

LÊ NGỌC TIẾT

**XÂY DỰNG MỘT NỀN TẢNG VỮNG CHẮC
TRONG HỌC TIẾNG ANH**

**QUYỂN 3: RÈN LUYỆN KỸ NĂNG ĐỌC, NGHE
QUA CÁC BẢN TƯỜNG TRÌNH TIẾNG ANH
ĐẶC BIỆT CỦA VOA**

Sơ lược về tác giả

Thạc sĩ Lê Ngọc Tiết, sinh năm 1954 tại Sadec, Việt Nam. Ông là cựu sinh viên Y Khoa Đại Học Đường Sài Gòn, cựu giảng viên tiếng Anh, tiếng Pháp và công nghệ sinh học tại Đại học Đồng Tháp và là cựu học sinh trường Lasan Mossard Thủ Đức và trường Lasan Taberd Sài Gòn.

Bộ sách này được viết để làm quà tặng, không mua, bán.

LỜI NÓI ĐẦU

Đây là quyển sách thứ ba trong bộ sách “*Xây dựng một nền tảng vững chắc trong học tiếng Anh*” gồm 5 quyển:

Quyển 1: *Nhập môn phiên âm quốc tế trước khi học tiếng Anh*

Quyển 2: *Bắt đầu học tiếng Anh (Từ vựng, ngữ pháp, chính tả)*

Quyển 3: *Rèn luyện kỹ năng đọc, nghe qua các bản tường trình tiếng Anh đặc biệt của VOA*

Quyển 4: *Rèn luyện kỹ năng đọc, nghe qua các chủ đề về đời sống tại Việt Nam và Hoa Kỳ*

Quyển 5: *Thực hành nói tiếng Anh*

Như đã trình bày ở trên, quyển sách thứ ba này có mục đích là rèn luyện kỹ năng đọc, nghe qua các bản tường trình tiếng Anh đặc biệt của VOA. Qua nghe và bắt chước đọc các bản tường trình tiếng Anh đặc biệt được đọc bởi các xướng ngôn viên người Mỹ và qua thực hành các câu hỏi, đáp trong quyển sách thứ ba này, hy vọng học viên sẽ có đủ năng lực để bước vào học tiếp quyển sách thứ tư.

Tác giả

Cách tiến hành

Bước 1: Các bước chuẩn bị trước khi tiến hành thực hiện phần *d* (*Sentences, questions and answers for practice*) và phần *e* (*Questions sketch for practice with hints to the short answers hidden inside sample sentences*).

(a) Học viên được cung cấp các bản tường trình trên MP3 và các tài liệu liên quan trên Microsoft Word [bản transcript, bản dịch, từ vựng, phần *d* (*Sentences, questions and answers for practice*) và phần *e* (*Questions sketch for practice with hints to the short answers hidden inside sample sentences*)]. Các tài liệu trên Microsoft Word cần được in ra với Times New Roman Font, Double Line Spacing và Size 16 để cho việc viết các ký hiệu PAQT tắt được thuận lợi.

(b) Học viên viết PAQT tắt và nghĩa tiếng Việt cho phần *c* “*List of vocabulary*” và học thuộc lòng.

(c) Mỗi học viên nghe nhiều lần MP3 và theo dõi trên phần “Transcript”. Còn từ nào mới sẽ tự sửa với từ điển bằng PAQT tắt. Học viên ghi phần PAQT tắt bổ sung này trực tiếp lên phần “Transcript” và học thuộc lòng.

(e) Tiếp theo học viên chuyển toàn bộ các PAQT tắt trên “Transcript” lên phần *d* (*Sentences, questions and answers for practice*).

Bước 2: Ở nhà, học viên:

(a) Học toàn bộ từ vựng có PAQT tắt;

(b) Nghiên cứu bản dịch để hiểu rõ bài tường trình;

(c) Thực hành nghe và đọc nhiều lần bài tường trình trên MP3 từng câu một, cố gắng bắt chước giọng người Mỹ.

(d) Thực hành tự đọc to phần *d* (*Sentences, questions and answers for practice*).

Bước 3: Thực hành:

(a) Thực hành đọc theo từng cặp học viên phần *d* (*Sentences, questions and answers for practice*). Thay phiên nhau hỏi và trả lời.

(b) Thực hành theo từng cặp học viên phần *e* (*Questions sketch for practice with hints to the short answers hidden inside sample sentences*). Thay phiên nhau hỏi và trả lời.

CHÚ Ý: Trước khi thực hành phần e (*Questions sketch for practice with hints to the short answers hidden inside sample sentences*), học viên tự tìm hiểu cách nhận ra các câu trả lời “*ẩn*” trong các câu mẫu của phần này qua các con số.

Report 1: Vietnam Nursing

a. Transcript: Health Report

From VOA Learning English, this is the Health Report. Japan and Germany have the world's oldest populations, but neither country has enough trained health care workers to meet the needs of older adults. Now, they are turning to Vietnam for help. This month, 100 young Vietnamese are going to Germany as part of a project to train what are called "geriatric" nurses to work in the European country. The trainees recently completed a six-month language and culture class in Hanoi. They will spend the next two years in an occupational training program. If the trainees pass the final exam, they will be able to work in Germany as geriatric nurses for another three years.

Germany is facing a crisis as low birth rates combine with a growing population of citizens who are living longer. About 20 percent of the population is over age 65, and that percentage is expected to continue rising. This is a problem that Japan also faces. Later this year, 150 Vietnamese candidates will go to Japan for two years of training at the country's hospitals. After that, they are expected to take the national nursing exam. Japan already trained nurses from the Philippines and Indonesia. But the health care system has been criticized for being too restrictive. All candidates must take the same exam, but it is very difficult for foreign applicants because few can speak the Japanese language. Many Japanese are opposed to foreigners working in some industries. Critics say foreign labor could lead to higher unemployment. But, there is little opposition to foreign nurses. In Vietnam, there are not enough jobs for everyone who wants one. Most children are expected to care for their aging parents when they get old.

b. Literal translation into Vietnamese

Từ việc học tiếng Anh trên VOA, đây là bản tường trình về y tế/sức khỏe. Nhật và Đức có dân số già nhất thế giới nhưng không nước nào có đủ nhân viên chăm sóc sức khỏe để đáp ứng nhu cầu của những vị trưởng thành cao tuổi. Hiện giờ, họ đang quay sang Việt Nam để được giúp đỡ. Trong tháng này, 100 người Việt trẻ dự định

sẽ sang Đức như là một phần của một dự án nhằm đào tạo những người được gọi là điều dưỡng lão khoa để làm việc ở quốc gia châu Âu này. Những người được huấn luyện mới đây đã hoàn thành một lớp học 6 tháng về ngôn ngữ và văn hoá tại Hà Nội. Họ sẽ dành hai năm tiếp theo cho một chương đào tạo nghề. Nếu những người được huấn luyện qua được kỳ thi cuối cùng, họ sẽ có thể làm việc tại Đức như những điều dưỡng lão khoa trong ba năm nữa.

Đức đang đối mặt với một cuộc khủng hoảng khi mà tỷ lệ sinh thấp kết hợp với một dân số đang tăng gồm những công dân sống lâu hơn. Khoảng 20% dân số trên 65 tuổi, và tỷ lệ phần trăm này theo dự kiến sẽ tiếp tục tăng. Đây là một vấn đề mà Nhật cũng đang đối mặt. Cuối năm nay, 150 ứng viên Việt Nam sẽ sang Nhật để được đào tạo hai năm trong các bệnh viện của nước này. Sau đó, theo dự kiến họ sẽ tham gia kỳ thi điều dưỡng quốc gia. Nhật đã đào tạo điều dưỡng đến từ Phi-líp-pin và Indônêxia. Nhưng hệ thống chăm sóc sức khoẻ đã bị chỉ trích vì quá giới hạn. Tất cả ứng viên đều phải dự cùng một kỳ thi, nhưng sẽ rất khó đối với những người nộp đơn nước ngoài vì ít người biết nói tiếng Nhật. Nhiều người Nhật chống lại việc những người nước ngoài lao động trong một vài ngành. Những nhà phê bình nói rằng lao động nước ngoài có thể dẫn đến nạn thất nghiệp cao hơn. Nhưng, có ít sự chống đối đối với điều dưỡng nước ngoài. Ở Việt Nam, không có đủ việc làm cho mọi người muốn có một việc làm. Hầu hết con cái đều được mong đợi sẽ chăm sóc cho cha mẹ cao tuổi của mình khi các vị này trở nên già.

c. Vocabulary

1. Health
2. Japan
3. Germany
4. Population
5. Train
6. Health care worker
7. Meet the need of somebody/somebody's need
8. Adult
9. Project
10. Geriatric nurse
11. Trainee
12. Language
13. Culture
14. Occupational training program
15. Face
16. Crisis
17. Birth rate
18. Combine
19. Citizen
20. Percentage
21. Candidate
22. Training
23. National nursing exam

- 24. Criticize
- 25. Restrictive
- 26. Applicant
- 27. Oppose
- 28. Foreigner
- 29. Industry
- 30. Critic
- 31. Unemployment
- 32. Opposition
- 33. To care for somebody
- 34. Get old
- 35. Requirement

d. Sentences, questions and answers for practice

SENTENCE 1: From VOA Learning English, this is the Health Report.

