will normally be several
3	If possible, students should leave the building by the
4	They then walk quickly to the
5 will join the teachers and students in the quad.
6	Each class teacher will count up his or her students and mark
7	After the, everyone may return to class.
8	If there is an emergency at lunchtime, students gather in the quad in and wait for their teacher.

Questions 9–14:

Read the text above for questions 9–14 and then answer True, False or Not given for any question.

Answer **TRUE** if the statement agrees with the information.

Answer **FALSE** if the statement contradicts the information.

Answer **NOT GIVEN** if there is no information on this.

Do the following statements agree with the information given in the text? Answer TRUE, FALSE or NOT GIVEN.

	Questions	Answers
9	Business Basics is appropriate for beginners.	
10	Bookkeeping has no practical component.	
11	Bookkeeping is intended for advanced students only.	
12	The New Enterprise Module can help your business become more profitable.	
13	Social Networking focuses on a specific website to help your business succeed.	
14	The Communication class involves speaking in front of an audience.	

ĐỀ 7. IELTS General Training Reading Test 1 - Section 2 - Practice Test -

Nguồn: British Council

This is the second section of the IELTS General Training Reading test. It contains two pieces of writing. Read each piece and answer the questions.

Texts for questions 15-21

Beneficial work practices for the keyboard operator

- A)** Sensible work practices are an important factor in the prevention of muscular fatigue; discomfort or pain in the arms, neck, hands or back; or eye strain which can be associated with constant or regular work at a keyboard and visual display unit (VDU).
- B)** It is vital that the employer pays attention to the physical setting such as workplace design, the office environment, and placement of monitors as well as the organisation of the work and individual work habits. Operators must be able to recognise work-related health problems and be given the opportunity to participate in the management of these. Operators should take note of and follow the preventive measures outlined below.
- C)** The typist must be comfortably accommodated in a chair that is adjustable for height with a back rest that is also easily adjustable both for angle and height. The back rest and sitting ledge (with a curved edge) should preferably be cloth-covered to avoid excessive perspiration.
- D)** When the keyboard operator is working from a paper file or manuscript, it should be at the same distance from the eyes as the screen. The most convenient position can be found by using some sort of holder. Individual arrangement will vary according to whether the operator spends more time looking at the VDU or the paper – whichever the eyes are focused on for the majority of time should be put directly in front of the operator.
- E)** While keying, it is advisable to have frequent but short pauses of around thirty to sixty seconds to proofread. When doing this, relax your hands. After you have been keying for sixty minutes, you should have a ten minute change of activity. During this spell it is important that you do not remain seated but stand up or walk around. This period could be profitably used to do filing or collect and deliver documents.
- F)** Generally, the best position for a VDU is at right angles to the window. If this is not possible then glare from the window can be controlled by blinds, curtains or movable screens. Keep the face of the VDU vertical to avoid glare from overhead lighting.
- G)** Unsatisfactory work practices or working conditions may result in aches or pain. Symptoms should be reported to your supervisor early on so that the cause of the trouble can be corrected and the operator should seek medical attention.

Questions 15–21:

The text above has seven sections, A–G. Choose the correct heading for each section from the list of headings below.

Select the correct number, **i–x** for questions **15–21**.

List of headings

- i.** How can reflection problems be avoided?
- ii.** How long should I work without a break?
- iii.** What if I experience any problems?
- iv.** When is the best time to do filing chores?
- v.** What makes a good seat?
- vi.** What are the common health problems?
- vii.** What is the best kind of lighting to have?
- viii.** What are the roles of management and workers?
- ix.** Why does a VDU create eye fatigue?
- x.** Where should I place the documents?

15. Section A

16. Section B

17. Section C

18. Section D

19. Section E

20. Section F

21. Section G

Texts for questions 22-28

Workplace dismissals

Before the dismissal

If an employer wants to dismiss an employee, there is a process to be followed. Instances of minor misconduct and poor performance must first be addressed through some preliminary steps.

