Xu hướng ra đề

Nối đặc điểm (Matching Features) là dạng bài yêu cầu nối câu cho sẵn với một đặc điểm/miêu tả đúng trong danh sách cho sẵn. Tuy không xuất hiện trong tất cả các bài thi IELTS Reading nhưng đây cũng là một dạng bài phổ biến.

Dạng bài

Nối đặc điểm (Matching Features), các câu và một danh sách các đặc điểm/miêu tả được cho sẵn. Danh sách cho sẵn này chủ yếu gồm tên các học giả/nhà nghiên cứu và yêu cầu của bài là nối từng câu với tên học giả/nhà nghiên cứu có liên quan đến nội dung của câu đó.

Look at the following statements (Questions 1 and 2) and the list of researchers below.

Match each statement with the correct researcher, **A–C**.

Write the correct letter, **A–C**, in boxes 1 and 2 on your answer sheet.

NB You may use any letter more than once.*

Câu cho sẵn

1   Language learning success requires a two-part process.

2   Learning a language can improve a person's general mental ability.

Danh sách phương án

List of Researchers

A   Fred Genesee
B   Paul Pimsleur
C   Charles Spearman

Xem các nhận định sau (câu 1-2) và danh sách các nhà nghiên cứu dưới đây.

Nối mỗi nhận định với nhà nghiên cứu tương ứng, A-C.

Viết chữ cái đúng, A-C, vào ô 1-2 trong phiếu trả lời.

Lưu ý: Có thể dùng một chữ cái nhiều hơn một lần.

1   Thành công trong việc học ngôn ngữ đòi hỏi một quá trình gồm hai phần.

2   Việc học một ngôn ngữ có thể cải thiện năng lực trí tuệ nói chung của một người.

Danh sách các nhà nghiên cứu

A   Fred Genesee
B   Paul Pimsleur
C   Charles Spearman

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*Số lượng các phương án trong danh sách và số lượng các câu đưa ra có thể không bằng nhau. Trong trường hợp này, có thể có những phương án không sử dụng tới hoặc có những phương án được lựa chọn nhiều lần. Nếu có thể chọn một phương án nhiều lần, đề bài sẽ có thêm chú thích **NB** (Nota Bene: Lưu ý).

⊕ Chiến thuật làm bài

1. **Đọc đề bài, sau đó xác định cụm từ khóa và nội dung của câu cho sẵn trước khi đọc bài đọc.**

   1 Language learning success requires a two-part process.
   Cụm từ khóa: two-part process
   Nội dung câu cho sẵn: Thành công trong việc học ngôn ngữ đòi hỏi một quá trình gồm hai phần.

2. **Tìm trong bài đọc những nội dung liên quan đến câu cho sẵn.**

   Lưu ý, cụm từ khóa của câu cho sẵn có thể được giữ nguyên hoặc thay đổi cách diễn đạt trong bài đọc.

   Nội dung liên quan trong bài đọc
   To Spearman, success in language learning necessitated a dual process involving not just intelligence but also knowledge.

   Đối với Spearman, thành công trong việc học ngôn ngữ đòi hỏi một quá trình kép bao gồm không chỉ trí thông minh mà còn cả kiến thức.

3. **Trong danh sách phương án cho sẵn, tìm tên nhân vật được nhắc đến ở phần gợi ý trả lời.**

✓ TIPS

Thông thường, trong dạng bài Nối đặc điểm (Matching Features), tất cả các câu cho sẵn được đưa ra cùng lúc. Tuy nhiên, hãy xác định cụm từ khóa và tìm đáp án cho từng câu một.

GIẢI QUYẾT TỪNG DẠNG BÀI II | Week 3 | Day 2 | Hackers IELTS Reading Basic

READING PASSAGE 1

Success in mastering multiple languages is enhanced with greater cognitive ability. This has been demonstrated experimentally. In Quebec, psychologist Fred Genesee tested English-speaking students learning French as a second language. His tests revealed that performance in reading comprehension and language usage was clearly correlated with IQ.

