



## B. WORD FORMS

1. We should help people who can not work properly because of their \_\_\_ or \_\_\_\_\_. (**sick/ disabled**)
2. A lot of people express strong \_\_\_\_\_ to the project to build a new airport in the suburb. (**oppose**)
3. She looked with \_\_\_\_\_ at the result of her work. (**proud**)
4. He is extremely \_\_\_\_\_ in his approach to his job. (**profession**)
5. I've been \_\_\_\_\_ for six months. I have to find work at once. (**employ**)
6. \_\_\_\_\_ prevented the boy from continuing his education. (**poor**)
7. The head injury from the car accident \_\_\_\_\_ her for life. (**deaf**)
8. Thuy's work can be \_\_\_\_\_. (**admire**)
9. The music was\_\_\_\_\_ and nobody couldn't sleep last night. (**deaf**)
10. An ounce of \_\_\_\_\_ is worth a pound of cure. (**prevent**)
11. It seems\_\_\_\_\_ to expect one person to do both jobs at the same time. (**reason**)
12. Some children come from large and poor families, which prevents them from having proper\_\_\_\_\_. (**school**)
13. The children have every reason to be\_\_\_\_\_ of their efforts. (**pride**)
14. \_\_\_\_\_ at lectures is compulsory. (**attend**)
15. Like other teachers, she enjoys her\_\_\_\_\_ job. (**teach**)

EVERY STUDENT CAN  
**LEARN**  
 just not on the same day  
 OR IN THE SAME WAY. 

**PRACTICE TEST****I. PRONOUNCIATION**

**A. Choose the word whose underlined part has a different pronunciation from the others in each group.**

1. A. <u>occupa</u> tion	B. <u>opposi</u> tion	C. <u>oblig</u> ation	D. <u>obta</u> in
2. A. <u>sor</u> row	B. em <u>ploy</u>	C. <u>organ</u> ize	D. w <u>or</u> k
3. A. <u>real</u> ize	B. <u>teach</u> er	C. <u>reas</u> on	D. <u>feat</u> ure
4. A. <u>educa</u> tion	B. <u>questi</u> on	C. <u>examina</u> tion	D. <u>attracti</u> on
5. A. <u>speci</u> al	B. <u>parent</u>	C. <u>ment</u> al	D. <u>ver</u> y

**B. Choose the word whose main stress is placed differently from the others in each group.**

1. A. education	B. specialty	C. opposition	D. demonstration
2. A. special	B. mental	C. fourteen	D. effort
3. A. subtract	B. parent	C. message	D. passage
4. A. disable	B. manager	C. condition	D. parental
5. A. province	B. prepare	C. finger	D. meeting

**II. VOCABULARY AND GRAMMAR.**

**Select the synonym of the following bold and underlined word in each sentence in the unit:**

1. Why did the parents oppose to the idea of sending their children to the **special** class at first?

A. important	B. specific	C. good	D. major
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2. **Gradually** more children were sent to the class as their parents realized that the young teacher was trying her best to help their poor kids.

A. Progressively	B. Firstly	C. Slowly	D. Weakly
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**Select the antonym of the following bold and underlined word in each sentence in the unit:**

3. Which ones do you think would be difficult for **blind** and deaf people?  
A. clear      B. sharp-sighted      C. smooth      D. dauntless
4. Why did the parents oppose to the idea of sending their children to the **special** class at first?  
A. unlimited      B. everyday      C. normal      D. undefined

**Choose the best answer A, B, C or D for each sentence:**

5. His wife was possibly the most highly \_\_\_\_\_ prime minister of this century.  
A. educate      B. education      C. educational      D. educated
6. We're sorry that we weren't \_\_\_\_\_ to telephone you and your friends yesterday afternoon.  
A. able      B. unable      C. enabled      D. disabled
7. The kids really liked the museum, \_\_\_\_\_ the elephants.  
A. special      B. specialty      C. specialize      D. especially
8. Travelers to the nation have been asked to fill in a thorough \_\_\_\_\_.  
A. question      B. questionnaire      C. questioner      D. questionable
9. We met in an ancient building, \_\_\_\_\_ underground room had been converted into a chapel.  
A. that      B. whose      C. whom      D. which
10. I'm going to meet a woman with \_\_\_\_\_ I used to study.  
A. who      B. whose      C. whom      D. that
11. \_\_\_\_\_ are they doing that for? Please tell me.  
A. Whom      B. That      C. What      D. Why
12. My father didn't \_\_\_\_\_ coffee for breakfast.  
A. used to have      B. use to have      C. use to having      D. use be having

13. Without the Braille Alphabet it would be very difficult for \_\_\_\_\_.  
**A.** disabled      **B.** the deaf      **C.** the mute      **D.** the blind

14. The government should have special policies to help the \_\_\_\_\_.  
**A.** disable      **B.** disabled      **C.** disability      **D.** disablement

15. I \_\_\_\_\_ up late at night.  
**A.** use to stay      **B.** am used to stay  
**C.** used to staying      **D.** am used to staying

