

NGUYỄN QUỐC TUẤN (NHASACHTHAIHA.COM)
LÊ VĂN CẢNH - LÊ THUY LINH - LƯƠNG DUY THIN

TUYỂN TẬP

Để luyện thi trắc nghiệm
TIẾNG ANH
TRUNG HỌC PHỔ THÔNG

↓ 10%-20%



Nhà Xuất Bản Giáo Dục

STUDENT NAME _____

**TEXAS
READING PROFICIENCY TESTS IN ENGLISH**

RPTÉ

**GRADES
9–12**

Administered March 2004

DIRECTIONS

Find the word that best completes the sentence.

SAMPLE A

The students are in school. They are _____ lunch.



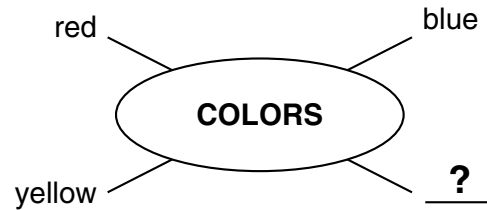
- A eating
- B reading
- C from
- D your

DIRECTIONS

Read the words inside and outside the oval.
Find the missing word.

SAMPLE B

Find the missing word.



- F four
- G green
- H sad
- J apple

DIRECTIONS

Answer the question about the picture.

SAMPLE C



How is the girl feeling?

- A** She is happy.
- B** She is asleep.
- C** The food is good.
- D** She has a nice haircut.

DIRECTIONS

Read the selection and choose the best answer to each question.

SAMPLE D

A New Student

Carlos is a new student. He is from Peru. This is his third day at his new school. He rides the bus with David. Carlos and David are becoming friends. David is helping Carlos learn English, and Carlos is teaching David to play soccer.



SD-1

Carlos is from —

- F** Mexico
- G** Peru
- H** Japan
- J** Vietnam

SD-2

How does Carlos get to school?

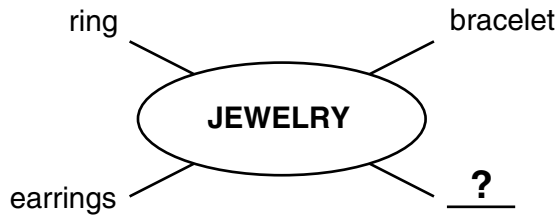
- A** He rides the bus.
- B** He walks.
- C** He drives.
- D** He rides his bike.



DIRECTIONS

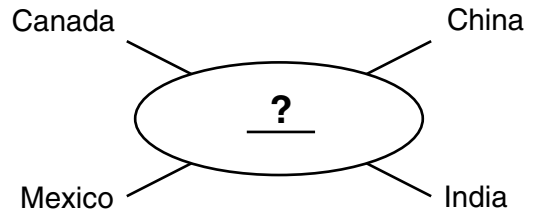
**Read the words inside and outside the ovals.
Find the missing words.**

1 Find the missing word.



- A necklace
- B shirt
- C hamburger
- D backpack

2 Find the missing word.



- F oceans
- G lakes
- H countries
- J classes

DIRECTIONS

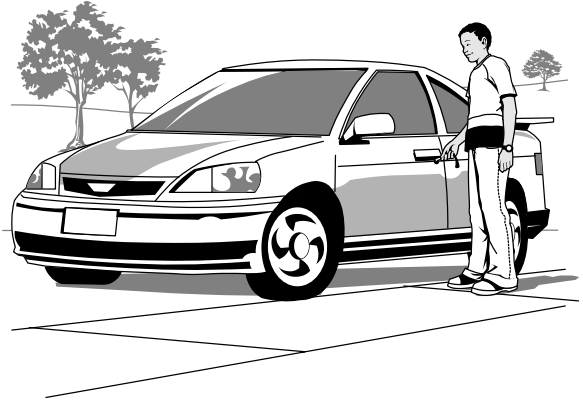
Find the word that best completes the sentence.