Linguist Paul Pimsleur accepted this and felt that a student's grades in all subjects would predict his or her success in language learning. Charles Spearman went even further. [1] To Spearman, success in language learning necessitated a dual process involving not just intelligence but also knowledge. Whereas intelligence corresponded to 'general ability', knowledge referred to the specific skills, such as understanding of grammar.

2. Rà soát nội dung xung quanh cụm từ "dual process", cách diễn đạt khác của cụm từ khóa "two-part process".

1. Đọc câu cho sẵn, xác định được cụm từ khóa "two-part process" mang nghĩa "quá trình gồm hai phần".

Look at the following statement (Question 1) and the list of researchers below.

Match the statement with the correct researcher, **A–C**.

Write the correct letter, **A–C**, in box 1 on your answer sheet.

1   Language learning success requires a two-part process.

List of Researchers
A   Fred Genesee
B   Paul Pimsleur
C   Charles Spearman

3. Gợi ý cho câu trả lời cho biết đối với Spearman, "thành công trong việc học ngôn ngữ đòi hỏi một quá trình kép", vì vậy C (Charles Spearman) là đáp án.

Dịch nghĩa   Khả năng nhận thức tốt hơn sẽ làm tăng khả năng thông thạo nhiều ngôn ngữ. Điều này đã được chứng minh bằng thực nghiệm. Tại Quebec, nhà tâm lý học Fred Genesee đã thử nghiệm trên các học sinh nói tiếng Anh học tiếng Pháp như ngôn ngữ thứ hai. Các thử nghiệm của ông cho thấy hiệu suất đọc hiểu và sử dụng ngôn ngữ của họ có mối tương quan rõ ràng với chỉ số IQ.

Nhà ngôn ngữ học Paul Pimsleur đồng ý với nhận định này và nhận thấy điểm số ở tất cả các môn học của một học sinh có thể giúp dự đoán sự thành công của học sinh đó trong việc học ngoại ngữ. Charles Spearman thậm chí đã nghiên cứu sâu hơn. Đối với Spearman, thành công trong việc học ngôn ngữ đòi hỏi một quá trình kép bao gồm không chỉ trí thông minh mà còn cả kiến thức. Trong khi trí thông minh tương ứng với "khả năng nói chung", thì kiến thức liên quan đến các kỹ năng cụ thể như hiểu biết về ngữ pháp.

1 Thành công trong việc học ngôn ngữ đòi hỏi một quá trình gồm hai phần.

> **Danh sách các nhà nghiên cứu**
>
> A   Fred Genesee
> B   Paul Pimsleur
> C   Charles Spearman

Đáp án   **C**

Giải thích   Phần bài đọc có liên quan đến cụm từ khóa (two-part process) "To Spearman, success in language learning necessitated a dual process" cho biết "đối với Spearman, thành công trong việc học ngôn ngữ đòi hỏi một quá trình kép", nên đáp án là (C) Charles Spearman.

Thay đổi cách diễn đạt

dual process: quá trình kép ▶ two-part process: quá trình gồm hai phần

📄 **Vocabulary** _____

enhance v. làm tăng, củng cố   cognitive a. (thuộc) nhận thức   experimentally adv. qua thực nghiệm
necessitate v. đòi hỏi   dual a. kép   correspond to phr. tương ứng với ~

CHECK-UP

Đọc bài đọc và nối những thông tin có liên quan.

01 Languages do not last forever, and today they are disappearing at an increasing rate. Linguists like David Harrison, who has travelled all over the world to learn more about rare languages, want to document and preserve endangered languages. In one instance, Harrison lived with the Tuvan people in Siberia, where he worked with them and became a goat herder. While there, he learned the Tuvan language, which has only 280,000 speakers in the whole world. Similarly, Harrison's friend Bud Lane has worked to inform people about Siletz, the language of the Siletz Indians in Oregon. He is a member of a Siletz tribe, and the last fluent speaker of Siletz. Lane has helped to create an online dictionary with 14,000 Siletz words and hopes that scholars and other Native Americans will become interested in learning the language.