Firstly, you should be given an improvement note. This will explain the problem, outline any necessary changes and offer some assistance in correcting the situation. Then, if your

employer does not think your performance has improved, you may be given a written warning. The last step is called a final written warning which will inform you that you will be dismissed unless there are improvements in performance. If there is no improvement, your employer can begin the dismissal procedure.

The dismissal procedure begins with a letter from the employer setting out the charges made against the employee. The employee will be invited to a meeting to discuss these accusations. If the employee denies the charges, he is given the opportunity to appear at a formal appeal hearing in front of a different manager. After this, a decision is made as to whether the employee will be let go or not.

Dismissals

Of the various types of dismissal, a fair dismissal is the best kind if an employer wants an employee out of the workplace. A fair dismissal is legally and contractually strong and it means all the necessary procedures have been correctly followed. In cases where an employee's misconduct has been very serious, however, an employer may not have to follow all of these procedures. If the employer can prove that the employee's behaviour was illegal, dangerous or severely wrong, the employee can be dismissed immediately: a procedure known as summary dismissal.

Sometimes a dismissal is not considered to have taken place fairly. One of these types is wrongful dismissal and involves a breach of contract by the employer. This could involve dismissing an employee without notice or without following proper disciplinary and dismissal procedures. Another type, unfair dismissal, is when an employee is sacked without good cause.

There is another kind of dismissal, known as constructive dismissal, which is slightly peculiar because the employee is not actually openly dismissed by the employer. In this case the employee is forced into resigning by an employer who tries to make significant changes to the original contract. This could mean an employee might have to work night shifts after originally signing on for day work, or he could be made to work in dangerous conditions.

Questions 22 and 23:

Complete the sentences below. Choose no more than three words from the text for each answer.

- 22.** If an employee receives a , this means he will lose his job if his work does not get better.
- 23.** If an employee does not accept the reasons for his dismissal, a can be arranged.

Questions 24–28:

Look at the following descriptions and the list of terms in the box below. Match each description with the correct term A–E. Choose the appropriate letter A–E for questions 24–28.

- 24. An employee is asked to leave work straight away because he has done something really bad.
- 25. An employee is pressured to leave his job unless he accepts conditions that are very different from those agreed to in the beginning.
- 26. An employer gets rid of an employee without keeping to conditions in the contract.
- 27. The reason for an employee's dismissal is not considered good enough.
- 28. The reasons for an employee's dismissal are acceptable by law and the terms of the employment contract.

- A. Fair dismissal
- B. Summary dismissal
- C. Unfair dismissal
- D. Wrongful dismissal
- E. Constructive dismissal

ĐỀ 8. IELTS General Training Reading Test 1 - Section 3 - Practice Test -

Nguồn: British Council

This is the third section of the IELTS General Training Reading test. It contains one piece of writing. Read the piece and answer the questions.

Calisthenics

The world's oldest form of resistance training

A) From the very first caveman to scale a tree or hang from a cliff face, to the mighty armies of the Greco-Roman empires and the gymnasiums of modern American high schools, calisthenics has endured and thrived because of its simplicity and utility. Unlike strength training which involves weights, machines or resistance bands, calisthenics uses only the body's own weight for physical development.

B) Calisthenics enters the historical record at around 480 B.C., with Herodotus' account of the Battle of Thermopylae. Herodotus reported that, prior to the battle, the god-king Xerxes sent a scout party to spy on his Spartan enemies. The scouts informed Xerxes that the Spartans, under the leadership of King Leonidas, were practicing some kind of bizarre, synchronised movements akin to a tribal dance. Xerxes was greatly amused. His own army was comprised of over 120,000 men, while the Spartans had just 300. Leonidas was informed that he must retreat or face annihilation. The Spartans did not retreat, however, and in the ensuing battle they managed to hold Xerxes' enormous army at bay for some time until reinforcements arrived. It turns out their tribal dance was not a superstitious ritual but a form of calisthenics by which they were building awe-inspiring physical strength and endurance.