- 1. Is this Health Report from VOA Learning English?**
- Yes./Yes, it is.
- 2. What is this report about?**
- Health./It is about health.
- 3. Where is this report from?**
- VOA Learning English./It is from VOA Learning English.

SENTENCE 2: Japan and Germany have the world's oldest populations, but neither country has enough trained health care workers to meet the needs of older adults.

- 1. Do Japan and Germany have the world's oldest populations?**
- Yes./Yes, they do.
- 2. Do Japan and Germany have enough trained health care workers to meet the needs of older adults?**
- No./No, they don't.
- 3. How are the populations of Japan and Germany?**
- World's oldest ones./They are the world's oldest ones.
- 4. What must Japan and Germany have enough to meet the needs of older adults?**
- Trained health care workers./They must have enough trained health care workers to meet them.
- 5. Which countries have the world's oldest populations?**
- Japan and Germany./Japan and Germany do.
- 6. Why must Japan and Germany have enough trained health care workers?**
- Meet older adults' needs./They must have them to meet the needs of older adults.
- 7. Why do Japan and Germany need geriatric nurses?**
- Meet older adults' needs./They need them to meet the needs of older adults.

SENTENCE 3: Now, they (Japan and Germany) are turning to Vietnam for help.

- 1. Are Japan and Germany turning to Vietnam for help?**

- Yes./Yes, they are.

2. Which countries are turning to Vietnam for help?

- Japan and Germany./Japan and Germany are.

3. Which country are Japan and Germany turning to for help?

- Vietnam./They are turning to Vietnam for help.

SENTENCE 4: This month, 100 young Vietnamese are going to Germany as part of a project to train what are called "geriatric" nurses to work in the European country.

1. Are 100 young Vietnamese going to Germany as part of a project to train what are called "geriatric" nurses to work in the European country this month?

- Yes./Yes, they are.

2. How many young Vietnamese are going to Germany as part of a project to train what are called "geriatric" nurses to work in the European country this month?

- 100./100 young Vietnamese are.

3. What is the goal of sending 100 young Vietnamese to Germany this month?

- To train geriatric nurses./It is to train geriatric nurses to work there.

4. When are 100 young Vietnamese going to Germany as part of a project to train what are called "geriatric" nurses to work in the European country?

- This month./This month, 100 young Vietnamese are going to Germany as part of a project to train what are called "geriatric" nurses to work in the European country.

5. Where are 100 young Vietnamese going to as part of a project to train what are called "geriatric" nurses?

- Germany./They are going to Germany as part of a project to train what are called "geriatric" nurses.

6. Where are 100 young Vietnamese expected to work as geriatric nurses?

- Germany./They are expected to work in Germany as geriatric nurses.

7. Who are going to Germany as part of a project to train what are called "geriatric" nurses to work in the European country this month?

100 young Vietnamese./100 young Vietnamese are.

SENTENCE 5: The trainees recently completed a six-month language and culture class in Hanoi.

1. Did the trainees recently complete a six-month language and culture class in Hanoi?

- Yes./Yes, they did.

2. How long did the trainees study a language and culture class in Hanoi?

- Six months./They studied it there for 6 months.

3. What did the trainees recently complete in Hanoi?

- A six-month language and culture class./They recently completed a six-month language and culture class in Hanoi.

4. Who recently completed a six-month language and culture class in Hanoi?

- The trainees./The trainees did.

SENTENCE 6: They (The trainees) will spend the next two years in an occupational training program.

1. Will the trainees spend the next two years in an occupational training program?

- Yes./Yes, they will.

2. How long will the trainees spend in an occupational training program?

- The next two years./They will spend the next two years in it.

3. What program will the trainees spend the next two years in?

- An occupational training program./They will spend the next two years in an occupational training program.

4. Who will spend the next two years in an occupational training program?

- The trainees./The trainees will.

SENTENCE 7: If the trainees pass the final exam, they will be able to work in Germany as geriatric nurses for another three years.

1. Will the trainees be able to work in Germany as geriatric nurses for another three years if they pass the final exam?

- Yes./Yes, they will.

2. How long will the trainees be able to work in Germany as geriatric nurses if they pass the final exam?

- For another three years./They will be able to work there as geriatric nurses for another three years if they pass the final exam.

3. What must the trainees pass in order to be able to work in Germany as geriatric nurses for another three years?

- The final exam./They must pass the final exam in order to be able to work there as geriatric nurses for another three years.

4. Where will the trainees be able to work as geriatric nurses for another three years if they pass the final exam?

- Germany./They will be able to work in Germany as geriatric nurses for another three years if they pass the final exam.

5. Who will be able to work in Germany as geriatric nurses for another three years if they pass the final exam?

- The trainees./The trainees will.

6. As whom will the trainees be able to work in Germany for another three years if they pass the final exam?

- As geriatric nurses./They will be able to work there as geriatric nurses for another three years if they pass the final exam.

SENTENCE 8: Germany is facing a crisis as low birth rates combine with a growing population of citizens who are living longer.

1. Is Germany facing a crisis as low birth rates combine with a growing population of citizens who are living longer?

- Yes./Yes, it is.

2. How are the birth rates in Germany?

- Low./They are low.

3. What is Germany facing?

- A crisis./It is facing a crisis.

4. What combine with a growing population of citizens who are living longer in Germany?

- Low birth rates./Low birth rates do.

5. What do low birth rates combine with in Germany?

- A growing population of citizens who are living longer./They combine with a growing population of citizens who are living longer there.

6. Why is Germany facing a crisis?

- As low birth rates combine with a growing population of citizens who are living longer./It is facing a crisis as low birth rates combine with a growing population of citizens who are living longer.

SENTENCE 9: About 20 percent of the population is over age 65, and that percentage is expected to continue rising.

1. Is about 20 percent of Germany's population over age 65?

- Yes./Yes, it is.

2. Is that percentage expected to continue rising?

- Yes./Yes, it is.

3. How is about 20 percent of Germany's population?

- Over age 65./It is over age 65.

4. How is that percentage expected to be?

- Expected to continue rising./It is expected to continue rising.

5. What is the percentage of Germans who are over age 65?

20 per cent./It is 20 percent.

6. What age is about 20 percent of Germany's population over?

65./It is 65.

7. What is expected to continue rising?

- That percentage./That percentage is.

SENTENCE 10: This is a problem that Japan also faces.

1. Does Japan also face a problem?

- Yes./Yes, it does.

2. What does Japan also face?

- A problem./It also faces a problem.

SENTENCE 11: Later this year, 150 Vietnamese candidates will go to Japan for two years of training at the country's hospitals.

1. Will 150 Vietnamese candidates go to Japan for two years of training at the country's hospitals later this year?

- Yes./Yes, they will.

2. How long will 150 Vietnamese candidates train at Japan's hospitals?

- Two years./They will train there for 2 years.

3. How many Vietnamese candidates will go to Japan for two years of training at the country's hospitals later this year?

150./150 will.

4. What will 150 Vietnamese candidates go to Japan later this year for?

- Two years of training./They will go there for 2 years of training later this year.

5. When will 150 Vietnamese candidates go to Japan for two years of training at the country's hospitals?

- Later this year./They will go there for two years of training at the country's hospitals later this year.

6. Where will 150 Vietnamese candidates train for two years later this year?

- At Japan's hospitals./They will train for two years at Japan's hospitals later this year.

7. Which country will 150 Vietnamese candidates go to for two years of training at the country's hospitals?

- Japan./They will go to Japan for two years of training at the country's hospitals.

8. Who will go to Japan for two years of training at the country's hospitals?

150 Vietnamese candidates./150 Vietnamese candidates will.

SENTENCE 12: After that, they are expected to take the national nursing exam.

1. Are they expected to take the national nursing exam after that?

- Yes./Yes, they are.

2. What are they expected to take after that?

- The national nursing exam./They are expected to take the national nursing exam after that.

3. When are they expected to take the national nursing exam?

- After that./They are expected to take it after that.

4. Who are expected to take the national nursing exam after that?

150 Vietnamese candidates./150 Vietnamese candidates are.

SENTENCE 13: Japan already trains nurses from the Philippines and Indonesia.

1. Does Japan already train nurses from the Philippines and Indonesia?

- Yes./Yes, it does.

2. Which country already trains nurses from the Philippines and Indonesia?

- Japan./Japan already does.

3. Which countries does Japan already train nurses from?

- The Philippines and Indonesia./It already trains nurses from the Philippines and Indonesia.

4. Whom does Japan already train from the Philippines and Indonesia?

- Nurses./It already trains nurses from them.

SENTENCE 14: But the health care system has been criticized for being too restrictive.

1. Has the health care system been criticized for being too restrictive?

- Yes./Yes, it has.

2. Is the health care system too restrictive?

- Yes./Yes, it is.

3. Which system has been criticized for being too restrictive?

- The health care system./The health care system has.

4. Why has the health care system been criticized?

- For being too restrictive./It has been criticized for being too restrictive.