3 Amy is hungry. She goes to the counter to _____ a hamburger.



- A tell
- B order
- C make
- D decide

4 Steve _____ the car. He is locking the door.



- F parked
- G window
- H new
- J walked

5 Sal needs help because he cannot _____ the math problem.



- A ask
- B solve
- C father
- D homework

6 This old coin is very valuable. It is made of _____.



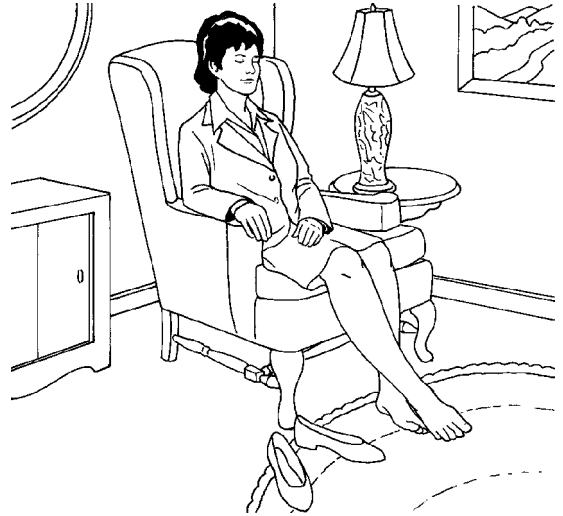
- F paper
- G price
- H money
- J gold

7 Jeff wanted to go to the dance but had to stay home because he was _____.



- A ill
- B still
- C better
- D quiet

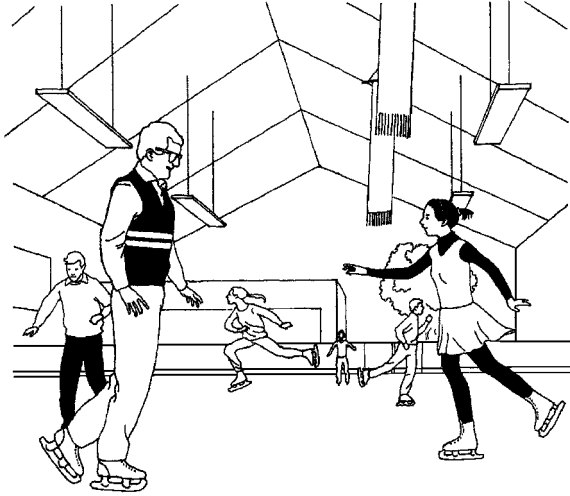
8 Mrs. Patel is tired after work. She is _____ in a comfortable chair.



- F sitting
- G working
- H feet
- J shoes

DIRECTIONS

Answer the questions about the pictures.



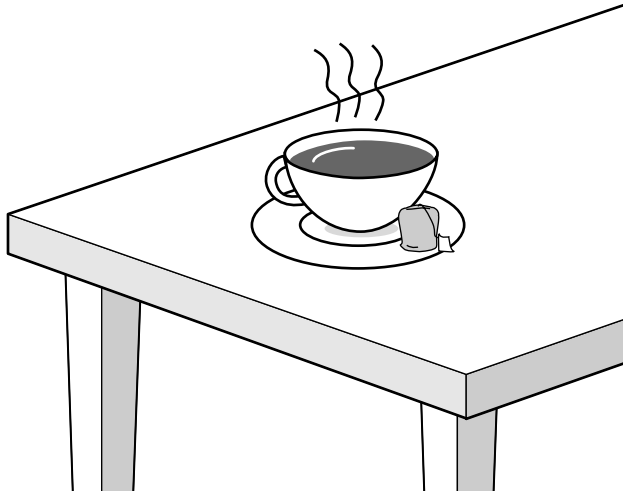
9 What are the people doing?

- A** It is a large building.
- B** They are skating.
- C** They are putting on skates.
- D** The skates look new.

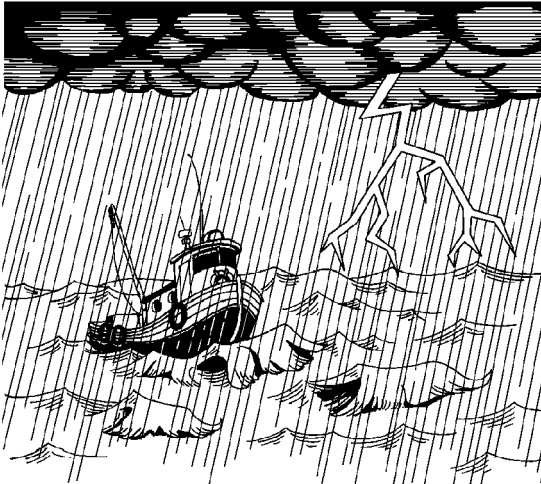


10 What is happening in the picture?

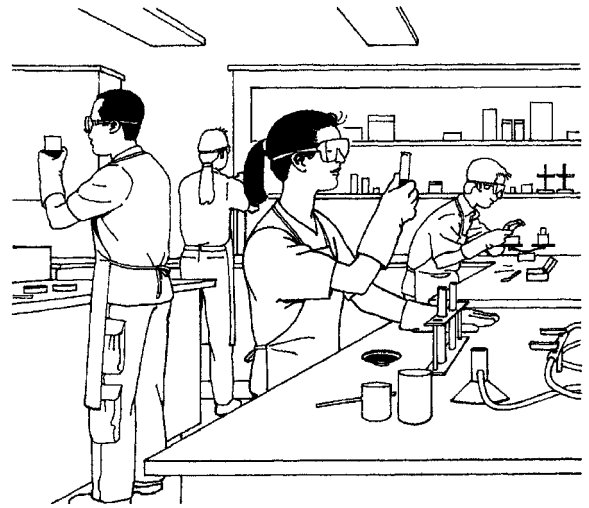
- F** The man is trying to sell his car.
- G** The car is moving very quickly.
- H** The man is driving his car to work.
- J** The man is having problems with his car.