C) The Greeks took calisthenics seriously not only as a form of military discipline and strength, but also as an artistic expression of movement and an aesthetically ideal physique. Indeed, the term calisthenics itself is derived from the Greek words for beauty and strength. We know from historical records and images from pottery, mosaics and sculptures of the period that the ancient Olympians took calisthenics training seriously. They were greatly admired – and still are, today – for their combination of athleticism and physical beauty. You may have heard a friend whimsically sigh and mention that someone 'has the body of a Greek god'. This expression has travelled through centuries and continents, and the source of this envy and admiration is the calisthenics method.

D) Calisthenics experienced its second golden age in the 1800s. This century saw the birth of gymnastics, an organised sport that uses a range of bars, rings, vaulting horses and balancing beams to display physical prowess. This period is also when the phenomena of strongmen developed. These were people of astounding physical strength and development who forged nomadic careers by demonstrating outlandish feats of strength to stunned populations. Most of these men trained using hand balancing and horizontal bars, as modern weight machines had not yet been invented.

E) In the 1950s, Angelo Siciliano – who went by the stage name Charles Atlas – was crowned “The World’s Most Perfectly Developed Man”. Atlas’s own approach stemmed from traditional calisthenics, and through a series of mail order comic books he taught these methods to hundreds of thousands of children and young adults through the 1960s and 1970s. But Atlas was the last of a dying breed. The tides were turning, fitness methods were drifting away from calisthenics, and no widely-regarded proponent of the method would ever succeed him.

F) In the 1960s and 1970s calisthenics and the goal of functional strength combined with physical beauty was replaced by an emphasis on huge muscles at any cost. This became the sport of body building. Although body building’s pioneers were drawn from the calisthenics tradition, the sole goal soon became an increase in muscle size. Body building icons, people such as Arnold Schwarzenegger and Sergio Oliva were called mass monsters because of their imposing physiques. Physical development of this nature was only attainable through the use of anabolic steroids, synthetic hormones which boosted muscle development while harming overall health. These body builders also relied on free weights and machines, which allowed them to target and bloat the size of individual muscles rather than develop a naturally proportioned body. Calisthenics, with its emphasis on physical beauty and a balance in proportions, had little to offer the mass monsters.

G) In this “bigger is better” climate, calisthenics was relegated to groups perceived to be vulnerable, such as women, people recuperating from injuries and school students. Although some of the strongest and most physically developed human beings ever to have lived acquired their abilities through the use of sophisticated calisthenics, a great deal of this knowledge was discarded and the method was reduced to nothing more than an easily accessible and readily available activity. Those who mastered the rudimentary skills of calisthenics could expect to graduate to weight training rather than advanced calisthenics.

H) In recent years, however, fitness trends have been shifting back toward the use of calisthenics. Bodybuilding approaches that promote excessive muscle development frequently lead to joint pain, injuries, unbalanced physiques and weak cardiovascular health. As a result, many of the newest and most popular gyms and programmes emphasise calisthenics-based methods instead. Modern practices often combine elements from a number of related traditions such as yoga, Pilates, kettle-ball training, gymnastics and traditional Greco-Roman calisthenics. Many people are keen to recover the original Greek vision of physical beauty and strength and harmony of the mind-body connection.

Questions 29–35:

The text has eight paragraphs, **A–H**. Which paragraph contains the following information? Choose the correct letter for questions **29–35**.

	Questions	Answers
29	the origin of the word ‘calisthenics’	
30	the last popular supporter of calisthenics	
31	the first use of calisthenics as a training method	
32	a multidisciplinary approach to all-round health and strength	
33	reasons for the survival of calisthenics throughout the ages	
34	medical substance to increase muscle mass and strength	
35	a reference to travelling showmen who displayed their strength for audiences	

Questions 36–40:

Complete the summary below. Choose no more than two words from the text for each answer.