SENTENCE 15: All candidates must take the same exam, but it is very difficult for foreign applicants because few can speak the Japanese language.

1. Must all candidates take the same exam?

- Yes./Yes, they must.

2. Is the exam very difficult for foreign applicants?

- Yes./Yes, it is.

3. How is the exam for foreign applicants?

- Very difficult./It is very difficult for them.

4. What is very difficult?

- The same exam./The same exam is.

5. What must all candidates take?

- The same exam./They must take the same exam.

6. Who must take the same exam?

- All candidates./All candidates must.

7. Who can speak Japanese?

- Few./Few can.

8. Whom is the same exam very difficult for?

- Foreign applicants./It is very difficult for foreign applicants.

9. Why is the same exam difficult for foreign applicants?

- Because few can speak Japanese./It is very difficult for them because few can speak Japanese.

SENTENCE 16: Many Japanese are opposed to foreigners working in some industries.

1. Are many Japanese opposed to foreigners working in some industries?

- Yes./Yes, they are.

2. Who are opposed to foreigners working in some industries?

- Many Japanese./Many Japanese are.

3. Whom are many Japanese opposed to?

- Foreigners working in some industries./They are opposed to foreigners working in some industries.

SENTENCE 17: Critics say foreign labor could lead to higher unemployment.

1. Do critics say foreign labor could lead to higher unemployment?

- Yes./Yes, they do.

2. Could foreign labor lead to higher unemployment?

- Yes./Yes, it could.

3. What could lead to higher unemployment?

- Foreign labor./Foreign labor could.

4. What do critics say?

- Foreign labor could lead to higher unemployment./They say foreign labor could lead to higher unemployment.

5. Who says foreign labor could lead to higher unemployment?

- Critics./Critics do.

SENTENCE 18: But, there is little opposition to foreign nurses.

1. Is there little opposition to foreign nurses?

- Yes./Yes, there is.

2. What is there to foreign nurses?

- Little opposition./There is little opposition to them.

3. Whom is there little opposition to?

- Foreign nurses./There is little opposition to foreign nurses.

SENTENCE 19: In Vietnam, there are not enough jobs for everyone who wants one.

1. Are there not enough jobs for everyone who wants one in Vietnam?

- No./No, there aren't.

2. What are there not enough for everyone who wants one in Vietnam?

- Jobs./There are not enough jobs for everyone who wants one in Vietnam.

3. Whom are there not enough jobs for in Vietnam?

- Everyone who wants one./There are not enough jobs for everyone who wants one in Vietnam.

SENTENCE 20: Most children are expected to care for their aging parents when they (the latter) get old.

1. Are most children expected to care for their aging parents when the latter get old in Vietnam?

- Yes./Yes, they are.

2. What are most children expected to do for their aging parents when the latter get old in Vietnam?

- Care for them./They are expected to care for them when the latter get old in Vietnam.

3. Who are expected to care for their aging parents when the latter get old in Vietnam?

- Most children./Most children are.

e. Questions sketch for practice with hints to the short answers hidden inside sample sentences

SENTENCE 1: From VOA Learning English, this is the Health Report.

3

2

1. Is

2. What

3. Where

SENTENCE 2: Japan and Germany have the world's oldest populations, but

5

3

neither country has enough trained health care workers to meet the needs of

4

6,7

older adults.

1. Do

2. Do
3. How
4. What
5. Which
6. Why
7. Why

SENTENCE 3: Now, they (Japan and Germany) are turning to Vietnam for help.

2

3

1. Are
2. Which
3. Which

SENTENCE 4: This month, 100 young Vietnamese are going to Germany as part of a project to train what are called "geriatric" nurses to work in the European country.

7

4

2

5,6

3

1. Are
2. How many
3. What
4. When
5. Where
6. Where
7. Who

SENTENCE 5: The trainees recently completed a six-month language and culture class in Hanoi.

3

4

2

1. Did
2. How long
3. What
4. Who

SENTENCE 6: They (The trainees) will spend the next two years in an occupational training program.

4

2

3

1. Will
2. How long
3. What
4. Who

SENTENCE 7: If the trainees pass the final exam, they will be able to work in

Germany as geriatric nurses for another three years.

1. Will
2. How long
3. What
4. Where
5. Who
6. As whom

SENTENCE 8: Germany is facing a crisis as low birth rates combine with a

growing population of citizens who are living longer.

1. Is
2. How
3. What
4. What
5. What
6. Why

SENTENCE 9: About 20 percent of the population is over age 65, and that

percentage is expected to continue rising.

1. Is
2. Is
3. How
4. How
5. What
6. What
7. What

SENTENCE 10: This is a problem that Japan also faces.

1. Does
2. What

SENTENCE 11: Later this year, 150 Vietnamese candidates will go to Japan

_____4_____
for two years of training at the country (Japan)'s hospitals.
2 6

1. Will
2. How long
3. How many
4. What
5. When
6. Where
7. Which
8. Who

SENTENCE 12: After that, they (150 Vietnamese candidates) are expected to
take the national nursing exam.
3 4
2

1. Are
2. What
3. When
4. Who

SENTENCE 13: Japan already trains nurses from the Philippines and
Indonesia.
2 4 3

1. Does
2. Which
3. Which
4. Whom

SENTENCE 14: But the health care system has been criticized for being too
restrictive.
3 4

1. Has
2. Is
3. Which
4. Why

SENTENCE 15: All candidates must take the same exam, but it is very difficult
for foreign applicants because few can speak the Japanese language.
6 4,5 3
9
8 7

1. Must
2. Is

Chú ý: The former...the latter: Người/Vật đề cập trước ...Người/Vật đề cập sau

Report 2: Google Glass

a. Transcript:

The Internet company Google is testing its newest device, Google Glass. Most of the technologies for Google Glass are already available on smartphones. What is different is that Google has taken those technologies and added them to eyeglass frames.

Chris Dale is the senior manager of communications for Google Glass. He says the device is a very small computer that sits in a lightweight frame and is positioned above the eye. He says it makes exploring and sharing the world around you easier. The glasses have a tiny video screen and camera that connect wirelessly to the Internet through Wi-Fi, a smartphone or a tablet computer. You can make and receive calls, send and receive texts, take pictures, record video or search the web. You control Google Glass using your voice and a touchpad on the right temple arm of the frame.

Professor Marcia Dawkins is among a group of people who have tested Google Glass. She thinks she could use the device in her classroom. Her Google Glass looks like a pair of bright orange glasses, but without the lenses. There is a tiny rectangular glass at the top right corner. She has been recording videos while biking. She has also been able to talk to her sister in Thailand. But not everyone is excited about Google Glass. Some are concerned about risks to privacy. They say the device will make it easy to video people without their knowledge. There are also concerns about the use of facial recognition technology. Google says it will not approve the use of such applications. The company says it is still testing Google Glass and hopes to make it available by early next year.

b. Literal translation into Vietnamese

Công ty Internet Google đang thử nghiệm thiết bị mới nhất của mình, Kính Google. Hầu hết công nghệ cho Kính Google đều có sẵn trên điện thoại thông minh. Điều khác biệt là Google đã lấy các công nghệ này và gắn chúng thêm vào các gọng kính. Chris Dale là giám đốc cao cấp về giao tiếp cho Kính Google. Ông nói thiết bị này là một máy vi tính rất nhỏ nằm trên gọng kính có trọng lượng nhẹ và được đặt phía

trên mắt. Ông nói nó làm cho việc khảo sát và chia sẻ thế giới quanh bạn dễ dàng hơn.

Kính có một màn hình video rất nhỏ và một máy ảnh liên kết không dây với Internet qua Wi-Fi, một điện thoại thông minh hay một máy tính bản. Bạn có thể thực hiện hay nhận các cuộc gọi, gửi và nhận các tin nhắn, chụp ảnh, ghi video hay tìm kiếm trên mạng. Bạn kiểm soát Kính Google qua sử dụng giọng nói của bạn và một miếng đệm chạm nằm trên nhánh thái dương phải của gọng. Giáo sư Marcia Dawkins thuộc nhóm những người đã thử nghiệm Kính Google. Bà nghĩ rằng bà có thể sử dụng thiết bị này trong lớp học của bà. Kính Google của bà giống như một cái kính mắt màu cam sáng, nhưng không có thấu kính. Có một miếng kính thủy tinh rất nhỏ hình chữ nhật ở góc trên phải. Bà đã ghi video trong khi chạy xe đạp. Bà cũng đã có thể nói chuyện với chị/em gái của bà ở Thái Lan. Nhưng không phải ai cũng phấn khởi về Kính Google. Một số người lo ngại về những nguy cơ đối với sự riêng tư. Họ nói thiết bị này sẽ làm cho việc quay video người khác dễ dàng mà họ không hề biết. Cũng có những mối lo ngại về việc sử dụng công nghệ nhân dạng mặt. Google nói họ sẽ không tán thành việc dùng những ứng dụng như thế. Công ty này nói rằng họ còn đang thử nghiệm Kính Gogle và hy vọng sẽ làm cho nó có sẵn vào đầu năm sau.

c. Vocabulary

1. Google Glass
2. Technology
1. Company
2. Test
3. Device
4. Available
5. Smartphone
6. Glass frame
7. Chris Dale
8. Senior
9. Manager
10. Communication
11. Sit in
12. Light weight frame
13. Be positioned
14. Explore
15. Tiny
16. Connect
17. Wirelessly
18. Tablet computer
19. Make a call
20. Text
21. Search
22. Touchpad
23. Temple

24. Marcia Dawkins
25. Bright orange
26. Lens
27. Rectangular
28. Corner
29. Thailand
30. Concern
31. Risk
32. Privacy
33. Knowledge
34. Facial recognition technology
35. Approve
36. Application
37. Early next year

d. Sentences, questions and answers for practice

SENTENCE 1: The Internet company Google is testing its newest device, Google Glass.

