Reading test I

Student name _____

Group/Class _____

Date _____ Score _____

VOCABULARY

1 Complete the words in the sentences. The first letter is given, and there is one space for each letter.

1 Can you get the waiter's a _ _ _ _ _ _ _ _ _ ? I'd like to order now.

2 Do you give taxi drivers a t _ _ _ here in the States? We do in the U.K. Ten percent is normally enough.

3 Another burger bar is opening downtown. It's a real t _ _ _ _ _ at the moment —they're opening everywhere.

4 Please don't play with your cell phone when I'm talking to you. It's not good m _ _ _ _ _ _ .

5 I watch everything online now. There's this really cool s _ _ _ _ where you can stream hundreds of TV series and movies, and it's very cheap.

Score: / 5

2 Complete the sentences with the correct form of these verbs.

consider hurt ignore judge post

1 I hate to _____ a place before I've been there, but this place looks very expensive from the outside.

2 I _____ studying law like my parents, but in the end I chose to study journalism because it sounded more interesting to me.

3 My head really _____. Do you have to play your music so loudly?

4 This place is great! I think I'll _____ a review online when I get home.

5 Why is Oscar _____ me? Did I do something to make him angry?

Score: / 5

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3 Choose the correct word to complete each sentence.

1 I never expected his *behavior/attitude/reaction* to the news would be so bad. He was very unhappy.
2 Why are you so *anxious/cruel/rude* about the exam? I'm sure you'll do fine.
3 I heard that the latest *network/version/media* of this tablet has much better data security.
4 Before you make a decision, why don't you ask for Mack's *experience/opinion/feeling*? He'll know what to do.
5 One very important *extent/attitude/factor* to think about when meeting new people is how to dress.

Score: / 5

4 Use the word given in capitals at the end of some of the lines to form a word that fits in the blank in the same line.

Today, more and more companies want to **(1)** _____ their products and services. Every industry now has a lot of competition, and if a company wants to keep their **(2)** _____ customers happy and loyal, they need to be able to offer their customers **(3)** _____ in both their products and their customer service. Soft skills training is seen by many forward-thinking companies as a good **(4)** _____ and another way they can keep their customers coming back for more, even in times of **(5)** _____ crisis when businesses can have a difficult time.

PERSON
EXIST
EXCELLENT
INVEST
ECONOMY

Score: / 5

5 Complete the sentences with the correct form of these verbs.

adapt advertise employ invest trust

1 Product loyalty happens only when customers _____ the quality of the product or service they are buying.
2 Many products are now culturally _____ for foreign markets, like the famous burger company selling vegetarian food in India.
3 Did you know that Walmart, the U.S. supermarket company, _____ over 2.2 million people? That makes them the world's largest employer.
4 We are _____ on radio and in magazines next month. If that doesn't work, we'll have to try the more expensive option—TV.

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5 Most of the big automobile companies have _____ millions of dollars in research on self-driving cars.

Score: / 5

6 Complete the words in the sentences. The first letter is given, and there is one space for each letter.

1 The just-in-time business m _ _ _ _ _ was invented by Toyota to make production more efficient and reduce costs.

2 Our top p _ _ _ _ _ _ _ _ this year must be to gain a bigger share of the market.

3 To improve our final products, we've decided to open a q _ _ _ _ _ _ _ control department.

4 If you want to be successful in the field of computers, you need to have a _ _ _ _ _ _ to the latest technologies.

5 Many large companies c _ _ _ _ _ _ _ _ _ _ _ via intranet, which is a private network used only by the organization's staff.

