

## TRƯỜNG TRUNG HỌC PHỔ THÔNG FPT

### ĐỀ CƯƠNG READING

CUỐI KỲ 1 - 2022-2023

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#### Dạng đề:

- *Gap-filling*
  - *Yes/No/Not given or True/ False/ Not Given*
  - *MCQs*
  - *Matching information*
  - *Matching headings*
- 

#### READING PASSAGE 1

### Learning by Examples



**A** Learning Theory is rooted in the work of Ivan Pavlov, the famous scientist who discovered and documented the principles governing how animals (humans included) learn in the 1900s. Two basic kinds of learning or conditioning occur, one of which is famously known as the classical conditioning. Classical conditioning happens when an animal learns to associate a neutral stimulus (signal) with a stimulus that has intrinsic meaning based on how closely in time the two stimuli are presented. The classic example of classical conditioning is a dog's ability to associate the sound of a bell (something that originally has no meaning to the dog) with the presentation of food (something that has a lot of meaning to the dog) a few moments later. Dogs are able to learn the association between bell and food, and will salivate immediately after hearing the bell once this connection has been made. Years of learning research have led to the creation of a highly precise learning theory that can be used to understand and predict how and under what circumstances most any animal will learn, including human beings, and eventually help people figure out how to change their behaviours.

**B** Role models are a popular notion for guiding child development, but in recent years very interesting research has been done on learning by examples in other animals. If the subject of animal learning is taught very much in terms of classical or operant conditioning, it places too much emphasis on how we allow animals to learn and not enough on how they are equipped to learn. To teach a course of mine, I have been dipping profitably into a very interesting and accessible compilation of papers on social learning in mammals, including chimps and human children, edited by Heyes and Galef (1996).

**C** The research reported in one paper started with a school field trip to Israel to a pine forest where many pine cones were discovered, stripped to the central core. So the investigation started with no weighty theoretical intent, but was directed at finding out what was eating the nutritious pine seeds and how they managed to get them out of the cones. The culprit proved to be the versatile and athletic black rat, (*Rattus rattus*), and the technique was to bite each cone scale off at its base, in sequence from base to tip following the spiral growth pattern of the cone.

**D** Urban black rats were found to lack the skill and were unable to learn it even if housed with experienced cone strippers. However, infants of urban mothers cross-fostered by stripper mothers acquired the skill, whereas infants of stripper mothers fostered by an urban mother could not. Clearly the skill had to be learned from the mother. Further elegant experiments showed that naive adults could develop the skill if they were provided with cones from which the first complete spiral of scales had been removed; rather like our new photocopier which you can work out how to use once someone has shown you how to switch it on. In the case of rats, the youngsters take cones away from the mother when she is still feeding on them, allowing them to acquire the complete stripping skill.

**E** A good example of adaptive bearing we might conclude, but let's see the economies. This was determined by measuring oxygen uptake of a rat stripping a cone in a metabolic chamber to calculate energetic cost and comparing it with the benefit of the pine seeds measured by calorimeter. The cost proved to be less than 10% of the energetic value of the cone. An acceptable profit margin.

**F** A paper in 1996, *Animal Behaviour* by Bednekoff and Baida, provides a different view of the adaptiveness of social learning. It concerns the seed caching behaviour of Clark's Nutcracker (*Nucifraga columbiana*) and the Mexican Jay (*Aphelocoma ultramarina*). The former is a specialist, caching 30,000 or so seeds in scattered locations that it will recover over the months of winter; the Mexican Jay will also cache food but is much less dependent upon this than the Nutcracker. The two species also differ in their social structure: the Nutcracker being rather solitary while the Jay forages in social groups.

**G** The experiment is to discover not just whether a bird can remember where it hid a seed but also if it can remember where it saw another bird hide a seed. The design is slightly comical with a cacher bird wandering about a room with lots of holes in the floor hiding food in some of the holes, while watched by an observer bird perched in a cage. Two days later, cachers and observers are tested for their discovery rate against an estimated random performance. In the role of cacher, not only the Nutcracker but also the less specialised Jay performed above chance; more surprisingly, however, jay observers were as successful as jay cachers whereas nutcracker observers did no better than chance. It seems that, whereas the Nutcracker is highly adapted at remembering where it hid its own seeds, the social living Mexican Jay is more adept at remembering, and so exploiting, the caches of others.