- 11 Where is the cup of tea?
- A It is on the table.
 - B It is very hot.
 - C It is next to the stove.
 - D It is ready to drink.



- 12 What is the weather like?
- F It is a beautiful day.
 - G It is stormy.
 - H There are people on the boat.
 - J The boat is very big.



- 13 What are the people doing?
- A It is important to wear glasses.
 - B The science class is small.
 - C They are washing dishes.
 - D They are doing science experiments.

DIRECTIONS

Read each selection and choose the best answer to each question.

An Afternoon Snack

- 1 It is a sunny day. Ray walks through town. He feels hungry. He sees a store at the corner of Frost Street and Oak Street. He puts his hand into his pocket and finds three dollars. Ray goes into the store.
- 2 Soon Ray leaves the store. He has some crackers, a banana, and a bottle of juice. He goes to the park to eat his snack.



14 In this story, Ray buys —

- F** food
- G** clothes
- H** a store
- J** a plant

15 What is located at Frost Street and Oak Street?

- A** A grocery store
- B** A park
- C** Ray's home
- D** Ray's school

16 What is this story mostly about?

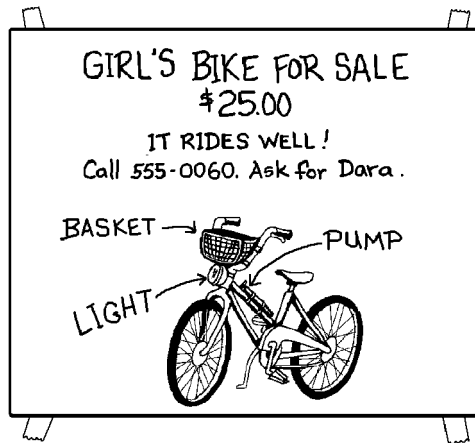
- F** A boy meets a friend in the park.
- G** A hungry boy buys some food.
- H** A store has candy on sale.
- J** A store sells crackers.

17 Why does Ray go into the store?

- A** He wants something to eat.
- B** His mother needs some food.
- C** It is very hot outside.
- D** He needs a book for school.

Gail's Luck

Gail and her sister Kim walk by a grocery store. Gail sees a sign in the window. She stops to read the sign. She smiles and writes down the phone number she sees on the sign. Then Gail and Kim walk home.



18 Which of these happens first in the story?

- F Gail writes down a number.
- G Gail smiles at her sister.
- H Gail sees a sign.
- J Gail goes to school.

19 Gail and Kim stop in front of the grocery store to —

- A buy some apples
- B look for Kim's bike
- C count their money
- D read a sign

20 What will Gail probably do when she gets home?

- F Go for a bike ride
- G Call Dara
- H Make a sign
- J Call Kim

21 What is this story mostly about?

- A A girl sees a sign about a bike.
- B Two girls learn to ride a bike.
- C Two girls see a bike store.
- D A girl loses her new bike.

22 The sign shows that the bike —

- F is new
- G needs repairs
- H is for sale
- J has a horn

A Lake Inside a Mountain

- 1 Mount Mazama is in the state of Oregon. It takes a long time to drive all the way up the mountain by car. At the top, visitors park their cars and walk to the rim of a huge rock bowl. Inside the huge bowl is a beautiful blue lake.
- 2 Mount Mazama was once an active volcano. About 7,000 years ago a huge eruption blew apart the top of the mountain. The mountaintop broke into pieces and caved in. What was left was a great bowl in the earth.
- 3 Over thousands of years, the bowl filled with rainwater and melted snow. This bowl of clear blue water is called Crater Lake. The lake is six miles wide. At its deepest point it is 1,932 feet deep. Crater Lake is the deepest lake in the United States. Today it is the center of a national park.



Crater Lake is located at the top of Mount Mazama. The lake is at an altitude of about 6,176 feet.

Photograph courtesy of © Roger Ressmeyer/CORBIS.

23 The water in Crater Lake comes from —

- A rain and snow
- B large rivers
- C the Pacific Ocean
- D underground rivers

24 Paragraphs 2 and 3 are mainly about —

- F how to get to Crater Lake
- G how Crater Lake was formed
- H an active volcano
- J a new national park

25 In this selection, the word rim means —

- A bottom
- B lake
- C drive
- D edge

26 What is the best summary of this selection?

- F Crater Lake is at the top of Mount Mazama in Oregon. It was formed by a volcano and is the deepest lake in the United States.
- G People drive to the top of Mount Mazama to see Crater Lake because the water is so blue. The lake is very big and deep.
- H To see Crater Lake, visitors must drive to the top of a high mountain. The mountain is in Crater Lake National Park in Oregon.
- J A volcano once blew the top off a mountain in Oregon. Now a blue lake is at the top of the mountain.