1. **Is** the Internet company Google testing its newest device, Google Glass?
- Yes./Yes, it is.
2. **How** is the device being tested by the internet company Google?
- The newest./It is the newest.
3. **What** is the Internet company Google testing?
- Newest device, Google Glass./It is testing its newest device, Google Glass.
4. **What** internet company is testing its newest device, Google Glass?
- Google./The Internet company Google is.

SENTENCE 2: Most of the technologies for Google Glass are already available on smartphones.

1. **Are** most of the technologies for Google Glass already available on smartphones?
- Yes./Yes, they are.
2. **How** are most of the technologies for Google Glass?
- Already available on smartphones./They are already available on smartphones.
3. **What** are already available on smartphones?
- Most of the technologies for Google Glass./Most of the technologies for Google Glass are.
4. **What** are most of the technologies for Google Glass already available on?
- Smartphones./They are already available on smartphones.

SENTENCE 3: What is different is that Google has taken those technologies and added them to eyeglass frames.

1. **Has** Google taken those technologies and added them to eyeglass frames?
- Yes./Yes, it has.
2. **What** are those technologies added to?
- Eyeglass frames./They are added to eyeglass frames.

3 . What has Google taken?

- Those technologies./It has taken those technologies.

4. What has Google added to eyeglass frames?

- Those technologies./It has added those technologies to them.

SENTENCE 4: Chris Dale is the senior manager of communications for Google Glass.

1. Is Chris Dale the senior manager of communications for Google Glass?

- Yes./Yes, he is.

2. What is Chris Dale?

- Senior manager of communications for Google Glass./He is the senior manager of communications for Google Glass.

3. What is Chris Dale the senior manager of communications for?

- Google Glass./He is the senior manager of communications for Google Glass.

SENTENCE 5: He says the device is a very small computer that sits in a lightweight frame and is positioned above the eye.

1. Does he say that the device is a very small computer that sits in a lightweight frame and is positioned above the eye?

- Yes./Yes, he does.

2. Does it sit in a lightweight frame?

- Yes./Yes, it does.

3. Is the device a small computer?

- Yes./Yes, it is.

4. Is it positioned above the eye?

- Yes./Yes, it is.

5. How is the computer?

- Very small./It's very small.

6. What does he say?

- The device is a very small computer that sits in a lightweight frame and is positioned above the eye./He says the device is a very small computer that sits in a lightweight frame and is positioned above the eye.

7. What is positioned above the eye?

- A very small computer./A very small computer is.

8. What sits in a lightweight frame?

- A very small computer./A very small computer does.

SENTENCE 6: He says it (Google Glass) makes exploring and sharing the world around you easier.

1. Does he say that Google Glass makes exploring and sharing the world around you easier?

- Yes./Yes, he does.

2. Does Google Glass make exploring and sharing the world around you easier?

- Yes./Yes, it does.

3. What does he say?

- Google Glass makes exploring and sharing the world around you easier./He says that Google Glass makes exploring and sharing the world around you easier.

4. What makes exploring and sharing the world around you easier?

- Google Glass./Google Glass does.

SENTENCE 7: The glasses have a tiny video screen and camera that connect wirelessly to the Internet through Wi-Fi, a smartphone or a tablet computer.

1. Do the glasses have a tiny video screen and camera that connect wirelessly to the Internet through Wi-Fi, a smartphone or a tablet computer?

- Yes./Yes, they do.

2. What do the glasses have?

- A tiny video screen and camera that connect wirelessly to the Internet through Wi-Fi, a smartphone or a tablet computer./They have a tiny video screen and camera that connect wirelessly to the Internet through Wi-Fi, a smartphone or a tablet computer.

3. What connect wirelessly to the Internet through Wi-Fi, a smartphone or a tablet computer?

- A tiny video screen and camera./A tiny video screen and camera do.

4. What do a tiny video screen and camera connect wirelessly to?

- The Internet./They connect wirelessly to the Internet.

5. What do a tiny video screen and camera connect wirelessly to the Internet through?

- Wi-Fi, a smartphone or a tablet computer./They connect wirelessly to it through Wi-Fi, a smartphone or a tablet computer.

SENTENCE 8: You can make and receive calls, send and receive texts, take pictures, record video or search the web.

1. Can you make and receive calls, send and receive texts, take pictures, record video or search the web?

- Yes./Yes, I can.

2. What can you make and receive?

- Calls./I can make and receive calls.

3. What can you send and receive?

- Texts./I can send and receive texts.

4. What can you take?

- Pictures./I can take pictures.

5. What can you record?

- Video./I can record video.

6. What can you search?

- The web./I can search the web.

SENTENCE 9: You control Google Glass using your voice and a touchpad on the right temple arm of the frame.

1. Do you control Google Glass using your voice and a touchpad on the right temple arm of the frame?

- Yes./Yes, I do.

2. What do you use to control Google Glass?

- My voice and a touchpad on the right temple arm of the frame./I use my voice and a touchpad on the right temple arm of the frame to control it.

3. What is there on the right temple arm of the frame?

- A touchpad./There is a touchpad on the right temple arm of the frame.

4. Where is the touchpad?

- On the right temple arm of the frame./It is on the right temple arm of the frame.

SENTENCE 10: Professor Marcia Dawkins is among a group of people who have tested Google Glass.

1. Is Professor Marcia Dawkins among a group of people who have tested Google Glass?

- Yes./Yes, she is.

2. Who is among a group of people who have tested Google Glass?

- Professor Marcia Dawkins./Professor Marcia Dawkins is.

SENTENCE 11: She (Professor Marcia Dawkins) thinks she could use the device in her classroom.

1. Does Professor Marcia Dawkins think she could use the device in her classroom?

- Yes./Yes, she does.

2. What does Professor Marcia Dawkins think?

- She could use the device (Google Glass) in her classroom./She thinks she could use the device (Google Glass) in it.

3. What does Professor Marcia Dawkins think she could use in her classroom?

- The device (Google Glass)./She thinks she could use the device (Google glass) in it.

4. Where does Professor Marcia Dawkins think she could use Google Glass?

- In her classroom./She thinks she could use it in her classroom.

SENTENCE 12: Her Google Glass looks like a pair of bright orange glasses, but without the lenses.

1. Does her Google Glass look like a pair of bright orange glasses, but without the lenses?

- Yes./Yes, it does.

2. Does her Google Glass have lenses?

- No./No, it doesn't.

3. What does her Google Glass look like?

- A pair of bright orange glasses, but without the lenses./It looks like a pair of bright orange glasses, but without the lenses.

4. What looks like a pair of bright orange glasses, but without the lenses?

- Her Google Glass./Her Google Glass does.

5. What is the color of her Google Glass?

- Bright orange./It's bright orange.

SENTENCE 13: There is a tiny rectangular glass at the top right corner.

1. Is there a tiny rectangular glass at the top right corner?

- Yes./Yes, there is.

2. What is there at the top right corner?

- A tiny rectangular glass./There is a tiny rectangular glass at the top right corner.

3. Where is there a tiny rectangular glass?

- At the top right corner./There is a tiny rectangular glass at the top right corner.

SENTENCE 14: She (Professor Marcia Dawkins) has been recording videos while biking.

1. Has Professor Marcia Dawkins been recording videos while biking?

- Yes./Yes, she has.

2. What has Professor Marcia Dawkins been recording while biking?

- Videos./She has been recording videos while biking.

3. Who has been recording videos while biking?

- Professor Marcia Dawkins./Professor Marcia Dawkins has.

SENTENCE 15: She (Professor Marcia Dawkins) has also been able to talk to her sister in Thailand.

1. Has Professor Marcia Dawkins also been able to talk to her sister in Thailand?

- Yes./Yes, she has.

2. What has Professor Marcia Dawkins also been able to do to her sister in Thailand?

- Talk to her./She has also been able to talk to her in Thailand.

3. Where is Professor Marcia Dawkins's sister?

- In Thailand./Professor Marcia Dawkins's sister is in Thailand.

4. Who has also been able to talk to her sister in Thailand?

- Professor Marcia Dawkins./Professor Marcia Dawkins has.

5. Whom has Professor Marcia Dawkins also been able to talk to in Thailand?

- Her sister./She has also been able to talk to her sister in Thailand.

SENTENCE 16: But not everyone is excited about Google Glass.

1. Is everyone excited about Google Glass?

- No./No, not everyone is.

