

Musical Talents

Among all the abilities with which an individual may be endowed, musical talent appears earliest in life. Very young children can exhibit musical precocity for different reasons. Some develop exceptional skill as a result of a well – designed instructional regime, such as the Suzuki method for the violin. Some have the good fortune to be born into a musical family in a household filled with music. In a number of interesting cases, musical talent is part of an otherwise disabling condition such as autism or mental retardation. A musically gifted child has an inborn talent; however, the extent to which the talent is expressed publicly will depend upon the environment in which the child lives.

Musically gifted children master at an early age the principal elements of music, including pitch and rhythm. Pitch – or melody – is more central in certain cultures, for example, in Eastern societies that make use of tiny quarter – tone intervals. Rhythm, sounds produced at certain auditory frequencies and grouped according to a prescribed system, is emphasized in sub – Saharan Africa, where the rhythm ratios can be very complex.

All children have some aptitude for making music. During infancy, normal children sing as well as babble, and they can produce individual sounds and sound patterns. However, individual differences begin to emerge in young children as they learn to sing. Some children can match large segments of a song by the age of two or three. Many others can only approximate pitch at this age and may still have difficulty in producing accurate melodies by the age of five or six. However, by the time they reach school age, most reasonably accurate imitation of the songs commonly heard in their environment.

The early appearance of superior musical ability in some children provides evidence that musical talent may be a separate and unique form of intelligence. There are numerous tales of young artists who have a remarkable – earl or extraordinary memory for music and a natural understanding of musical structure. In many of these cases, the child is average in every other way but displays an exceptional ability in music. Even the most gifted child, however, takes about ten years to achieve the levels of performance or composition that would constitute mastery of the musical sphere.

Every generation in music history has had its famous prodigies – individuals with exceptional musical powers that emerge at a young age. In the eighteenth century, Wolfgang Amadeus Mozart began composing and performing at the age of six. As a child, Mozart could play the piano like an adult. He has perfect pitch, and at age nine he was also a master of the art of modulation – transitions from one key to another – which became one of the hallmarks of his style. By the age of eleven, he had composed three symphonies and 30 other major works. Mozart's well – developed talent was preserved into adulthood.

21. The word **precocity** in paragraph 1 is closest in meaning to
- A. strong interest
 - B. good luck
 - C. advanced skill
 - D. personal style
22. Which sentence below best expresses the essential information in the highlighted sentence in paragraph 1?
- A. Children may be born with superior musical ability, but their environment will determine how this ability is developed.
 - B. Every child is naturally gifted, and it is the the responsibility of the public schools to recognize and develop these talent.
 - C. Children with exceptional musical talent will look for the best way to express themselves through music – making.
 - D. Some musically talented children live in an environment surrounded by music, while others have little exposure to music.

23. What is pitch?
- rhythm
 - a principal element of music
 - tone
 - frequency
24. According to paragraph 2, how are principal elements of music emphasized in Sub – Saharan Africa?
- Melody is the most important element.
 - Rhythm with complicated ratios is emphasized.
 - Rhythm is not significant.
 - These elements are totally ignored.
25. According to the passage, when does musical talent usually begin to appear?
- When infants start to babble and produce sound patterns
 - Between the ages of two and four months
 - When children learn to sing at two or three years old.
 - Between ten years old and adolescence.
26. What does the word **others** in paragraph 3 refer to?
- children
 - differences
 - segments
 - melodies
27. According to the passage, which of the following suggests that musical talent is separate form of intelligence?
- Exceptional musical ability in an otherwise average child.
 - Recognition of the emotional power of music.
 - The ability of all babies to acquire core elements of music.
 - Differences between learning music and learning language.
28. Why does the author discuss Mozart in Paragraph 5?
- To compare past and present views of musical talent
 - To give an example of a well – known musical prodigy
 - To list musical accomplishment of the eighteenth century
 - To describe the development of individual musical skill
29. In music, the change from one key to another is known as
- rhythm
 - prodigy
 - perfect pitch
 - modulation
30. What can be inferred from the passage about exceptional musical ability?
- It occurs more frequently in some cultures than in others.
 - It is evidence of a superior level of intelligence in other areas.
 - It has been documented and studied but is little understood.
 - It is the result of natural talent and a supportive environment.

PASSAGE 4 – Questions 31-40

The UH-1 Helicopter: Icon of the Vietnam War

Every modern war has its **icon**, the technological development essential to the conflict, the one that changes the course of battle and becomes, ever after, symbolic of the time. The Civil War's **cannon**, World War I's **machine gun**, World War II's **tank** — each left its mark on the landscape and the soldier. Vietnam's icon was the helicopter, specifically the UH-1 utility helicopter soldiers referred to as —the Huey.