During the sixties and seventies, attaining huge muscles became more important than

(36) or having an attractive-looking body. The first people to take up this new sport of body building had a background in calisthenics but the most famous practitioners became known as (37) on account of the impressive size of their muscles. Drugs and mechanical devices were used to develop individual muscles to a monstrous size.

Calisthenics then became the domain of ‘weaker’ people: females, children and those recovering from (38) Much of the advanced knowledge about calisthenics was lost and the method was subsequently downgraded to the status of a simple, user-friendly activity. Once a person became skilled at this, he would progress to (39)

Currently a revival of calisthenics is under way as extreme muscle building can harm the body leaving it sore, out of balance, and in poor (40)

ĐỀ 9. IELTS General Training Reading Test 2 - Section 1 - Practice Test -

Nguồn: British Council

This is the first section of the IELTS General Training Reading test. It contains two pieces of writing. Read each piece and answer the questions.

Texts for questions 1-7

Volunteers

Thank you for volunteering to work one-on-one with some of the students at our school who need extra help.

Smoking policy

Smoking is prohibited by law in the classrooms and anywhere on the school grounds.

Safety and Health

Volunteers are responsible for their own personal safety and should notify the school of any pre-existing medical conditions. Prescription and any other medications that you normally carry with you must be handed in to the school nurse on arrival and collected on departure. If you require them, the nurse will dispense them to you in her office.

Sign-in

A sign-in book is located at office reception. Please sign this register every time you come to the school. This is important for insurance purposes and emergency situations.

After signing the book, collect a Visitor's badge from the office. This must be worn at all times when you are on school premises. Remember to return the badge afterwards.

Messages

Teachers will communicate with volunteers via telephone, email or messages left at the office. Always ask for messages. You may communicate with teachers in the same way – the preferred method is to leave a memo in the relevant teacher's pigeonhole. These can be found at the end of the corridor in the staffroom block.

Work hours

We understand that your time commitment is entirely voluntary and therefore flexible. If your personal schedule should change and this affects your availability, please contact the Co-ordinator for Volunteers at the school on extension 402; alternatively, you could drop in to her office situated in F block.

Role of the Co-ordinator

The Co-ordinator is responsible for matching volunteer tutors with students, organising tutorial rooms, ensuring student attendance and overseeing volunteer tutor training. If you encounter any problems, contact her as above.

Questions 1–7:

Do the following statements agree with the information given in the text on the previous page?

TRUE - if the statement agrees with the information

FALSE - if the statement contradicts the information

NOT GIVEN - if there is no information on this

	Questions	Answers
1	As a volunteer, you will be helping students individually.	
2	You may smoke in the playground.	
3	You cannot take any medicine while at the school.	
4	If you forget to sign the register, you won't be insured for accidents.	
5	The best way of communicating with teachers is in writing.	
6	You can choose your own hours of work.	
7	The co-ordinator keeps student attendance rolls.	

Texts for questions 8-14

Camping in the Bush

Minimal impact bushwalking

Responsible campers observe minimal impact bushwalking practices. This is a code of ethics and behaviour aimed at preserving the natural beauty of bushwalking areas.

Planning

Good planning is the key to safe and successful camping trips. Obtaining a camping permit in advance of leaving to camp out overnight in a national park is obligatory. Bookings are also compulsory for some parks. There could be limits on group sizes in some parks. Occasionally campsites may be closed owing to bushfire danger or for other reasons. Always obtain permission from the owner prior to crossing private property.

Equipment

As well as your usual bushwalking gear, you will need the right equipment for camping.

A fuel stove and fuel for cooking is essential: not only is it safer, faster and cleaner; but it is easier to use in wet weather. It is recommended that you pitch a free-standing tent which requires few pegs and therefore has less ecological impact. Take a sleeping mat, if you have one, to put your sleeping bag on for a more comfortable night's sleep. You will also need a hand trowel to bury human waste – for proper sanitation and hygiene.