27 Why does the author include information about the volcano in paragraph 2?

- A Volcanoes can be dangerous to visitors.
- B Mount Mazama looks like a volcano.
- C The volcano helped form Crater Lake.
- D The volcano is thousands of years old.

A Wise Teacher

1 Socrates was born in Athens, Greece, around 470 B.C. We don't know much about his early life. He is remembered as a great thinker and teacher and is regarded by many people as one of the wisest men of all time.

2 Socrates didn't think he knew the answers to all the great questions in life, such as what is right and what is fair. He believed that answers came from thoughtful discussions. Crowds used to gather around him on the streets of Athens and listen to him talk with people who thought they knew everything. For example, he might ask someone, "What is courage?" Then he would examine the answer by asking another question. He would continue asking questions about each response until the person finally realized that his first answer had not been fully correct. This method of teaching by questioning is still called the Socratic method.



3 Socrates's guiding rule was "Know thyself." He believed that goodness comes from knowledge and that wrongdoing is the result of ignorance, so no one knowingly does wrong. He also taught that people have a duty first to themselves rather than to the gods of the city or to the government.

4 Unfortunately Socrates's teachings offended several important Athenians. He was arrested on charges of corrupting the youth of Athens and not believing in the gods of the city. He was tried and condemned to death. Socrates was willing to die rather than give up saying what he believed. He died in 399 B.C., leaving behind a wife and three children.

5 Although Socrates never wrote down his ideas, his most famous student Plato published many books about Socrates and his philosophy. The books are in the form of dialogues in which Socrates talks with others. Plato's most renowned book is the *Republic*. The book is about justice. It is still widely read and taught in schools today.

6 Socrates used to say that he had no teachings to offer, only questions. Every time a teacher teaches by asking question after question after question, the spirit of Socrates lives on.

28 In this article, the word offended means —

- F taught
- G angered
- H helped
- J surprised

29 The purpose of this article is to —

- A encourage the reader to ask questions
- B tell about life in ancient Greece
- C inform the reader about an outstanding thinker
- D persuade the reader to read the *Republic*

30 Why was Socrates arrested?

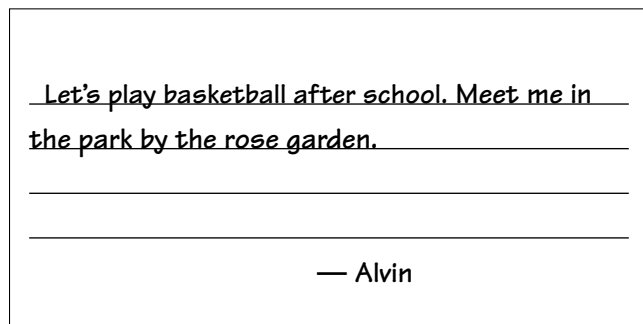
- F Some people thought his ideas were dangerous.
- G He was caught stealing from the government.
- H People complained that he was not doing his job.
- J He broke the law by leaving his wife and children.

31 The reader can tell from the article that the author probably —

- A thinks Socrates was dangerous
- B admires Socrates
- C has often traveled to Athens
- D teaches using the Socratic method

Meeting Alvin

1 Alvin gave Paco this note before class.



2 Paco had just moved to Pine City. He knew there was a park with a flower garden two blocks from school. There were daisies, peonies, and many rosebushes in the garden.

3 Paco went there after school to meet Alvin. He walked over to the rosebushes and waited. He did not see Alvin. Just then a classmate walked by.

4 “Paco!” Amy said. “Alvin is looking for you. He’s at City Park in the rose garden.”

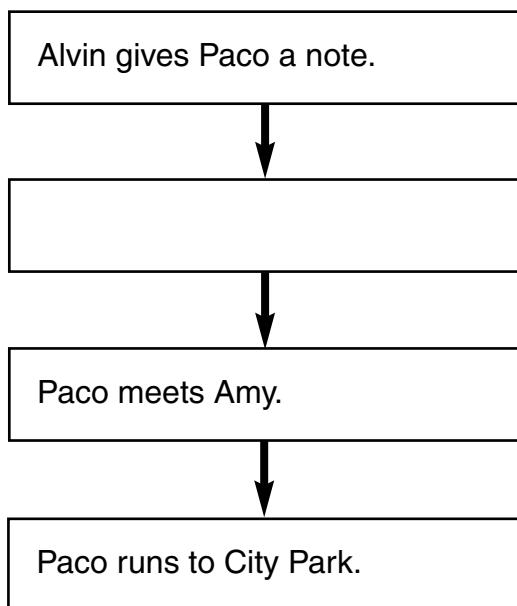
5 Paco realized that he had made a mistake. He had to hurry. He hastily got directions to City Park from Amy. Then he ran off to meet his friend.