The geographic and political realities of Vietnam called for a new kind of warfare, one the U.S. Army termed —Airmobile. Remote battle zones, mountains topped in old-growth hardwood jungles, and poorly developed roads eliminated motor vehicles as a means of quickly moving masses of troops and supplies. Helicopters took over. In Airmobile warfare, flocks of helicopters took troops and supplies to strategic locations, monitored operations from the air, engaged in battle, and evacuated forces. The famed U.S. Army 1st Cavalry joined aviation units already in Vietnam to pioneer Airmobile operations, trading its

horses for helicopters and creating an archetype followed by the 101st Airborne, the 1st Aviation Brigade, and several other aviation units and smaller detachments.

Many helicopters were used in Vietnam, but none was as widely employed as the Huey. The UH-1 —Iroquois, popularly dubbed the Huey, is known as —the workhorse of the Vietnam War, used by all military forces for troop transport, medical evacuation, and combat assault. Hueys transported soldiers and supplies to the lines as the horses for a modern cavalry. The U.S. Army and Marine Corps made them into gunships, modifying them with machine guns and air-to-ground rocket pods and putting them to work in frontal assaults. Hueys carried officers to develop battle plans, soldiers to battle, nurses to orphanages, and —Donut Dollies to entertain troops. Outfitted with broadcasting systems, they ferried Psychological Operations (PSYOPS) messengers.

And, perhaps most significantly, Hueys were the technology behind —Dustoffs, evacuations of the wounded so-named by a pilot who gave his life doing it. The ability to swoop into the battle, load the Huey with wounded, and fly to evacuation hospitals, started in Korea and refined in Vietnam, has been called —one of the major medical innovations of the Vietnam War. This quick transport meant that more than 90 percent of wounded soldiers who reached a medical facility survived. The medical **evacuation** technology gained in the Huey experience of Vietnam came home to become the air rescue operations we today take for granted. The Huey is an enormously versatile helicopter, easily modified for various missions. The interchangeable interiors of the Huey allowed for easy conversion from troop carrier to ambulance. It was also an amazing machine, capable of flying in extreme stress and relatively easy to get in and out quickly—a feature crucial in troop extraction and rescue missions. Those who flew and maintained them, the pilots and crew chiefs, are fiercely loyal to the Huey, even though many have flown many other aircraft.

More than 7,000 Huey helicopters served in Vietnam and nearly half were lost. 2,177 Huey crew members were killed in action. Because the Huey was always there for them, for soldiers on the ground, the distinctive WHOP WHOP of the Huey's 48-foot rotor blades slapping the air was the sound of their lifeline.

31. What is the best synonym for the word **icon** as it is used in the first paragraph?
 - A. helicopter
 - B. symbol
 - C. aircraft
 - D. tool
32. Why does the writer mention **cannon**, **machine gun**, and **tank** in paragraph 1?
 - A. to give examples of war symbols
 - B. to emphasize the power of U.S. Army
 - C. to express the variety of U.S. weapons and military equipment
 - D. to compare different weapons
33. Which list best describes the conditions that necessitated the use of the helicopter in Vietnam?
 - A. strategic operations, supply routes, troop movements
 - B. large rivers, vast shoreline, marshy rice paddies
 - C. dense jungles, remote battle sites, bad roads
 - D. rapid transport, medical evacuation, soldier resupply
34. According to paragraph 2, which of the following was first implemented in Vietnam war?
 - A. 101st Airborne
 - B. 1st Cavalry
 - C. 1st Aviation Brigade
 - D. UH-1 —Iroquois
35. Which of the sentences below best expresses the information in the highlighted statement in the passage?
 - A. The Huey was the least efficient among helicopters used in Vietnam
 - B. No helicopter was as big as the Huey.
 - C. The Huey was the most widely used helicopter in Vietnam.
 - D. Many helicopters were used in Vietnam, but none was helpful.
36. According to paragraph 3, which of the following was NOT carried by the Huey?
 - A. soldiers
 - B. officers
 - C. supplies
 - D. orphans

37. What name was given to helicopter ambulance missions?
- A. Dustoff
 - B. B. PSYOP
 - C. Donut Dollies
 - D. Cavalry
38. The word **evacuation** in paragraph 4 is closest in meaning to
- A. hospitalization
 - B. increase
 - C. treatment
 - D. removal
39. Read the sentence below from paragraph 5, then answer the question.
The interchangeable interiors of the Huey allowed for easy conversion from troop carrier to air ambulance.
Which of these is the best category for this fact?
- A. Safety features of the Huey
 - B. Huey crew members
 - C. Versatility of the Huey
 - D. Effects of the Huey on the enemy force
40. What can be inferred from the last paragraph?
- A. Flying a Huey in Vietnam was dangerous work.
 - B. The Huey helicopter was extremely versatile.
 - C. Other helicopters were safer than the Huey.
 - D. Most military personnel preferred a motor vehicle to a Huey.

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