Campfires

The traditional campfire actually causes a huge amount of environmental damage. If you gather firewood, you are removing the vital habitat of insects, reptiles, birds and small mammals. When campfires lead to bushfires, they create enormous danger to native bush inhabitants and bushwalkers alike and result in destruction of the environment. Under no circumstances should you light a fire in the bush.

Campsites

Erect your tent at an existing site if possible; otherwise try to find a spot where you won't damage vegetation. Never cut branches or move rocks or disturb the soil unnecessarily. Aim to leave your campsite as you found it or even cleaner.

Rubbish

Remove all rubbish – carry it out with you. Don't attempt to burn or bury rubbish because this creates a fire hazard and/or disturbs the soil. Animals can dig up buried rubbish and scatter it about. Never feed the local wildlife – carry out all food scraps as these disturb the natural nutrient balance and can create weed problems.

Walk safely

Keep on the track. Wear footwear suitable for the terrain. Take a map.

Questions 8–14:

The passage refers to three ways in which campers should behave.

Classify the following behaviours as something that campers

A. must do

B. may do

C. must not do

Write the correct letter A, B or C

	Questions	Answers
8	get the landowner's consent before walking across his land	
9	use a sleeping mat	
10	make a campfire in the bush	
11	feed the birds	
12	use a free-standing tent	
13	dig a hole to bury rubbish in	
14	get authorisation before setting out to camp in a national park	

ĐỀ 10. IELTS General Training Reading Test 2 - Section 2 - Practice Test -

Nguồn: British Council

Texts for questions 15-21

Conditions of employment

Weekly hours of work – 40 hours per week at the ordinary hourly rate of pay for most full-time employees, plus reasonable additional hours (penalty rates apply). Part-time employees work a regular number of hours and days each week, but fewer hours than full-time workers. Casual employees are employed on an hourly or daily basis.

Entitlements (full-time employees):

Parental leave – up to 12 months' unpaid leave for maternity, paternity and adoption related leave.

Sick leave – up to 10 days' paid sick leave per year; more than 4 continuous days requires a medical certificate.

Annual leave – 4 weeks' paid leave per annum, plus an additional week for shift workers.

Public holidays – a paid day off on a public holiday, except where reasonably requested to work. Employees working on public holidays are entitled to 15% above their normal hourly rate.

Notice of termination – 2 weeks' notice of termination (3 weeks if the employee is more than 55 years old and has at least 2 years of continuous service)

Note:

The entitlements you receive will depend on whether you are employed on a full-time, part-time or casual basis.

If you work part-time, you should receive all the entitlements of a full-time employee but on a pro-rata or proportional basis.

If you are a casual worker, you do not have rights to any of the above entitlements nor penalty payments. Casual workers have no guarantee of hours to be worked and they do not have to be given advance notice of termination.

1 Penalty rate = a higher rate of pay to compensate for working overtime or outside normal hours e.g. night-time or on public holidays.

Questions 15–21:

Do the following statements agree with the information given in the text?

TRUE - if the statement agrees with the information

FALSE - if the statement contradicts the information

NOT GIVEN - if there is no information on this

	Questions	Answers
15	Part-time workers are entitled to a higher rate of pay if they work more than their usual number of hours per week.	
16	Casual workers may be hired by the hour or by the day.	
17	A full-timer who takes a year off to have a baby can return to the same employer.	
18	A full-time worker needs a doctor's note if he is sick for 4 days in a row.	
19	A full-time night-shift worker is entitled to 5 weeks' paid holiday each year.	
20	Any workers over 55 are entitled to 3 weeks' notice of termination.	
21	Casual workers can be dismissed without notice.	

Texts for questions 22-27

The text below has six sections, A–F.

Choose the correct heading for each section, A–F, from the list of headings below. Write the correct number, i–x.

List of headings

- i. Written communication
- ii. Clarity
- iii. Style
- iv. Research

- v. End of message
- vi. One point per email
- vii. Relevance
- viii. Specify the response you want
- ix. The subject line
- x. Internal emails

22. Section A

23. Section B

24. Section C

25. Section D

26. Section E

27. Section F

Writing Effective Emails

Follow these simple rules to make a positive impression and get an appropriate response.