Score: / 5

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Part 2_Đề 1

Throughout Western civilization, women's suffrage and the progression of these rights have played a pivotal role in its history. The best example of how these rights have **progressed** is in two nations that share a common history, Great Britain and the United States of America. **[A]** In England, the suffrage movement began in 1866 when prominent women's rights reformers gathered over 1,500 signatures on a petition to Parliament appealing for the right to vote. **[B]** However, significant headway had not been made yet. Women's rights activists soon grew combative and thus made certain that suffrage was a central issue. **[C]** In America, due to the Civil War, women's suffrage was temporarily halted. However, from 1876, campaigns, referendums, and gatherings were organized and carried out. **[D]**

The influence of Great Britain on the United States cannot be understated, yet there are both significant differences and similarities in how suffrage rights have progressed and evolved within each of these nations. In both countries, suffrage was based on class, race, nation, and gender. The suffragists were outside of the political establishment, campaigning alone and without support. They were predominately white and middle class in both countries, and their arguments reflected their class. In the first phase of the two countries, the arguments for suffrage focused on equality, and then turned to women's contribution to nation building after World War I.

Feudalism and hereditary rule predated the establishment of limited suffrage in Great Britain. Aspects of this system remained for a significant period of time with only the wealthy and land-owning males allowed to vote. This system was based on the principles that the wealthy would vote in the interests of the nation, just as the monarchy of Britain would rule in the interest of all its subjects. This distributive system of power played an important role in the history of the United States.

English landowners asserted **their** right to vote based on their personal wealth. **Aspects of this trend are clearly evident In America.** In 1776, a clause that guaranteed voting rights for white, male landowners was included in the United States Declaration of Independence. This was identical to the suffrage rights in Great Britain at that time in history. Voting was generally perceived not as a right, but as a privilege that only those who owned land could exercise.

By 1786, the United States Constitution had been amended to give individual states the power to establish their own suffrage rights. As a result of this, in 1791, Vermont passed a law declaring that all white males, regardless of whether they possessed property or not, could vote. In contrast, it was not until the Chartist movement in Great Britain in the 1840s that a popular movement had demanded wider suffrage rights. The eventual failure of the Chartist movement in 1850 ensured that only one in every five adult males in England was entitled to vote. While popular suffrage reform **stalled** in Great Britain, it accelerated in America during this period. In the wake of the American Civil War, the Fifteenth Amendment to the Constitution granted African-American men the right to vote throughout the country. However, just as in England, women remained excluded by law from voting.

In the aftermath of the first World War, suffrage rights were extended to include women. This change took place first in America in 1920 with the 1991 amendment to the Constitution. It was not until 1928 that voting rights between men and women in Great Britain were equalized. As suffrage rights have extended to include groups formerly excluded, this trend continues in the West. In 1971, a further amendment lowered the age of voting from 20 to 18 in America. Today, in Great Britain and the majority of Western nations, the voting age is 18.

Initially, the progression of suffrage rights in America mirrored Great Britain's. The wealthy male landowners dominated voting and, therefore, political power, and voted only in

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their interests. **In the wake of the American Civil War and the first World War, suffrage rights were extended to African-Americans, women, and individuals possessing no property, which boosted their status from lower class citizens to a higher level.** Today, suffrage, in its universal form, plays a key role in democracies worldwide.

1. According to paragraph 1, why were 1,500 signatures gathered on a petition?

A. Women sought the right to peaceful demonstrations.
B. Women and men urged for the right to vote and own property.
C. Women were requesting the right to vote.
D. Collaboration was needed to facilitate women's right to vote.

2. The word "progressed" in the passage is closest in meaning to_____.

A. withheld B. withstood C. advanced D. contained

3. According to paragraph 2, which of the following was true of the suffragist movement?

A. Suffragists had a chance to change their position in society.
B. Women achieved their goal of winning full voting rights.
C. It was primarily run by working class women.
D. Most suffragists were moderate in their tactics.