1   helped make an online Siletz dictionary   •   •   David Harrison

2   worked in Siberia with Tuvan people   •   •   Bud Lane

02 The Greek mathematician Euclid is known as the founder of geometry. For most of history, his version of geometry was accepted as the only possible form, and this original type of geometry is called 'Euclidean'. In Euclid's textbook *The Elements*, he established the fundamental principles that are taught in schools today. By the 19th century, however, mathematicians began to pursue geometry in new ways. Carl Gauss, for example, began to criticise Euclid's geometry. Gauss suggested that while Euclidean geometry was based on a flat universe, the universe could actually be curved. If the universe was curved, some assumptions of Euclidean geometry would not work. For example, Euclid assumed that parallel lines always remain the same distance from one another. But in a curved universe, they would become closer together, or further apart, as they stretch through space.

3   suggested that the universe   •   •   Euclid
      might not be flat

4   created the basic rules that are   •   •   Carl Gauss
      taught in today's schools

📖 **Vocabulary** ──────────────────────────────────

01 **linguist** n. nhà ngôn ngữ học   **endangered** a. có nguy cơ diệt vong
    herder n. mục đồng, người chăn súc vật   **scholar** n. học giả

02 **mathematician** n. nhà toán học   **geometry** n. hình học
    version n. lối giải thích   **curved** a. cong   **parallel line** phr. đường song song

03 Economists often assume that consumers make rational decisions. However, marketing professor Drazen Prelec believes that spending behaviour is not always rational, and he demonstrated this in an experiment with two groups. The first group was offered basketball tickets but could only pay in cash, and the second group was given the same offer but had to pay with a credit card. Prelec found that the second group was willing to pay twice as much as the first group for the same product just because the method of payment was different. Harvard psychologist Dan Gilbert thinks one reason people make such poor spending decisions is that they do not take into account the disadvantages of owning something. For example, buying a cabin in the mountains might seem exciting for many people, but actually living in a mountain cabin could be as boring as it is peaceful.

5   used an experiment to show that spending
     behaviour is sometimes irrational   •

                                                          •   Drazen Prelec

6   believes people do not think about   •
     the negative side of owning something

                                                          •   Dan Gilbert

7   discovered that the payment method influenced   •
     how much people were willing to pay

📄 **Vocabulary** _____

03 rational a. có lý trí, hợp lý   demonstrate v. chứng minh, bày tỏ, làm rõ
take into account phr. tính đến ~   disadvantage n. sự bất lợi

04 Academic publishing concerns the publication of articles and research papers by academics and scholars. The field has recently been the focus of a debate as universities have complained that publishers are charging too much to print their journals. Academics have also criticised publishers who charge authors to be published in the journals. Most academic publishers do not pay authors, and many do not pay for the peer reviewing that guarantees a journal's quality. The issue was brought to light by the Cambridge academic Tim Gowers, who said that he would refuse to write or review for one of the major science and technology publishers, *Elsevier*. Gowers stated that he hoped his protest would effect a change in the publisher's business model.

On the other hand, Stephen Lotinga of the Publishers Association suggested that the fees were justified because academic publishers invest 'heavily in scholarly communication' and 'offer value to institutions'. Lotinga claims that there are many areas of publishing that 'the individual researcher' isn't aware of. This has been contested by numerous scholars including Adrian Sutton, a physicist at Imperial College, who said that academics 'are all slaves to publishers'. With academics and publishers holding such opposing beliefs, it appears unlikely that this issue will be resolved any time soon.