16. There was a lot of \_\_\_\_\_ from the local residents.  
**A.** oppose      **B.** opposite      **C.** opponent      **D.** opposition

17. The blind \_\_\_\_\_ unable to see anything.  
**A.** is      **B.** are      **C.** am      **D.** have

18. \_\_\_\_\_ he \_\_\_\_\_ a lot when he was young?  
**A.** Used / to smoke      **B.** Did / used to smoke  
**C.** Used / to smoking      **D.** Did / use to smoke

19. Mrs. Quyen taught the mute but she doesn't do it any more.  
**A.** Mrs. Quyen used to teach the mute.  
**B.** Mrs. Quyen has used to teaching the mute.  
**C.** Mrs. Quyen gets used to teach the mute.  
**D.** Mrs. Quyen is used to teaching the mute.

20. They didn't have proper schooling because they were poor.  
**A.** Poverty prevented them from having proper schooling.  
**B.** They were poor but they still had proper schooling.  
**C.** They had proper schooling because they were poor.  
**D.** Property didn't discourage them from having proper schooling.

### III. READING

#### A. Complete the passage

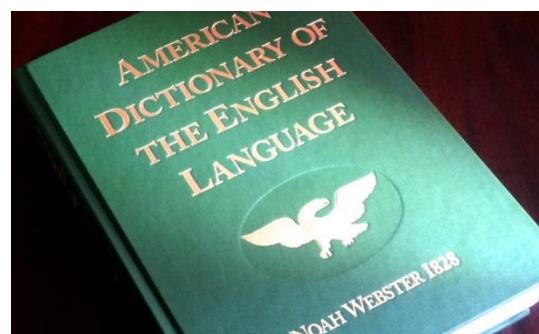
The New York Institution for the Blind was (1) \_\_\_\_\_ in 1931, about five years after Louise Braille had (2) \_\_\_\_\_ his system of writing for the (3) \_\_\_\_\_. It was one of the first schools in the United States to provide an (4) \_\_\_\_\_ program for children who were blind or (5) \_\_\_\_\_ impaired. Early in the twentieth century, the name was (6) \_\_\_\_\_ to The New York Institute for Special Education (NYISE) to better reflect the (7) \_\_\_\_\_ expanded focus and commitment to children with a variety of (8) \_\_\_\_\_.

1. A. discovered	B. founded	C. located	D. provided
2. A. developed	B. made	C. written	D. opened
3. A. deaf	B. blind	C. mute	D. disabled
4. A. educational	B. written	C. international	D. extensive
5. A. visually	B. mentally	C. hearing	D. badly
6. A. renamed	B. adjusted	C. changed	D. developed
7. A. school's	B. program's	C. system's	D. founder's
8. A. impaired	B. injuries	C. handicapped	D. disabilities

#### B. Read the passage, then choose the correct answer.

Few men have influenced the development of American English to the extent that Noah Webster did. Born in West Hartford, Connecticut, in 1758, his name has become synonymous with American dictionaries.

Graduated from Yale in 1778, he was admitted to the bar in 1781 and thereafter began to practice law in Hartford. Later, when he turned to teaching, he discovered how inadequate the available



schoolbooks were for the children of a new and independent nation.

In response to the need for truly American textbook, Webster published *A Grammatical Institute of the English Language*, a three-volume work that consisted of a speller, a grammar, and a reader. The *Compendious Dictionary of the English Language* was published in 1806.



In 1807 Noah Webster began his greatest work. *An American dictionary of the English Language*. In preparing the manuscript, he devoted ten years to the study of English and its relationship to other languages. and seven more years to the writing itself. Published in two volumes in 1828. *An American Dictionary of the English Language* has become the recognized authority for usage in the United States. Webster's purpose in writing it was to demonstrate that the American language was developing distinct meanings, pronunciations, and spelling from those of British English. He is responsible for advancing simplified spelling forms: *develop* instead of the British form *developed*; *theater* and *center* instead of *theatre* and *center*; *color* and *honor* instead of *color* and *honor*.

1. Which of the following would be the best title for the passage`?
 

A. Webster's Work	B. Webster's Dictionaries
C. Webster's School	D. Webster's Life
2. How old was Webster when he graduated from Yale?
 

A. 18	B. 19	C. 20	D. 21
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3. Why did Webster write *A Grammatical Institute of the English Language*?
 

A. He wanted to supplement his income.	B. There were no books available after the Revolutionary War.
C. He felt that British books were not appropriate for American children.	D. The children did not know how to spell.
4. In how many volumes was *An American Dictionary the of the English Language*

published?

**A.** One volume   **B.** Two volumes   **C.** Three volumes **D.** Four volumes

5. According to the author, what was 'Webster' purpose in writing *An American Dictionary of the English Language*?

**A.** To respond to the need for new schoolbooks.

**B.** To demonstrate the distinct development of the English language in America.

**C.** To promote spelling forms based upon British models

**D.** To influence the pronunciation of the English language