4. According to paragraph 4, the United States Declaration of Independence guaranteed_____.

A. that African Americans could vote
B. that all 21 year olds could vote
C. that women could vote and hold political office
D. that only white, male landowners were allowed to vote

5. The word "their" in the passage refers to_____.

A. Englishmen C. English landowners
B. British royalty D. American landowners

6. Why does the author mention that "Aspects of this trend are clearly evident in America"?

A. To argue that the right to vote only was exercised by the wealthy and elite
B. To provide evidence that voting was not a right only for those who owned land
C. To show that the right to voting privileges only was granted to wealthy male property holders
D. To support the claim that the right to vote was an attribute of U.S. citizenship

7. The word "stalled" in the passage is closest in meaning to_____.

A. prevented B. profited C. contributed D. halted

8. Which of the following can be inferred from the passage about the Chartist movement?

A. Suffrage rights became the standard and expanded to include people of middle Eastern descent after the Chartist movement failed.
B. The Chartist movement was quashed by a group of hostile forces who were opposed to progression.
C. The Chartist movement helped ensure that only woman could vote.
D. The progression of suffrage rights started to slow after the Chartist movement failed.

9. Which of the following best expresses the essential information in the highlighted sentence? Incorrect answer choices change the meaning in important ways or leave out essential information.

A. In the period following the Civil War and World War I, voting rights were extended to most minorities.
B. No one could vote in Great Britain unless they owned land, were white, and could read.
C. War in Europe and America led many countries to disallow people of color the right to vote.
D. Voting has always been considered a privilege in most Western countries.

10. Look at the four squares [_] that indicate where the following sentence can be added to the passage.

American suffragists, however, were not as aggressive as their British counterparts.

Where would the sentence best fit?

A. **[A]** B. **[B]** C. **[C]** D. **[D]**

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Part 3_Đề 1

A. Shortly before his death, Marlon Brando was working on a series of instructional videos about acting, to he called "Lying for a Iiving". On the surviving footage, Brando can he seen dispensing gnomic advice on his craft to a group of enthusiastic, if somewhat bemused, Hollywood stars, including Leonardo Di Caprio and Sean Penn. Brando also recruited random people from the Los Angeles street and persuaded them to improvise (the footage is said to include a memorable scene featuring two dwarves and a giant Samoan). "If you can lie, you can act." Brando told Jod Kaftan, a writer for Rolling Stone and one of the few people to have viewed the footage. "Are you good at lying?" asked Kaftan. "Jesus." said Brando, "I'm fabulous at it".

B. Brando was not the first person to note that the line between an artist and a liar is a line one. If art is a kind of lying, then lying is a form of art, albeit of a lower order-as Oscar Wilde and Mark Twain have observed. Indeed, lying and artistic storytelling spring from a common neurological root-one that is exposed in the cases of psychiatric patients who suffer from a particular kind of impairment. Both liars and artists refuse to accept the tyranny of reality. Both carefully craft stories that are worthy of belief – a skill requiring intellectual sophistication, emotional sensitivity and physical self-control (liars are writers and performers of their own work). Such parallels are hardly coincidental, as I discovered while researching my book on lying.

C. A case study published in 1985 by Antonio Damasio, a neurologist, tells the story of a middle-aged woman with brain damage caused by a series of strokes. She retained cognitive abilities, including coherent speech, but what she actually said was rather unpredictable. Checking her knowledge of contemporary events, Damasio asked her about the Falklands War. In the language of psychiatry, this woman was "confabulating". Chronic confabulation is a rare type of memory problem that affects a small proportion of brain damaged people. In the literature it is defined as "the production of fabricated, distorted or misinterpreted memories about oneself or the world, without the conscious intention to deceive". Whereas amnesiacs make errors of omission, there are gaps in their recollections they find impossible to fill – confabulators make errors of commission: they make tilings up. Rather than forgetting, they are inventing. Confabulating patients are nearly always oblivious to their own condition, and will earnestly give absurdly implausible explanations of why they're in hospital, or talking to a doctor. One patient, asked about his surgical sear, explained that during the Second World War he surprised a teenage girl who shot him three times in the head, killing him, only for surgery to bring him back to life. The same patient, when asked about his family, described how at various times they had died in his arms, or had been killed before his eyes. Others tell yet more fantastical tales, about trips to the moon, fighting alongside Alexander in India or seeing Jesus on the Cross. Confabulators aren't out to deceive. They engage in what Morris Moseovitch, a neuropsychologist, calls "honest lying". Uncertain and obscurely distressed by their uncertainty, they are seized by a "compulsion to narrate": a deep-seated need to shape, order and explain what they do not understand. Chronic confabulators are often highly inventive at the verbal level, jamming together words in nonsensical but suggestive ways: one patient, when asked what happened to Queen Marie Antoinette of France, answered that she had been "suicided" by her family. In a sense, these patients are like novelists, as described by Henry James: people on whom "nothing is wasted". Unlike writers, however, they have little or no control over their own material.