2. What is everyone not excited about?

- Google Glass./Not everyone is excited about Google Glass.

SENTENCE 17: Some (people) are concerned about risks to privacy.

1. Are some people concerned about risks to privacy?

- Yes./Yes, they are.

2. What are some people concerned about?

- Risks to privacy./They are concerned about risks to privacy.

3. Who are concerned about risks to privacy?

- Some people./Some people are.

SENTENCE 18: They (Some people) say the device (Google Glass) will make it easy to video people without their knowledge.

1. Do some people say the device will make it easy to video people without their knowledge?

- Yes./Yes, they do.

2. What do some people say?

- Google Glass will make it easy to video people without their knowledge./They say that Google Glass will make it easy to video people without their knowledge.

3. What makes it easy to video people without their knowledge?

- Google Glass./Google Glass does.

4. Whom will Google Glass make it easy to video without their knowledge?

- People./Google Glass will make it easy to video people without their knowledge.

SENTENCE 19: There are also concerns about the use of facial recognition technology.

1. Are there also concerns about the use of facial recognition technology?

- Yes./Yes, there are.

2. What are there also about the use of facial recognition technology?

- Concerns./There are also concerns about it.

3. What are there concerns about?

- The use of facial recognition technology./There are concerns about the use of facial recognition technology.

SENTENCE 20: Google says it will not approve the use of such applications.

1. Does Google say it will not approve the use of such applications?

- Yes./Yes, it does.

2. What does Google say?

- That it will not approve the use of such applications./It says that it will not approve the use of such applications.

3. What does Google say that it will not approve?

-The use of such applications./It says that it will not approve the use of such applications.

SENTENCE 21: The company says it is still testing Google Glass and hopes to make it available by early next year.

1. Does the company say that it is still testing Google Glass and hopes to make it available by early next year?

- Yes./Yes, it does.

2. What does the company say?

- That it is still testing Google Glass and hopes to make it available by early next year./It says that it is still testing Google Glass and hopes to make it available by early next year.

3. When does Google hope to make Google Glass available?

- By early next year./It hopes to make it available by early next year.

e. Questions sketch for practice with hints to the short answers hidden inside sample sentences

_____3_____

SENTENCE 1: The Internet company Google is testing its newest device,
_____ 4 2
Google Glass.

1. Is
2. How
3. What
4. What

SENTENCE 2: Most of the technologies for Google Glass are already available
_____ 4 3 2
on smartphones.

1. Are
2. How
3. What
4. What

SENTENCE 3: What is different is that Google has taken those technologies
_____ 3,4
and added them to eyeglass frames.

1. Has
2. What
3. What
4. What

SENTENCE 4: Chris Dale is the senior manager of communications for
_____ 3 2
Google Glass.

1. Is
2. What
3. What is

_____ 7,8
SENTENCE 5: He says the device is a very small computer that sits in a
_____ 6 5
lightweight frame and is positioned above the eye.

1. Does
2. Does
3. Is
4. Is
5. How
6. What

7. What

8. What

SENTENCE 6: He says it (Google Glass) makes exploring and sharing the world around you easier.

1. Does

2. Does

3. What

4. What

SENTENCE 7: The glasses have a tiny video screen and camera that connect wirelessly to the Internet through Wi-Fi, a smartphone or a tablet computer.

1. Do

2. What

3. What

4. What

5. What

SENTENCE 8: You can make and receive calls, send and receive texts, take pictures, record video or search the web.

1. Can

2. What

3. What

4. What

5. What

6. What

SENTENCE 9: You control Google Glass using your voice and a touchpad on the right temple arm of the frame.

1. Do

2. What

3. What

4. Where

SENTENCE 10: Professor Marcia Dawkins is among a group of people who have tested Google Glass.

1. Is
2. Who

SENTENCE 11: She (Professor Marcia Dawkins) thinks she could use the
3 4
device in her classroom.
 2

1. Does
2. What
3. What
4. Where

SENTENCE 12: Her Google Glass looks like a pair of bright orange glasses,
 4 5 3
but without the lenses.

1. Does
2. Does
3. What
4. What
5. What

SENTENCE 13: There is a tiny rectangular glass at the top right corner.
 2 3

1. Is
2. What
3. Where

SENTENCE 14: She (Professor Marcia Dawkins) has been recording videos
 3 2
while biking.

1. Has
2. What
3. Who

SENTENCE 15: She (Professor Marcia Dawkins) has also been able to talk to
 5 4
her sister in Thailand.
 2 3

1. Has
2. What
3. Where
4. Who

5. Whom

SENTENCE 16: But not everyone is excited about Google Glass.
2

1. Is
2. What

SENTENCE 17: Some (people) are concerned about risks to privacy.
3 2

1. Are
2. What
3. Who

SENTENCE 18: They (Some people) say the device (Google Glass) will make it
easy to video people without their knowledge.
4 3 2

1. Do
2. What
3. What
4. Whom

SENTENCE 19: There are also concerns about the use of facial recognition
technology.
2 3

1. Are
2. What
3. What

SENTENCE 20: Google says it will not approve the use of such applications.
3 2

1. Does
2. What
3. What

SENTENCE 21: The company says it is still testing Google Glass and hopes to
make it available by early next year.
3 2

1. Does
2. What
3. When

Report 3: Nursing graduates in the United States

a. Transcript: Economics Report

From VOA Learning English, this is the economics report. About one-third of new nursing graduates in the United States are having trouble finding work. Alexandra Bauernschub is finishing a Master's degree program at the University of Maryland. She has done well in the program, earning the highest Grade Point Average possible. But she is worried about finding a job. Yet there is hope for nurses who completes studies at four-year schools or graduate level programs, they have an easier time finding a job in health care than nurses graduating from a two-year degree program. Experts say there are fewer job openings than usual now because nurses in their 50s and 60s are delaying retirement.

These workers are hoping to rebuild the savings they lost a few years ago during the financial crisis. Jane Kirschling is head of the University of Maryland's nursing school.

The number of students entering nursing school has risen sharply in recent years. At the same time, the United States is preparing for the retirement of millions of baby boomers, that is the name given to Americans born between the end of World War II and the early 1960s. Hundreds of thousands of nurses are expected to retire just as people their age need more medical care. Health experts say if the economy improves, many older nurses will retire, which would create jobs for younger nurses and recent college graduates.

b. Literal translation into Vietnamese

Từ việc học tiếng Anh trên VOA, đây là bản tường trình về kinh tế. Khoảng 1/3 điều dưỡng mới tốt nghiệp ở Hoa Kỳ sẽ gặp rắc rối trong tìm việc làm. Alexandra Bauernschub đang kết thúc một chương trình học thạc sĩ tại đại học Maryland. Cô đã học tốt trong chương trình, đạt được Trung bình điểm xếp loại cao nhất có thể. Nhưng cô lo lắng về tìm việc làm. Tuy nhiên vẫn còn hy vọng cho những điều dưỡng hoàn thành

việc học ở các trường bốn năm hoặc chương trình ở cấp tốt nghiệp đại học, họ có một cơ hội dễ dàng hơn để tìm việc làm so với những điều dưỡng tốt nghiệp từ chương trình lấy bằng cấp hai năm. Các chuyên gia nói rằng hiện giờ có ít cơ hội việc làm so với bình thường vì điều dưỡng ở độ tuổi 50 và 60 đang trì hoãn về hưu. Những người lao động này đang hy vọng xây dựng lại tiền tiết kiệm mà họ đã mất cách nay vài năm trong cuộc khủng hoảng tài chính. Jane Kirschling là hiệu trưởng trường điều dưỡng của viện đại học Maryland. Số lượng sinh viên vào học trường điều dưỡng đã tăng mạnh trong mấy năm gần đây. Cùng lúc đó, Hoa Kỳ đang chuẩn bị cho việc về hưu của hàng triệu của những người sinh ra trong thời kỳ bùng nổ trẻ sơ sinh, đó là tên đặt cho người Mỹ sinh ra giữa thời điểm kết thúc Chiến tranh Thế giới lần II và đầu thập niên 1960. Hàng trăm ngàn điều dưỡng dự kiến sẽ về hưu cũng như những người cùng độ tuổi của họ cần thêm sự chăm sóc sức khỏe. Các chuyên gia y tế nói rằng, nếu nền kinh tế cải thiện, nhiều điều dưỡng lớn tuổi hơn sẽ về hưu, điều này sẽ tạo ra việc làm cho các điều dưỡng trẻ hơn và những sinh viên mới tốt nghiệp đại học.

c. Vocabulary

1. Economics
2. Nursing graduate
3. Have trouble doing something
4. Alexandra Bauernschub
5. University of Maryland
6. Master's degree
7. Earn
8. Grade point average
9. Worried
10. Job offer
11. Graduate level
12. Have an easier time doing something
13. Expert
14. Job opening
15. Delay
16. Retirement
17. Savings
18. Financial crisis
19. Jane Kirschling
20. Economic condition
21. Tension
22. Rise
23. Sharply
24. Baby-boomer
25. World War II
26. Law
27. Change
28. Demand

- 29. Improve
- 30. College graduate

d. Sentences, questions and answers for practice

SENTENCE 1. From VOA Learning English, this is the economics report.