A) Like a headline in a newspaper: it should grab the recipient's attention and specify what the message is about – use a few well-chosen words. If the email is one of a series e.g. a weekly newsletter, include the date in the subject line. Never leave it blank.

B) If you need to email someone about several different issues, write a separate email for each subject. This allows the recipient to reply to each one individually in a timely manner. For instance, one subject might be dealt with quickly while another could involve some research. If you have several related points, put them all in the same email but present each point in a numbered or bulleted paragraph.

C) Your email should be clear and concise. Sentences should be short and to the point. The purpose of the message should be outlined in the first paragraph and the body should contain all of the relevant information.

D) Be sure to include a 'call to action' – a phone call or a follow-up appointment perhaps. To ensure a prompt reply, incorporate your contact information – name, title, company, phone/fax numbers or extensions, even your business address if necessary. Even internal messages must have contact information.

E) Only use this technique for very short messages or reminders where all the relevant information can fit in the subject line. Write EOM at the end of the line to indicate that the recipient doesn't have to open the email.

F) Emails, even internal ones, should not be too informal – after all, they are written forms of communication. Use your spell-check and avoid slang.

ĐÁP ÁN

ĐỀ 1

1. C
2. G
3. B
4. A
5. H
6. D
7. respiratory movements/signals
8. tail
9. electric currents
10. olfactory organs
11. electric signals
12. sinewy muscle
13. electric field

ĐỀ 2

14. E
15. J
16. I
17. D
18. B
19. TRUE
20. NOT GIVEN
21. FALSE
22. TRUE
23. NOT GIVEN
24. TRUE
25. TRUE
- 26 & 27. A & C (in either order)

ĐỀ 3

- 28. FALSE
- 29. TRUE
- 30. NOT GIVEN
- 31. TRUE
- 32. TRUE
- 33. FALSE
- 34. past actions
- 35. inconsistencies
- 36. Hugh Everett
- 37. alternative pathway
- 38. non-existence theory
- 39. historical identity
- 40. C

ĐỀ 4

- 1. C
- 2. F
- 3. E
- 4. D
- 5. A
- 6. Emmanuel Chabrier
- 7. a black bodice
- 8. an auditorium
- 9. a trapeze artist
- 10. a private studio / Manet's private studio
- 11. E
- 12. D
- 13. A

ĐỀ 5

14. viii
15. iii
16. i
17. ix
18. iv
19. vi
20. NO
21. YES
22. NOT GIVEN
23. NO
24. NOT GIVEN
25. YES
26. NO

ĐỀ 6

1. send a messenger
2. short bell rings
3. nearest staircase/stairs
4. (paved) quadrangle (area)/quad
5. (all) support staff/personnel
6. the (class) roll
7. all clear (signal)
8. (their) home-room groups
9. TRUE
10. FALSE
11. NOT GIVEN
12. NOT GIVEN
13. FALSE

14. TRUE

ĐỀ 7

15. vi

16. viii

17. v

18. x

19. ii

20. i

21. iii

22. final written warning

23. formal appeal hearing

24. B

25. E

26. D

27. C

28. A

ĐỀ 8

29. C

30. E

31. B

32. H

33. A

34. F

35. D

36. functional strength

37. mass monsters

38. injuries

39. weight training

40. cardiovascular health

ĐỀ 9

1. TRUE
2. FALSE
3. FALSE
4. NOT GIVEN
5. TRUE
6. TRUE
7. NOT GIVEN
8. A
9. B
10. C
11. C
12. B
13. C
14. A

ĐỀ 10

15. NOT GIVEN
16. TRUE
17. TRUE
18. FALSE
19. TRUE
20. FALSE
21. TRUE
22. ix
23. vi
24. ii
25. viii

26. v

27. iii