32 In this story, peonies are a kind of —

- F garden
- G game
- H flower
- J park

33 Read this chart of events.



Which event belongs in the empty box?

- A Paco gets directions to the park from Amy.
- B Paco goes to school.
- C Paco waits for Alvin.
- D Paco realizes he's at the wrong park.

34 In this story, the word hastily means —

- F quickly
- G partly
- H sadly
- J proudly

35 Where does the beginning of this story take place?

- A At City Park
- B At Paco's house
- C At Paco's school
- D At a basketball game

36 Why does Paco run off at the end of the story?

- F He wants to get some exercise.
- G Someone is chasing him.
- H He is late to meet Alvin.
- J He sees Alvin leaving the park.

Glass: A Fabulous Material

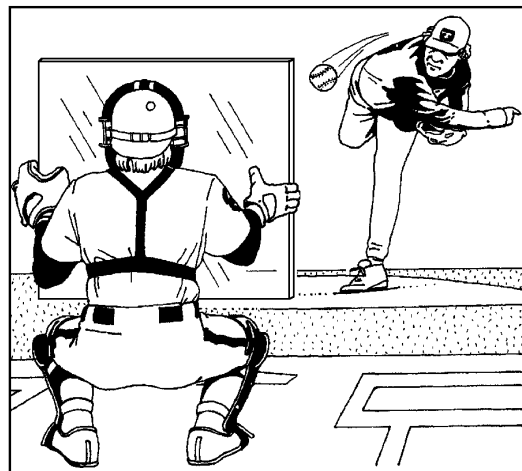
- 1 People have been making glass for thousands of years. Glass is used in industry, for household goods, and even to make delicate jewelry and artwork. Glass is used so often that our lives would be very different without it.

The History of Glassmaking

- 2 It is likely that people first made glass in Syria or Egypt sometime between 10,000 B.C. and 3000 B.C. By the fourth century B.C., Egypt had become a glassmaking center. At first the Egyptians made only small glass jewels and tiny glass pots. These objects were considered luxuries, and only very wealthy people could afford them.
- 3 Around 300 B.C. glassblowing was invented. Glassblowing is the art of shaping heated glass by blowing air into it through a tube. This process expanded the possible uses of glass. A greater variety of items could be made in an easier and less expensive fashion.
- 4 Rome became a center of glassmaking during the first few centuries A.D. This period is often called the Golden Age of Glass. For the first time, glassworkers were able to make clear glass in all kinds of shapes that they decorated with paint or cutout designs.
- 5 Eventually glassmaking spread to other regions of the world. In 1535 Spanish craftspeople made the first glass in North America at Puebla de Los Angeles in Mexico.

What Is Glass?

- 6 Before humans manufactured glass, nature made its own form of glass. Sometimes when a lightning bolt strikes sand, the heat melts the sand into long pieces of glass. High temperatures from volcanoes sometimes melt sand into glass, too. Early humans used this type of glass, which is called obsidian, for objects such as arrowheads and money.
- 7 One way glass is made is by combining three simple materials: sand, soda ash, and limestone. These materials are heated by a fuel source, such as wood, coal, or natural gas, to a temperature of 2,500 degrees Fahrenheit.



Some glass, a half-inch thick, will not break even when a major-league pitcher throws a baseball at it.

Characteristics of Glass

- 8 People commonly think of glass only as windowpanes or drinking glasses. However, glass can come in a multitude of colors. In fact, glass objects can be found in almost any color. The structure of glass also varies greatly. Glass can be spun finer than a spiderweb or molded into a telescope lens that is as heavy as four elephants.

Uses of Glass

- 9 Ever since glass was first made, the process of glassmaking has been continually improved. Corning Incorporated in New York has developed more than 75,000 different kinds of glass. New kinds of glass are still being invented, along with new uses for them.
- 10 Today, glass objects are everywhere, from food containers to lightbulbs to windshields to mirrors. It is hard to imagine our lives without glass. What would we do without it?