1. Is this report an economic one?

- Yes./Yes, it is.

2. Where does this economic report come from?

- VOA Learning English./It comes from VOA Learning English.

SENTENCE 2. About one-third of new nursing graduates in the United States are having trouble finding work.

1. Are about one-third of new nursing graduates in the United States having trouble finding work?

- Yes./Yes, they are.

2. How many new nursing graduates in the United States are having trouble finding work?

- About one third./About one third of them are.

3. What are about one-third of new nursing graduates in the United States having trouble?

- Finding work./They are having trouble finding work.

4. Where are about one-third of new nursing graduates having trouble finding work?

- USA./They are having trouble finding it in the United States.

5. Who are having trouble finding work?

- About one-third of new nursing graduates in the United States./About one-third of new nursing graduates in the United States are.

SENTENCE 3. Alexandra Bauernschub is finishing a Master's degree program at the University of Maryland.

1. Is Alexandra Bauernschub finishing a Master's degree program at the University of Maryland?

- Yes./Yes, she is.

2. What is Alexandra Bauernschub finishing?

- A Master's degree program./She is finishing a Master's degree program.

3. Where is Alexandra Bauernschub finishing a Master's degree program?

- At the University of Maryland./She is finishing it at the University of Maryland.

4. Who is finishing a Master's degree program at the University of Maryland?

- Alexandra Bauernschub./Alexandra Bauernschub is.

SENTENCE 4. She (Alexandra Bauernschub) has done well in the program, earning the highest Grade Point Average possible.

1. Has Alexandra Bauernschub done well in the program, earning the highest Grade Point Average possible?

- Yes./Yes, she has.

2. How has Alexandra Bauernschub done in the program?

- Well, earning the highest Grade Point Average possible./She has done well in **it**, earning the highest Grade Point Average possible.

3. What has Alexandra Bauernschub done well in, earning the highest Grade Point Average possible?

- The program./She has done well in the program, earning the highest Grade Point Average possible.

SENTENCE 5. But she (Alexandra Bauernschub) is worried about finding a job.

1. Is Alexandra Bauernschub worried about finding a job?

- Yes./Yes, she is.

2. How is Alexandra Bauernschub?

- Worried about finding a job./She is worried about finding a job.

3. What is Alexandra Bauernschub worried about?

- About finding a job./She is worried about finding a job.

4. Who is worried about finding a job?

- Alexandra Bauernschub./Alexandra Bauernschub is.

SENTENCE 6. Yet there is hope for nurses who complete studies at four-year schools or graduate level programs, they have an easier time finding a job in health care than nurses graduating from a two-year degree program.

1. Is there hope for nurses who complete studies at four-year schools or graduate level programs?

- Yes./Yes, there is.

2. Do they have an easier time finding a job in health care than nurses graduating from a two-year degree program?

- Yes./Yes, they do.

3. What do nurses who complete studies at four-year schools or graduate level programs have?

- An easier time finding a job in health care./They have an easier time finding a job in health care.

4. Who have an easier time finding a job in health care than nurses graduating from a two-year degree program?

- Nurses who complete studies at four-year schools or graduate level programs./Nurses who complete studies at four-year schools or graduate level programs do.

5. Whom is there still hope for?

- Nurses who complete studies at four-year schools or graduate level programs./There is still hope for nurses who complete studies at four-year schools or graduate level programs.

SENTENCE 7. Experts say there are fewer job openings than usual now because nurses in their 50s and 60s are delaying retirement.

1. Do experts say there are fewer job openings than usual now because nurses in their 50s and 60s are delaying retirement?

- Yes./Yes, they do.

2. Are there fewer job openings than usual now?

- Yes./Yes, there are.

3. What do experts say?

- There are fewer job openings than usual now because nurses in their 50s and 60s are delaying retirement./They say there are fewer job openings than usual now because nurses in their 50s and 60s are delaying retirement.

4. What are there fewer than usual now?

- Job openings./There are fewer job openings than usual now.

5. What are nurses in their 50s and 60s delaying?

- Retirement./They are delaying retirement.

6. Who says there are fewer job openings than usual now because nurses in their 50s and 60s are delaying retirement?

- Experts./Experts do.

7. Who are delaying retirement?

- Nurses in their 50s and 60s./Nurses in their 50s and 60s are.

8. Why are there fewer job openings than usual now?

- Because nurses in their 50s and 60s are delaying retirement./There are fewer job openings than usual now because nurses in their 50s and 60s are delaying retirement.

SENTENCE 8. These workers are hoping to rebuild the savings they lost a few years ago during the financial crisis.

1. Are these workers hoping to rebuild the savings they lost a few years ago during the financial crisis?

- Yes./Yes, they are.

2. Did these workers lose their savings a few years ago during the financial crisis?

- Yes./Yes, they did.

3. What are these workers hoping?

- To rebuild the savings they lost a few years ago during the financial crisis./They are hoping to rebuild the savings they lost a few years ago during the financial crisis.

4. What did these workers lose a few years ago during the financial crisis?

- Their savings./They lost their savings a few years ago during the financial crisis.

5. When did these workers lose their savings?

- A few years ago during the financial crisis./They lost them a few years ago during the financial crisis.

SENTENCE 9. Jane Kirschling is head of the University of Maryland's nursing school.

1. Is Jane Kirschling head of the University of Maryland's nursing school?

- Yes./Yes, she is.

2. Who is Jane Kirschling?

- Head of the University of Maryland's nursing school./She is head of the University of Maryland's nursing school.

SENTENCE 10. The number of students entering nursing school has risen sharply in recent years.

1. Has the number of students entering nursing school risen sharply in recent years?

- Yes./Yes, it has.

2. What has risen sharply in recent years?

- The number of students entering nursing school./The number of students entering nursing school has.

3. When has the number of students entering nursing school risen sharply?

- In recent years./It has risen sharply in recent years.

SENTENCE 11. At the same time, the United States is preparing for the retirement of millions of “baby boomers”, that is the name given to Americans born between the end of World War II and the early 1960s.

1. Is the United States preparing for the retirement of millions of “baby boomers”?

- Yes./Yes, it is.

2. Is “baby boomers” the name given to Americans born between the end of World War II and the early 1960s?

- Yes./Yes, it is.

3. What is the United States preparing for?

- The retirement of millions of “baby boomers”./It is preparing for the retirement of millions of “baby boomers”.

4. What is “baby boomers”?

- The name given to Americans born between the end of World War II and the early 1960s./It is the name given to Americans born between the end of World War II and the early 1960s.

SENTENCE 12. Hundreds of thousands of nurses are expected to retire just as people their age need more medical care.

1. Are hundreds of thousands of nurses expected to retire just as people their age need more medical care?

- Yes./Yes, they are.

2. How many nurses are expected to retire just as people their age need more medical care?

- Hundreds of thousands./Hundreds of thousands are.

3. Who are expected to retire just as people their age need more medical care?

- Hundreds of thousands of nurses./Hundreds of thousands of nurses are.

4. Who need more medical care?

- People their age./People their age do.

SENTENCE 13. Health experts say if the economy improves, many older nurses will retire, which would create jobs for younger nurses and recent college graduates.

1. Do health experts say if the economy improves, many older nurses will retire, which would create jobs for younger nurses and recent college graduates?

- Yes./Yes, they do.

2. Will many older nurses retire if the economy improves, according to experts?

- Yes./Yes, they will.

3. What do health experts say?

- If the economy improves, many older nurses will retire, which would create jobs for younger nurses and recent college graduates./They say that if the economy improves, many older nurses will retire, which would create jobs for younger nurses and recent college graduates.

e. Questions sketch for practice with hints to the short answers hidden inside sample sentences

SENTENCE 1. From VOA Learning English, this is the economics report.

1. Is

2. Where

SENTENCE 2. About one-third of new nursing graduates in the United States are having trouble finding work.

1. Are

2. How many

3. What

4. Where

5. Who

SENTENCE 3. Alexandra Bauernschub is finishing a Master's degree program at the University of Maryland.

1. Is

2. What

3. Where

4. Who

SENTENCE 4. She (Alexandra Bauernschub) has done well in the program, earning the highest Grade Point Average possible.

1. Has

2. How

3. What

SENTENCE 5. But she (Alexandra Bauernschub) is worried about finding a job.

1. Is

2. How
3. What
4. Who

SENTENCE 6. Yet there is hope for nurses who complete studies at four-year
schools or graduate level programs, they have an easier time finding a job in
health care than nurses graduating from a two-year degree program.

1. Is
2. Do
3. What
4. Who
5. Whom

SENTENCE 7. Experts say there are fewer job openings than usual now
because nurses in their 50s and 60s are delaying retirement.

1. Do
2. Are
3. What
4. What
5. What
6. Who
7. Who
8. Why

SENTENCE 8. These workers are hoping to rebuild the savings they lost a few
years ago during the financial crisis.

1. Are
2. Did
3. What
5. What
6. When

SENTENCE 9. Jane Kirschling is head of the University of Maryland's nursing
school.