8   He stopped writing for an academic publisher as a protest.

9   He compared academic publishing to slavery.

10   He thinks that people do not know about many parts of academic publishing.

List of People
A Stephen Lotinga
B Tim Gowers
C Adrian Sutton

📖 **Vocabulary**

04 academic a. có tính học thuật; n. giới học thuật   scholar n. học giả   publisher n. nhà xuất bản
journal n. tạp chí khoa học, thời báo   bring ~ to light phr. đem ~ ra ánh sáng, phơi bày
scholarly a. có tính học thuật   contest v. tranh luận   physicist n. nhà vật lý học

Most tourists come to Canada to experience its natural beauty, but it also has a range of intriguing museums. One of the most popular is the Canadian Museum of Nature. This museum is split into seven galleries, each of which represents a particular aspect of natural history. The Fossil Gallery, for example, is notable for its dinosaur models. The Water Gallery, meanwhile, features a blue whale skeleton.

In recent decades, there has been more focus on Canada's diversity, which is evident in the Canadian Museum of Immigration at Pier 21. This museum occupies an ocean liner terminal that was once a processing facility for immigrants. Often compared to New York's Ellis Island, Pier 21 was utilised as an immigration facility between 1928 and 1971, during which time over one million immigrants were processed at the pier. The museum at Pier 21 does ⊛not simply tell the story of Canadian immigration but rather shows how waves of migrants have shaped the nation's culture.

Another of Canada's major institutions is The Canadian Museum for Human Rights. The building was designed by the architect Antoine Predock, who created an innovative spiral structure topped with a tower known as the Tower of Hope. However, its opening was accompanied by controversy. Firstly, the building was built on an aboriginal graveyard, and secondly, critics said the museum did not address Canada's treatment of its indigenous peoples.

> **A** The Canadian Museum of Nature
> **B** The Canadian Museum of Immigration
> **C** The Canadian Museum for Human Rights

11 It features an inventive architectural design.

12 It has been compared to a similar location in New York.

Cấu trúc ngữ pháp cần nhớ

⊛ **not** A **but (rather)** B : không (chỉ) A mà (hơn thế còn) B

The museum at Pier 21 does **not** <u>simply tell the story of Canadian immigration</u> **but**
A
rather <u>shows how waves of migrants have shaped the nation's culture.</u>
B

Bảo tàng tại Bến cảng 21 không chỉ đơn thuần kể câu chuyện về nhập cư ở Canada mà hơn thế còn cho thấy làn sóng người di cư đã định hình văn hóa của quốc gia này như thế nào.

➜ Như ví dụ trên, liên từ "but" (vốn có nghĩa "nhưng") có thể mang ý nghĩa khác nếu dùng kèm từ "not". Lúc này, "not A but (rather) B" sẽ có nghĩa là "không (chỉ) A mà (hơn thế còn) B". Ở vị trí của A và B, ta có thể sử dụng (cụm) động từ, (cụm) danh từ, (cụm) giới từ, (cụm) tính từ.

📑 Vocabulary

05 split v. chia, tách **notable** a. có tiếng, trứ danh **ocean liner** phr. tàu biển chở khách
spiral a. có dạng xoắn **accompany** v. đi kèm **aboriginal** a. (thuộc) thổ dân
graveyard n. nghĩa địa **indigenous** a. bản địa

06 In the early 20th century, airplanes revolutionised the way people sent and received mail. The first airmail planes were originally designed for warfare by British aviation engineer Geoffrey de Havilland. De Havilland's DH-4 aircraft were purchased all over the world. Yet they had to be modified for use in airmail. This required [*]not only converting the front cockpit to a cargo area, but also overhauling the steering system. The US postal service purchased a hundred of the modified airplanes and used them to establish an airmail service between San Francisco and New York.