37 Paragraph 8 is mostly about —

- A what glass is like
- B telescope lenses
- C four elephants
- D what drinking glasses look like

38 The author of this article probably believes that —

- F people should use less glass
- G glass is a valuable material
- H glass is stronger than steel
- J glass factories are dangerous places

39 From the information in the article, the reader can conclude that over time glass became —

- A more volcanic
- B less useful and more decorative
- C more common and more affordable
- D as rare as fine jewels

40 In this article, the word expanded means —

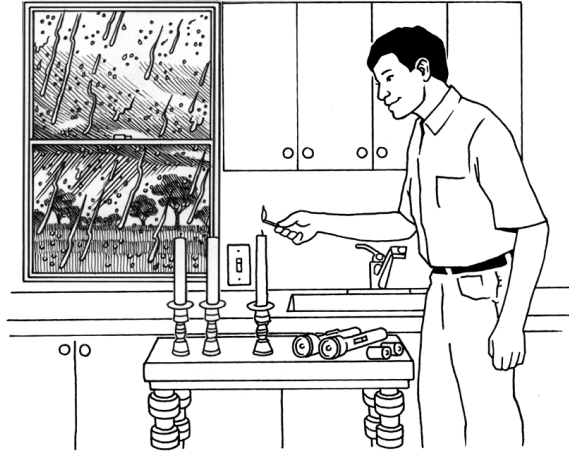
- F increased
- G stopped
- H discovered
- J examined

41 What does the drawing indicate?

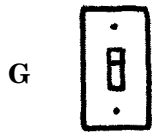
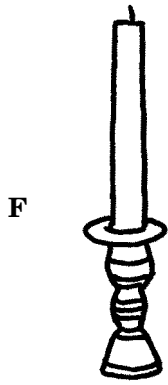
- A How strong glass can be
- B How glass is made
- C How easily glass is broken
- D How glass can be recycled

Ivan Gets Ready

- 1 Ivan came home from school during a storm. He turned on the light switch in the kitchen, but nothing happened. He turned on the radio, but it did not work. Ivan realized the electricity was off. He knew it would be darker outside in an hour.
- 2 Ivan knew what to do. He found some candles in the kitchen drawer and put them into candlesticks. He got some matches to light the candles. He also found two flashlights in the garage and checked to make sure they worked. One of the flashlights needed new batteries, so he replaced them. He was ready.
- 3 Ivan lit the candles. As the rain stopped, music came from the radio. Ivan smiled and blew out the candles.



42 Which picture shows a light switch?



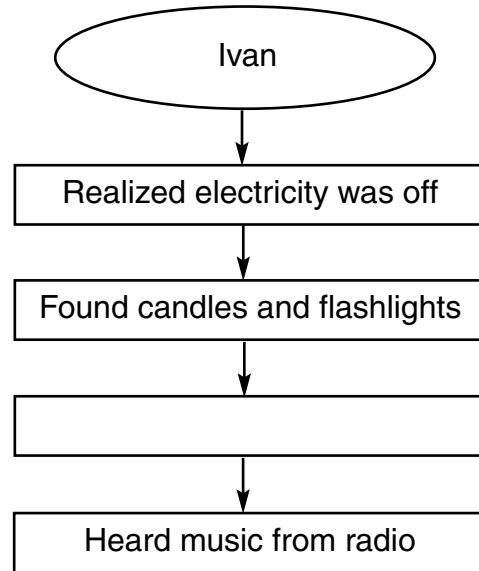
43 The radio begins to play because —

- A the electricity came back on
- B Ivan plugged it in
- C Ivan changed the batteries
- D someone turned it on

44 What is this story mostly about?

- F A boy cannot see in the dark, so he lights some candles.
- G A boy prepares for the darkness after he discovers the electricity isn't working.
- H A boy finds some flashlights, but one of them needs new batteries.
- J A boy can't turn on the lights or the radio when he gets home from school.

45 Read this chart of events.



What event belongs in the empty box?

- A Came home from school
- B Lit candles
- C Bought batteries for radio
- D Blew out candles

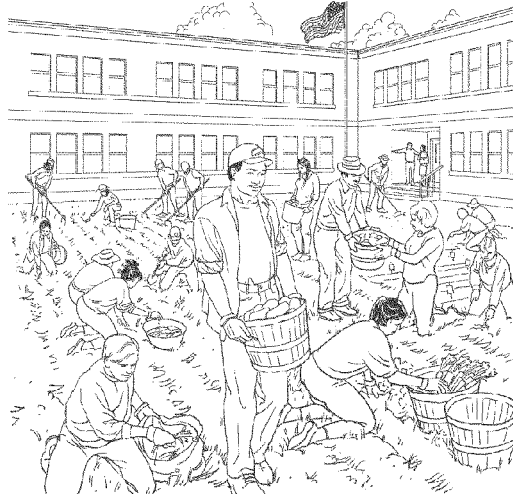
46 Why does Ivan smile at the end of the story?

- F Someone on the radio tells a funny joke.
- G He is nervous and afraid of the dark.
- H He is glad the electricity is on again.
- J He wants it to rain more.

What a Sight!