1. Is
2. Who

SENTENCE 10. The number of students entering nursing school has risen sharply in recent years.

2

3

1. Has
2. What
3. When

SENTENCE 11. At the same time, the United States is preparing for the retirement of millions of baby boomers, that is the name given to Americans born between the end of World War II and the early 1960s.

3

4

1. Is
2. Is
3. What
4. What

SENTENCE 12. Hundreds of thousands of nurses are expected to retire just as people their age need more medical care.

3

2

4

1. Are
2. How many
3. Who
4. Who

SENTENCE 13. Health experts say if the economy improves, many older nurses will retire, which would create jobs for younger nurses and recent college graduates.

3

1. Do
2. Will
3. What

Report 4: Age Happiness Sleep...

a. Transcript: Health Report

Do people get happier with age? If you said "Yes," then you were right.

A recent study found that people generally become happier and worry less after the age of 50. A team at Stony Brook University in New York asked people between the ages of 18 and 85 about their happiness. The researchers found that levels of stress were highest in adults between the ages of 22 and 25. Stress levels dropped sharply after people reached their 50s. Happiness was highest among the youngest adults and those in their early 70s. But those least likely to report feeling negative emotions were the oldest ones.

The study also found that men and women have similar emotional patterns as they grow older. But women of all ages reported more sadness, stress and worry than men.

The researchers also considered possible influences like having young children, being unemployed or being single. But they found that these situations did not affect the levels of happiness and well-being related to age. So why would happiness increase with age? One theory is that, as people get older, they become more thankful for what they have and have better control of their emotions. They also spend less time thinking about bad experiences.

Happiness is not the only thing that seems to improve with age. Another study found that people in their 80s reported the fewest problems with their sleep.

Researchers had expected to confirm the popular belief that sleep problems are connected to aging. The survey found an increase in sleep problems during middle age, especially in women. But overall, people reported that they felt their sleep quality improved with age.

b. Literal translation into Vietnamese

Người ta có hạnh phúc hơn khi tuổi cao không? Nếu bạn trả lời “Có” thì bạn đúng.

Một nghiên cứu gần đây đã phát hiện ra rằng người ta nói chung trở nên hạnh phúc hơn và ít lo hơn sau tuổi 50. Một toán ở Viện Đại Học Stony Brook, bang Niu-Yoóc đã hỏi những người giữa tuổi 18 và 85 về sự hạnh phúc của họ. Các nhà nghiên cứu đã phát hiện ra rằng mức độ stress là cao nhất ở người trưởng thành giữa tuổi 22 và 25. Mức độ stress giảm mạnh sau khi người ta đạt đến tuổi 50. Sự hạnh phúc là cao nhất ở người trưởng thành trẻ nhất và ở những người thuộc giai đoạn đầu của tuổi 70. Nhưng những người có ít khả năng nhất để báo cáo họ cảm thấy những cảm xúc tiêu cực là những người lớn tuổi nhất. Nghiên cứu cũng đã phát hiện ra rằng nam và nữ có những kiểu cảm xúc giống nhau khi họ trở nên già hơn. Nhưng phụ nữ ở mọi độ tuổi đều đã báo cáo có nhiều sự buồn bã, stress và lo âu hơn đàn ông.

Các nhà nghiên cứu cũng xem xét những ảnh hưởng có thể có như có con nhỏ, thất nghiệp hay độc thân. Nhưng họ đã phát hiện ra rằng những tình huống này không ảnh hưởng đến mức độ hạnh phúc và an khang liên quan đến tuổi. Vậy tại sao hạnh phúc khi tuổi cao? Một lý thuyết cho rằng khi người ta trở nên già hơn, người ta vui lòng nhiều hơn về cái người ta có và kiểm soát tốt hơn cảm xúc của người ta. Họ cũng dành ít thời gian hơn để nghĩ về những trải nghiệm xấu.

Sự hạnh phúc không phải là việc duy nhất có vẻ cải thiện khi tuổi cao. Một nghiên cứu khác đã phát hiện ra rằng khi ở tuổi 80 người ta báo cáo ít nhất những vấn đề liên quan đến giấc ngủ. Các nhà nghiên cứu dự kiến xác nhận niềm tin phổ biến rằng những vấn đề về giấc ngủ có liên quan đến tuổi già. Cuộc thăm dò đã phát hiện một sự gia tăng những vấn đề về giấc ngủ ở tuổi trung niên, đặc biệt ở phụ nữ. Nhưng, nói chung, người ta báo cáo rằng người ta cảm thấy chất lượng giấc ngủ cải thiện với tuổi cao.

c. Vocabulary

1. Be right
2. Generally
3. Worry
4. Stony Brook University
5. Age
6. Researcher
7. Level
8. Adult
9. Negative
10. Emotion
11. Emotional
12. Pattern
13. Sadness
14. Consider
15. Influence
16. Have young children
17. Unemployed
18. Single
19. Situation
20. Affect

- 21. Well-being
- 22. Theory
- 23. Be thankful for something
- 24. Experience
- 25. Improve
- 26. Confirm
- 27. Popular
- 28. Belief
- 29. Survey
- 30. Middle age
- 31. Overall
- 32. Quality

d. Sentences, questions and answers for practice

SENTENCE 1. Do people get happier with age?

SENTENCE 2. If you said "Yes" then you were right.

1. Were you right if you said "Yes"?

- Yes./Yes, I was right if I said so.

2. How were you if you said "Yes"?

- I was right./If I said "Yes", I was right.

SENTENCE 3. A recent study found that people generally become happier and worry less after the age of 50.

1. Did a recent study find that people generally become happier and worry less after the age of 50?

- Yes./Yes, it did.

2. How are people after the age of 50?

- Happier and worry less after that age./They become happier and worry less after that age.

3. What found that people generally become happier and worry less after the age of 50?

- A recent study./A recent study did.

4. What did a recent study find?

- That people generally become happier and worry less after the age of 50./It found that people generally become happier and worry less after the age of 50.

5. When do people generally become happier and worry less?

- After the age of 50./Generally, they become happier and worry less after the age of 50.

6. Who generally become happier and worry less after the age of 50?

- People./People do.

SENTENCE 4. A team at Stony Brook University in New York asked people between the ages of 18 and 85 about their happiness.

- 1. Did** a team at Stony Brook University in New York ask people between the ages of 18 and 85 about their happiness?
- Yes./Yes, it did.
- 2. What** did a team at Stony Brook University in New York ask people between the ages of 18 and 85 about?
- Their happiness./It asked them about their happiness.
- 3. Who** asked people between the ages of 18 and 85 about their happiness?
- A team at Stony Brook University in New York./A team at Stony Brook University in New York did.
- 4. Whom** did a team at Stony Brook University in New York ask about their happiness?
- People between the ages of 18 and 85./It asked people between the ages of 18 and 85 about it.

SENTENCE 5. The researchers found that levels of stress were highest in adults between the ages of 22 and 25.

- 1. Did** the researchers find that levels of stress were highest in adults between the ages of 22 and 25?
- Yes./Yes, they did.
- 2. What** did the researchers find?
- That levels of stress were highest in adults between the ages of 22 and 25./They found that levels of stress were highest in adults between the ages of 22 and 25.
- 3. Who** found that levels of stress were highest in adults between the ages of 22 and 25?
- The researchers./The researchers did.
- 4. Whom** levels of stress were highest in?
- Adults between the ages of 22 and 25./They were highest in adults between the ages of 22 and 25.

SENTENCE 6. Stress levels dropped sharply after people reached their 50s.

- 1. Did** stress levels drop sharply after people reached their 50s?
- Yes./Yes, they did.
- 2. What** dropped sharply after people reached their 50s?
- Stress levels./Stress levels did.
- 3. When** did stress levels drop sharply?
- After people reached their 50s./They dropped sharply after people reached their 50s.

SENTENCE 7. Happiness was highest among the youngest adults and those in their early 70s.

- 1. Was** happiness highest among the youngest adults and those in their early 70s?
- Yes./Yes, it was.
- 2. What** was highest among the youngest adults and those in their early 70s?
- Happiness./Happiness was.
- 3. Whom** was happiness highest among?

- The youngest adults and those in their early 70s./It was highest among the youngest adults and those in their early 70s.

SENTENCE 8. But those least likely to report feeling negative emotions were the oldest ones.

1. Were those least likely to report feeling negative emotions the oldest ones?

- Yes./Yes, they were.

2. Who were the oldest ones?

- Those least likely to report feeling negative emotions./Those least likely to report feeling negative emotions were.

3. Who were the least likely to report feeling negative emotions?

- The oldest ones./The oldest ones were.

SENTENCE 9. The study also found that men and women have similar emotional patterns as they grow older.

1. Did the study also find that men and women have similar emotional patterns as they grow older?

- Yes./Yes, it did.

2. What also found that men and women have similar emotional patterns as they grow older?

- The study./The study did.

3. What did the study also find?

- That men and women have similar emotional patterns as they grow older./It found that men and women have similar emotional patterns as they grow older.

4. Who have similar emotional patterns as they grow older?

- Men and women./Men and women do.

SENTENCE 10. But women of all ages reported more sadness, stress and worry than men.