**Questions 1- 4:** Reading Passage 1 has seven paragraphs A-G. Which paragraph contains the following information?

Write the correct letter A-G in boxes 1-4 on your answer sheet

1. A comparison between rats' learning and human learning
2. A reference to the earliest study in animal learning
3. The discovery of who stripped the pine cone

4. A description of a cost-effectiveness experiment

**Questions 5-8:**

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

In boxes 5-8 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

2 A reference to the earliest study in animal learning

3 The discovery of who stripped the pine cone

4 A description of a cost-effectiveness

5 The field trip to Israel was to investigate how black rats learn to strip pine cones.

6 The pine cones were stripped from bottom to top by black rats.

7 It can be learned from other relevant experiences to use a photocopier.

8 Stripping the pine cones is an instinct of the black rats.

**Questions 9-13:** Complete the summary below using words from the box. Write your answers in boxes 9-13 on your answer sheet.

less	social	remembered	nutcracker
more	cache	watched	solitary
observer	Jay		

While the Nutcracker is more able to cache seeds, the Jay relies 9 ..... on caching food and is thus less specialised in this ability, but more 10 ..... To study their behaviour of caching and finding their caches, an experiment was designed and carried out to test these two birds for their ability to remember where they hid the seeds. In the experiment, the cache bird hid seeds in the ground while the other 11 ..... As a result, the Nutcracker and the Mexican Jay showed different performance in the role of 12 ..... at finding the seeds - the observing 13 ..... didn't do as well as its counterpart.

## READING PASSAGE 2

You should spend about 20 minutes on Questions 14-26, which are based on Reading Passage 2 below.

### A New Ice Age



William Curry is a serious, sober climate scientist, not an art critic. But he has spent a lot of time perusing Emanuel Gottlieb Leutze's famous painting "George Washington Crossing the Delaware", which depicts a boatload of colonial American soldiers making their way to attack English and Hessian troops the day after Christmas in 1776. "Most people think these other guys in the boat are rowing, but they are actually pushing the ice away," says Curry, tapping his finger on a reproduction of the painting. Sure enough, the lead oarsman is bashing the frozen river with his boot. "I grew up in Philadelphia. The place in this painting is 30 minutes away by car. I can tell you, this kind of thing just doesn't happen anymore."

But it may again soon. And ice-choked scenes, similar to those immortalised by the 16th century Flemish painter Pieter Brueghel the Elder, may also return to Europe. His works, including the 1565 masterpiece "Hunters in the Snow", make the now-temperate European landscapes look more like Lapland. Such frigid settings were commonplace during a period dating roughly from 1300 to 1850 because much of North America and Europe was in the throes of a little ice age. And now there is mounting evidence that the chill could return. A growing number of scientists believe conditions are ripe for another prolonged cooldown, or small ice age. While no one is predicting a brutal ice sheet like the one that covered the Northern Hemisphere with glaciers about 12,000 years ago, the next cooling trend could drop average temperatures 5 degrees Fahrenheit over much of the United States and 10 degrees in the Northeast, northern Europe, and northern Asia.

"It could happen in 10 years," says Terrence Joyce, who chairs the Woods Hole Physical Oceanography Department. "Once it does, it can take hundreds of years to reverse." And he is alarmed that Americans have yet to take the threat seriously.

A drop of 5 to 10 degrees entails much more than simply bumping up the thermostat and carrying on. Both economically and ecologically, such quick, persistent chilling could have devastating consequences. A 2002 report titled "Abrupt Climate Change: Inevitable Surprises", produced by the National Academy of Sciences, pegged the cost from agricultural losses alone at \$100 billion to \$250 billion while also predicting that damage to ecologies could be vast and incalculable. A

grim sampler: disappearing forests, increased housing expenses, dwindling fresh water, lower crop yields, and accelerated species extinctions.

The reason for such huge effects is simple. A quick climate change wreaks far more disruption than a slow one. People, animals, plants, and the economies that depend on them are like rivers; says the report: "For example, high water in a river will pose few problems until the water runs over the bank, after which levees can be breached and massive flooding can occur. Many biological processes undergo shifts at particular thresholds of temperature and precipitation."