1 The George Washington School had been standing for more than 100 years. The school building was in good shape, but behind it was an old basketball court. The court's blacktop had crumbled and was overgrown with weeds. The fence around the court was battered, and parts of it lay on the ground. The basketball hoops were bent and rusted.

2 One cold day in February, Mr. Garson, a biology teacher, was taking a walk during his lunch break. He passed the old basketball court. "What an ugly sight!" he said, groaning. As he stared at the empty court, he had a vision. He stopped and let the vision take shape in his imagination. In his mind, he pictured something quite different from what he actually saw.



3 Mr. Garson asked the school board for money to turn his vision into a reality. In April he organized a group of community volunteers to tear up the old basketball court and haul it away. Then he persuaded a local farmer to donate truckloads of good topsoil, which several students spread over the lot. A group of parents volunteered to build a new fence around the land. Mr. Garson purchased rakes, hoes, shovels, and trowels. He also purchased seeds and seedlings. In May students planted tomatoes, potatoes, corn, lettuce, onions, and peppers. In one corner they planted herbs, such as basil, oregano, and parsley. In another they planted a dozen kinds of flowers that would bloom through the summer and fall.

4 Two students checked the garden and watered it every day. On Saturdays throughout the summer, groups of students gathered to weed the garden and harvest what was ripe.

5 In September students enjoyed eating fresh produce from the George Washington garden for lunch. Most days there were freshly cut flowers on the cafeteria tables.

6 "What a beautiful sight!" Mr. Garson proclaimed in a speech at the first school assembly. "It proves that we can change things if we work together toward a common goal."

7 In late fall a local farmer plowed under the garden so that it would be ready for planting again in the spring.

47 In this selection, the word battered means —

- A damaged
- B repaired
- C locked
- D high

48 What is one theme expressed in this selection?

- F It takes a lot of hard work to get large donations.
- G It is important to eat a lot of fresh fruits and vegetables.
- H You shouldn't be discouraged if you don't succeed right away.
- J One person with a vision can make a big difference.

49 How does Mr. Garson get topsoil for the garden?

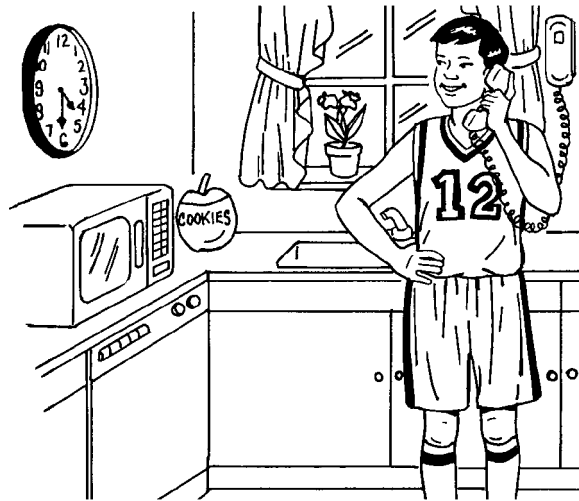
- A He buys it.
- B The school board supplies it.
- C A local farmer donates it.
- D He finds it under the basketball court.

50 In this selection, trowels are —

- F volunteers
- G sports equipment
- H vegetables
- J garden tools

Game Time

- 1 Duc has a game after school. He does not know what time it starts. He calls his friend Tony.
- 2 “What time is the basketball game?” Duc asks.
- 3 “At 5:30,” Tony says. “But we should be at the gym by 5:00. Mr. West wants us to practice.”
- 4 “Okay! See you there!” Duc says.



- 51 What is this story mostly about?
- A When two boys will have a game
 - B Why a boy cleans a kitchen
 - C Where a boy works after school
 - D How two boys learn to play a game

- 52 When does the game start?

- F 4:00
- G 4:30
- H 5:00
- J 5:30

- 53 In this story, basketball is a kind of —

- A clock
- B sport
- C telephone
- D food

- 54 Which of these happens first in the story?

- F Tony goes to the gym.
- G Tony tells Duc when the game starts.
- H Duc says good-bye to Tony.
- J Duc calls Tony to ask a question.

- 55 Mr. West is probably —

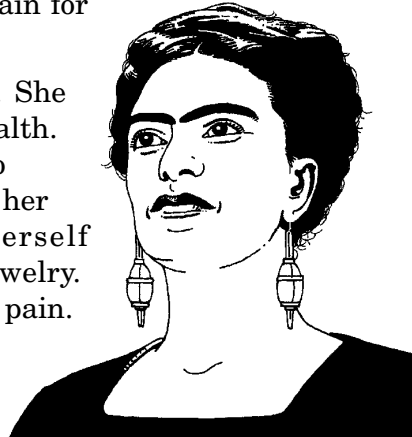
- A the coach
- B Duc's father
- C Tony's brother
- D the boys' neighbor

- 56 What will Duc probably do next?