In 1926, Bill Boeing unveiled his Model 40A airplane, which featured an air-cooled engine. This engine offered a significant advantage over previous water-cooled engines because it was 91 kilograms lighter. When it was used to carry airmail, the lightweight design allowed for more weight – up to 450 kilograms – to be carried by a single aircraft. 1926 also marked the last year in which a unified, government-run airmail service existed in America. From 1927 onwards, the airmail service was split into five routes and commercial companies were invited to bid to run them.

One of the most interesting ideas came from Lytle Adams, a dentist and aviation enthusiast. Knowing it would not be profitable for postal airlines to stop in small towns, Adams developed a system whereby mail could be delivered and picked up from rural areas without stopping. Planes simultaneously dropped mail cargo while using a hook to grab a bag of mail suspended on a line between two posts in the ground. The scheme was adopted in the US in 1938, and expanded rapidly during World War II, as the volume of mail skyrocketed. It was abandoned soon after the war however, as mail began to be transported by truck.

13 developed a non-stop airmail system for rural places

14 revealed an airplane featuring an engine cooled by air

15 designed warplanes that were later altered for use in airmail

List of People

A Geoffrey de Havilland

B Bill Boeing

C Lytle Adams

Cấu trúc ngữ pháp cần nhớ

★ **not only** A **but (also)** B : Không chỉ A mà còn B

This required **not only** converting the front cockpit to a cargo area, **but also**
                                A
overhauling the steering system.
                B
Điều này không chỉ đòi hỏi biến buồng lái phía trước thành khu vực chứa hàng mà còn
phải đại tu hệ thống lái.

➜ Liên từ "but" khi dùng chung với "not only" dưới dạng "not only A but (also) B" sẽ có
   nghĩa là "không chỉ A mà còn B". Ở vị trí của A và B, chúng ta có thể sử dụng (cụm)
   động từ, (cụm) danh từ, (cụm) giới từ, (cụm) tính từ.

Đáp án · Dịch nghĩa · Giải thích trang 325

📄 Vocabulary

06 warfare n. chiến tranh   aviation n. hàng không   cockpit n. buồng lái   overhaul v. sửa lại, đại tu
    steering system phr. hệ thống lái   unveil v. tiết lộ   profitable a. sinh lời   post n. cột, trụ
    air-cooled engine phr. động cơ làm mát bằng không khí   lightweight a. nhẹ
    water-cooled engine phr. động cơ làm mát bằng nước   bid v. đấu thầu

LIVEWORKSHEETS

READING PASSAGE 1

Does Exercise Improve Cognitive Health?

New research suggests that as well as improving our physical health, exercise has a positive effect on our cognitive health. One such positive mental impact of exercise was discovered in a brain imaging study at the University of California. This study found that during exercise, the brain increases its intake of carbohydrates. According to Professor Richard Maddock, the brain uses carbohydrates as fuel to increase its production of neurotransmitters. Maddock believes that the brain is 'filling up its stores of essential ingredients' as a natural reaction while exercising, and that this can improve the performance of the brain as a whole.

Research has also shown that children's brain development could be affected by their level of physical exercise. This was revealed in a study at the University of Illinois, which found that 10-year-olds who exercised often were found to have a large hippocampus, the part of the brain responsible for memory. Doctoral student Laura Chaddock said that physically fit children also performed better on a 'relational memory task'. Professor Art Kramer, who led the study, said, 'If you get some inferior genes from your parents, you can't really fix that.' However, Kramer suggests that, through exercise, people can do something about their development.

Exercise may also have a similarly positive impact on our brain's capacity for creativity. A study by Stanford University researchers tested the hypothesis that walking boosts creativity. The researchers found that the majority of subjects were around 60 per cent more creative when walking than when they were sitting. The study's author Marily Oppezzo said this showed that walking could 'help you at the beginning stages of creativity'. This study reveals how important exercise could be to inspiration, and emphasises just how much the brain benefits from being part of a healthy, active body.

Questions 1–5

Look at the following statements (Questions 1–5) and the list of researchers below.