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D. The wider significance of this condition is what it tells us about ourselves. Evidently, there is a gushing river of verbal creativity in the normal human mind, from which both artistic invention and lying are drawn. We are born storytellers, spinning, narrative out of our experience and imagination, straining against the leash that keeps us tethered to reality. This is a wonderful thing; it is what gives us out ability to conceive of alternative futures and different worlds. And it helps us to understand our own lives through the entertaining stories of others. But it can lead us into trouble, particularly when we try to persuade others that our inventions are real. Most of the time, as our stories bubble up to consciousness, we exercise our cerebral censors, controlling which stories we tell, and to whom. Yet people lie for all sorts of reasons, including the fact that confabulating can be dangerously fun.

E. During a now-famous libel case in 1996, Jonathan Aitken, a former cabinet minister, recounted a tale to illustrate the horrors he endured after a national newspaper tainted his name. The case, which stretched on for more than two years, involved a series of claims made by the Guardian about Aitken's relationships with Saudi arms dealers, including meetings he allegedly held with them on a trip to Paris while he was a government minister. Whitt amazed many in hindsight was the sheer superfluity of the lies Aitken told during his testimony. Aitken's case collapsed in June 1997, when the defence finally found indisputable evidence about his Paris trip. Until then, Aitken's charm, fluency and flair for theatrical displays of sincerity looked as if they might bring him victory, they revealed that not only was Aitken's daughter not with him that day (when he was indeed doorstepped), but also that the minister had simply got into his car and drove off, with no vehicle in pursuit.

F. Of course, unlike Aitken, actors, playwrights and novelists are not literally attempting to deceive us, because the rules are laid out in advance: come to the theatre, or open this book, and we'll lie to you. Perhaps this is why we fell it necessary to invent art in the first place: as a safe space into which our lies can be corralled, and channeled into something socially useful. Given the universal compulsion to tell stories, art is the best way to refine and enjoy the particularly outlandish or insight till ones. But that is not the whole story. The key way in which artistic "lies" differ from normal lies, and from the "honest lying" of chronic confabulators, is that they have a meaning and resonance beyond their creator. The liar lies on behalf of himself; the artist tell lies on behalf of everyone. If writers have a compulsion to narrate, they compel themselves to find insights about the human condition. Mario Vargas Llosa has written that novels "express a curious truth that can only he expressed in a furtive and veiled fashion, masquerading as what it is not." Art is a lie whose secret ingredient is truth.

Questions 1-13

Reading Passage 2 has six paragraphs, A-F.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, i-viii, in boxes 14-19 on your answer sheet.

List of Headings

i Unsuccessful deceit

ii Biological basis between liars and artists

iii How to lie in an artistic way

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iv Confabulations and the exemplifiers

v The distinction between artists and common liars

vi The fine line between liars and artists

vii The definition of confabulation

viii Creativity when people lie

1 Paragraph A

2 Paragraph B

3 Paragraph C

4 Paragraph D

5 Paragraph E

6 Paragraph F

Questions 7-8

Choose TWO letters, A-E.

Which TWO of the following statements about people suffering from confabulation are true?

A They have lost cognitive abilities.

B They do not deliberately tell a lie.

C They are normally aware of their condition

D They do not have the impetus to explain what they do not understand.

E They try to make up stories.

Questions 9-10

Choose TWO letters, A-E.

Which TWO of the following statements about playwrights and novelists are true?

A They give more meaning to the stories.

B They tell lies for the benefit of themselves.

C They have nothing to do with the truth out there.

D We can be misled by them if not careful.

E We know there are lies in the content.



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