Political changes since the last ice age could make survival far more difficult for the world's poor. During previous cooling periods, whole tribes simply picked up and moved south, but that option doesn't work in the modern, tense world of closed borders. "To the extent that abrupt climate change may cause rapid and extensive changes of fortune for those who live off the land, the inability to migrate may remove one of the major safety nets for distressed people," says the report.

But first things first. Isn't the earth actually warming? Indeed it is, says Joyce. "In his cluttered office, full of soft light from the foggy Cape Cod morning, he explains how such warming could actually be the surprising culprit of the next mini-ice age. The paradox is a result of the appearance over the past 30 years in the North Atlantic of huge rivers of fresh water - the equivalent of a 10-foot-thick layer - mixed into the salty sea. No one is certain where the fresh torrents are coming from, but a prime suspect is melting Arctic ice, caused by a build-up of carbon dioxide in the atmosphere that traps solar energy.

The freshwater trend is major news in ocean-science circles. Bob Dickson, a British oceanographer who sounded an alarm at a February conference in Honolulu, has termed the drop in salinity and temperature in the Labrador Sea - a body of water between northeastern Canada and Greenland that adjoins the Atlantic - "arguably the largest full-depth changes observed in the modern instrumental oceanographic record".

The trend could cause a little ice age by subverting the northern penetration of Gulf Stream waters. Normally, the Gulf Stream, laden with heat soaked up in the tropics, meanders up the east coasts of the United States and Canada. As it flows northward, the stream surrenders heat to the air. Because the prevailing North Atlantic winds blow eastward, a lot of the heat wafts to Europe. That's why many scientists believe winter temperatures on the Continent are as much as 36 degrees Fahrenheit warmer than those in North America at the same latitude. Frigid Boston, for example, lies at almost precisely the same latitude as balmy Rome. And some scientists say the heat also warms Americans and Canadians. "It's a real mistake to think of this solely as a European phenomenon," says Joyce.

Having given up its heat to the air, the now-cooler water becomes denser and sinks into the North Atlantic by a mile or more in a process oceanographers call thermohaline circulation. This massive column of cascading cold is the main engine powering a deep-water current called the Great Ocean Conveyor that snakes through all the world's oceans. But as the North Atlantic fills with fresh water, it grows less dense, making the waters carried northward by the Gulf Stream less able to sink. The new mass of relatively fresh water sits on top of the ocean like a big thermal blanket, threatening the thermohaline circulation. That in turn could make the Gulf Stream slow or veer southward. At some point, the whole system could simply shut down, and do so quickly. "There is increasing evidence that we are getting closer to a transition point, from which we can jump to a new state."

**Questions 14-17**

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

Write your answers in boxes 14-17 on your answer sheet.

14. The writer uses paintings in the first paragraph to illustrate
- A. possible future climate change.
  - B. climate change of the last two centuries.
  - C. the river doesn't freeze in winter anymore.
  - D. how George Washington led his troops across the river.
15. Which of the following do scientists believe to be possible?
- A. The temperature may drop over much of the Northern Hemisphere.
  - B. It will be colder than 12,000 years ago.
  - C. The entire Northern Hemisphere will be covered in ice.
  - D. Europe will look more like Lapland.
16. Why is it difficult for the poor to survive the next ice age?
- A. People don't live in tribes anymore.
  - B. Politics are changing too fast today.
  - C. Abrupt climate change causes people to live off their land.
  - D. Migration has become impossible because of closed borders.
17. Why is continental Europe much warmer than North America in winter?
- A. Wind blows most of the heat of tropical currents to Europe.
  - B. Europe and North America are at different latitudes.
  - C. The Gulf Stream has stopped yielding heat to the air.
  - D. The Gulf Stream moves north along the east coast of North America.

**Questions 18-22**

Look at the following statements and the list of people in the box below.

Match each statement with the correct person A-D.

Write the appropriate letter A-D in boxes 18-22 on your answer sheet.

NB You may use any letter more than once.

- 18 Most Americans are not prepared for the next ice age.
- 19 The result of abrupt climate change is catastrophic.
- 20 The world is not as cold as it used to be.
- 21 Global warming is closely connected to the ice age.
- 22 Alerted people to the change of ocean water in a conference

List of People	
A	William Curry
B	Terrence Joyce
C	Bob Dickson
D	National Academy of Sciences

**Questions 23-26**

Complete the flow chart below.

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

Write your answers in boxes 23-26 on your answer sheet.