*Match each statement with the correct researcher, **A–D**.*

NB *You may use any letter more than once.*

1   The brain increases its intake of vital elements during exercise.

2   Children who were in good shape did better in a memory task.

3   Taking a walk can help someone who is in the early phases of inspiration.

4   Although bad genes can't be changed, exercise can help.

5   Carbohydrates are used as fuel in the brain during exercise.

List of Researchers
A Marily Oppezzo
B Richard Maddock
C Art Kramer
D Laura Chaddock

📓 **Vocabulary**

intake n. sự nạp vào   carbohydrate n. hydrat-cacbon   neurotransmitter n. chất dẫn truyền thần kinh
fill up phr. lấp đầy ~   hippocampus n. hồi hải mã   fit a. mạnh khỏe   inferior a. thấp kém
hypothesis n. giả thuyết, giả định

GIẢI QUYẾT TỪNG DẠNG BÀI II   Week 3   Day 2   Hackers IELTS Reading Basic

Gender and Linguistics

Ever since the 1960s, a range of feminist theorists have questioned whether language could be inherently sexist

The idea that gender influences language is now generally accepted. However, for much of the latter half of the 20th century this idea was highly controversial and was the subject of intense academic debate. The linguistic analysis of gender and language began soon after the feminist movement took off in the 1960s. During this period, theorists started to see sexism as something embedded in the structure of language. This was accompanied by a new focus on what the feminist writer Susan Speer described as the way in which 'gender identity should be conceived', both linguistically and politically.

The feminist approach to language implied that sexism was a part of everyday language. The political theorist Robin Morgan said that the structure of language 'reflects women's condition'. Morgan explained that, 'We do not even have our own names, but bear that of the father until we exchange it for that of a husband.' This was echoed by Robin Lakoff, who argued that there is a 'woman's register' that maintains women's social position. Lakoff noted that women tend to apologise more, avoid curse words, and only make requests in a less direct way. Lakoff's work was extremely influential because it revealed how women are forced to limit their own speech.

The theorist Jennifer Coates provided a method of categorisation to describe the various theories of gender and language. Coates identified four approaches, one of which was the 'deficit approach', which suggested that women's use of language was inadequate. The 'difference approach', on the other hand, saw men and women as being linguistically distinct. This was illustrated by Deborah Tannen, who contrasted the 'report style' of men with the 'rapport style' of women. Tannen believed that this was apparent in the way men often talk about something they have knowledge about, such as sports, while women ask more questions and thus build relationships.

Look at the following statements (Questions 6–9) and the list of people below.

Match each statement with the correct person, A–E.

6   There are four ways to view gender and language.

7   Men use language to share their knowledge.

8   Women's situation is evident in the way names are used.

9   Women are more likely to ask for things indirectly.

<div style="text-align:center">

List of People

A   Deborah Tannen
B   Robin Lakoff
C   Jennifer Coates
D   Susan Speer
E   Robin Morgan

</div>

Questions 10 and 11

Complete the summary below.

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

The Start of the Analysis of Gender and Language

People began to study language in relation to gender during the 1960s, after the **10** .... began. Their analysis showed that sexism was rooted in the **11** .... of language. During the course of the next few decades, different theories were introduced that showed the variety of approaches one could take to understand discourse and gender.

📖 **Vocabulary** ———————————————————— Đáp án · Dịch nghĩa · Giải thích trang 330

inherently adv. vốn dĩ   sexist a. có thành kiến giới tính; n. người phân biệt đối xử theo giới tính
take off phr. đạt được tiến bộ lớn   embed v. ấn vào, đóng vào, gắn vào
be accompanied by phr. được đi kèm với ~   conceive v. hiểu   bear v. mang (họ)
echo v. vang lại, dội lại, lặp lại   register n. cách sử dụng ngôn ngữ, phạm vi sử dụng của ngôn ngữ
curse word phr. từ chửi tục   rapport n. quan hệ, hòa hợp