- F Call Mr. West
- G Go to the gym
- H Call Tony
- J Cook dinner

Picture of an Artist

- 1 Frida Kahlo was a well-known Mexican artist. She was born in 1907. Although she had many friends and was very famous, she did not have an easy life.
- 2 When Kahlo was a young child, she was very sick for almost a year. Then as a teenager she was seriously injured in a traffic accident. The accident left her in pain for the rest of her life.
- 3 Kahlo had hoped to become a doctor. She could not do this because of her poor health. To fill her time, she taught herself to paint. She painted many portraits during her life. She often painted pictures of herself wearing colorful Indian costumes and jewelry. She used her art to help her overcome her pain.
- 4 Sadly Frida Kahlo died in 1954 at a young age. Her paintings remind people of her bravery and talent.



- 57 The reader can tell from the selection that Kahlo —
- A could make people laugh
 - B was the daughter of a famous artist
 - C was a person who did not give up
 - D had a lot of art training

- 58 According to the selection, Kahlo died —
- F in an accident
 - G at a young age
 - H while she was painting a picture
 - J when she was an old woman

- 59 In this selection, the word injured means —
- A driving
 - B hurt
 - C born
 - D waiting

- 60 This selection is mostly about Kahlo's —
- F life
 - G pictures
 - H jewelry
 - J education

BE SURE YOU HAVE MARKED ALL OF YOUR
ANSWERS ON THE ANSWER DOCUMENT.



Reading Proficiency Tests in English - Answer Key

Grade: 9-12
Administration: March 2004

Item Number	Correct Answer	Objective Measured	Proficiency Level
01	A	01	1
02	H	01	1
03	B	01	1
04	F	01	1
05	B	01	1
06	J	01	2
07	A	01	2
08	F	01	1
09	B	03	1
10	J	03	1
11	A	02	1
12	G	02	1
13	D	03	1
14	F	05	1
15	A	02	1
16	G	03	1
17	A	04	1
18	H	02	2
19	D	04	2
20	G	04	2
21	A	03	2
22	H	05	1
23	A	02	2
24	G	03	2
25	D	01	3
26	F	03	3
27	C	04	3
28	G	01	3
29	C	06	3
30	F	04	3
31	B	06	3
32	H	01	2
33	C	02	3
34	F	01	2
35	C	02	3
36	H	05	2
37	A	03	3
38	G	06	3
39	C	05	3
40	F	01	3
41	A	05	3
42	G	01	2
43	A	05	2
44	G	03	3
45	B	02	3
46	H	05	2
47	A	01	3
48	J	03	3
49	C	02	3
50	J	01	3
51	A	03	2
52	J	02	1
53	B	01	1
54	J	02	2
55	A	05	1
56	G	04	2
57	C	05	3
58	G	02	2
59	B	01	2
60	F	03	2

Grade 9-12 RPTE - Proficiency Levels and Objectives Measured

Refer to the *RPTE Grades 3-12: Educator's Guide to TEKS-Based Assessment* for more information.

Proficiency Levels

Beginning Level (1): The reading selections and test items at this level are written at a beginning level of English comprehension. The readings are short, contain common English words, cover familiar topics, and include illustrations that aid comprehension. Students at this level typically understand very little English, read slowly, and rely heavily on previous knowledge and information from pictures to help them figure out the meaning of what they read.

Intermediate Level (2): The readings and test items at this level are written at an intermediate level of English comprehension. The readings are slightly longer and somewhat more complex than those at the beginning level because students at this level have a larger English vocabulary and a basic sense of the structure of the English language. Although students at this level can read simple texts on familiar topics with some fluency, they still have difficulty understanding material written for native English speakers at their grade level.

Advanced Level (3): The readings and test items at this level are written for students with a more advanced level of English comprehension. The readings are lengthier and more complex than those at the intermediate level, and the topics need not be as familiar to students. The test items require students to move beyond literal comprehension toward more abstract and critical thinking. Students at this level may have difficulty understanding certain English words and structures, but they can read more independently and with assistance can generally understand classroom materials written for their grade level.

Test Objectives

Each RPTE item assesses one of six objectives. The last three objectives are grouped together for purposes of reporting results, as shown below.

Objectives Assessed	Objectives Reported
1. Word Meaning	1. Word Meaning
2. Supporting Ideas	2. Supporting Ideas
3. Summarization	3. Summarization
4. Relationships and Outcomes	4. Analyzing and Evaluating
5. Inferences and Generalizations	
6. Point of View, Propaganda, and Fact and Opinion	

At each of the three proficiency levels, at least four items are assessed per reported objective. This distribution allows educators to see trends in objective performance at a student's designated level of proficiency.