1. Did women of all ages report more sadness, stress and worry than men?

- Yes./Yes, they did.

2. What did women of all ages report?

- More sadness, stress and worry than men./They reported more sadness, stress and worry than men.

3. Who reported more sadness, stress and worry than men?

- Women of all ages./Women of all ages did.

SENTENCE 11. The researchers also considered possible influences like having young children, being unemployed or being single.

1. Did the researchers also consider possible influences like having young children, being unemployed or being single?

- Yes./Yes, they did.

2. What did the researchers also consider?

- Possible influences like having young children, being unemployed or being single./They also considered possible influences like having young children, being unemployed or being single.

3. Who also considered possible influences like having young children, being unemployed or being single?

- The researchers./The researchers did.

SENTENCE 12. But they (the researchers) found that these situations did not affect the levels of happiness and well-being related to age.

1. Did the researchers find that these situations did not affect the levels of happiness and well-being related to age?

- Yes./Yes, they did.

2. What did the researchers find?

- That these situations did not affect the levels of happiness and well-being related to age./They found that these situations did not affect the levels of happiness and well-being related to age.

3. What did not affect the levels of happiness and well-being related to age?

- These situations./These situations did not.

4. Who found that these situations did not affect the levels of happiness and well-being related to age?

- The researchers./The researchers did.

SENTENCE 13. So why would happiness increase with age?

SENTENCE 14. One theory is that, as people get older, they become more thankful for what they have and have better control of their emotions.

1. Is one theory that, as people get older, they become more thankful for what they have and have better control of their emotions?

- Yes./Yes, it is.

2. What is one theory?

- That, as people get older, they become more thankful for what they have and have better control of their emotions./It is that, as people get older, they become more thankful for what they have and have better control of their emotions.

3. What is that, as people get older, they become more thankful for what they have and have better control of their emotions?

- One theory./One theory is.

SENTENCE 15. They (old people) also spend less time thinking about bad experiences.

1. Do old people also spend less time thinking about bad experiences?

- Yes./Yes, they do.

2. What do old people also spend?

- Less time thinking about bad experiences./They also spend less time thinking about bad experiences.

3. Who also spend less time thinking about bad experiences?

- Old people./Old people do.

SENTENCE 16. Happiness is not the only thing that seems to improve with age.

1. Is happiness not the only thing that seems to improve with age?

- No./No, it is not.

2. What is not the only thing that seems to improve with age?

- Happiness./Happiness is not.

SENTENCE 17. Another study found that people in their 80s reported the fewest problems with their sleep.

1. Did another study find that people in their 80s reported the fewest problems with their sleep?

- Yes./Yes, it did.

2. What found that people in their 80s reported the fewest problems with their sleep?

- Another study./Another study did.

3. What did another study find?

- That people in their 80s reported the fewest problems with their sleep./It found that people in their 80s reported the fewest problems with their sleep.

4. What did people in their 80s report?

- The fewest problems with their sleep./They reported the fewest problems with their sleep.

5. When did people report the fewest problems with their sleep?

- In their 80s./They reported them in their 80s.

SENTENCE 18. Researchers had expected to confirm the popular belief that sleep problems are connected to aging.

1. Had researchers expected to confirm the popular belief that sleep problems are connected to aging?

- Yes./Yes, they had.

2. What had researchers expected?

- To confirm the popular belief that sleep problems are connected to aging./They had expected to confirm the popular belief that sleep problems are connected to aging.

3. Who had expected to confirm the popular belief that sleep problems are connected to aging?

- Researchers./Researchers had.

SENTENCE 19. The survey found an increase in sleep problems during middle age, especially in women.

1. Did the survey find an increase in sleep problems during middle age, especially in women?

- Yes./Yes, it did.

2. What did the survey find?

- An increase in sleep problems during middle age, especially in women./It found an increase in sleep problems during middle age, especially in women.

3. What found an increase in sleep problems during middle age, especially in women?

- The survey./The survey did.

SENTENCE 20. But overall, people reported that they felt their sleep quality improved with age.

1. Did people report that they felt their sleep quality improved with age overall?

- Yes./Yes, they did.

2. What did people report overall?

- That they felt their sleep quality improved with age./Overall they reported that they felt their sleep quality improved with age.

e. Questions sketch for practice with hints to the short answers hidden inside sample sentences

SENTENCE 1. Do people get happier with age?

SENTENCE 2. If you said "Yes" then you were right.

2

1. Were

2. How

6

SENTENCE 3. A recent study found that people generally become happier and

3

5

4
worry less after the age of 50.

2

1. Did

3. What

4. What

5. When

6. Who

SENTENCE 4. A team at Stony Brook University in New York asked people

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between the ages of 18 and 85 about their happiness.

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1. Did

2. What

3. Who

4. Whom

SENTENCE 5. The researchers found that levels of stress were highest in

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adults between the ages of 22 and 25.

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SENTENCE 11. The researchers also considered possible influences like
3
having young children, being unemployed or being single.
2

1. Did
2. What
3. Who

SENTENCE 12. But they (the researchers) found that these situations did not
4
affect the levels of happiness and well-being related to age.
2

1. Did
2. What
3. What
4. Who

SENTENCE 13. So why would happiness increase with age?

SENTENCE 14. One theory is that, as people get older, they become more
3
thankful for what they have and have better control of their emotions.
2

1. Is
2. What
3. What

SENTENCE 15. They (old people) also spend less time thinking about bad
3 2
experiences.

1. Do
2. What
3. Who

SENTENCE 16. Happiness is not the only thing that seems to improve with
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age.

1. Is
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fewest problems with their sleep.

1. Did
2. What
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4. What
5. When

**SENTENCE 18. Researchers had expected to confirm the popular belief that
3 2
sleep problems are connected to aging.**

1. Had
2. What
3. Who

**SENTENCE 19. The survey found an increase in sleep problems during middle
3 2
age, especially in women.**

1. Did
2. What
3. What

**SENTENCE 20. But overall, people reported that they felt their sleep quality
2
improved with age.**

1. Did
2. What

Report 5: Better Rice & Tomatoes...

a. Transcript: Agriculture Report

Scientists have discovered the genetic secrets of two unpopular members of two favorite food families. They hope the discoveries will produce tastier tomatoes and stronger rice. The scientists discovered the complete set of genetic information of African rice and wild tomatoes. They published their studies in two reports in the journal Nature Genetics. There are good reasons African rice and wild tomatoes have not been popular. Asian rice is more productive and easier to process than African rice. And the wild tomato is poisonous. Rod Wing is a plant biologist at Arizona State University. He helped map the African rice genes. He says African rice can grow in salty and even poisonous soil. And it can also grow around weeds and in extremely dry conditions. He says this strength is increasingly important as climate change makes crop production more difficult.

Scientists can now identify the genes that control what is good about African rice and combine those genes with Asian rice. They will be able to make better rice faster. The wild tomato also has some good qualities. Scientists found that it can grow in salty as well as very dry conditions, like the African rice. The map identifies the genes that may be responsible for these qualities. Bjorn Usadel is with Germany's RWTH Aachen University which also took part in the mapping. Mr. Usadel says researchers also found differences in the genes of wild and farm-grown tomatoes that taste and smell. He says this could help scientists improve the flavor of tomatoes.

b. Literal translation in Vietnamese

Các nhà khoa học đã khám phá ra các bí mật di truyền của của hai thành viên không phổ biến của hai họ thực phẩm được ưa thích. Họ hy vọng các khám phá này sẽ tạo ra được cà chua có vị thơm ngon hơn và gạo có chất lượng cao hơn. Các nhà khoa học đã khám phá ra toàn bộ chuỗi thông tin di truyền của cây lúa châu Phi và cây cà chua hoang dại. Họ đã công bố nghiên cứu của họ trong tạp chí Nature Genetics. Có

lý lẽ tốt cho rằng lúa châu Phi và cà chua hoang dại là không phổ biến. Lúa châu Á có năng suất cao hơn và dễ chế biến hơn lúa châu Phi. Và cà chua hoang dại thì có chất độc. Rod Wing là một nhà thực vật học tại Viện Đại Học bang Arizona. Ông đã giúp vẽ bản đồ gen lúa châu Phi. Ông nói lúa châu Phi có thể phát triển trong đất mặn và kể cả đất có chất độc. Và nó cũng có thể phát triển xung quanh cỏ dại và trong môi trường cực kỳ khô hạn. Ông nói sức mạnh của nó ngày càng trở nên quan trọng vì sự thay đổi khí hậu làm cho sự sản xuất cây trồng khó khăn hơn. Hiện nay các nhà khoa học đã nhận dạng ra các gen kiểm soát điều gì tốt về cây lúa châu Phi và kết hợp các gen này với lúa châu Á. Chúng sẽ có khả năng tạo ra gạo tốt hơn, nhanh hơn. Cà chua hoang dại cũng có vài phẩm chất tốt. Các nhà khoa học đã phát hiện ra rằng nó có thể phát triển trong điều kiện mặn cũng như trong điều kiện rất khô hạn như lúa châu Phi. Bản đồ gen nhận dạng ra các gen có thể chịu trách nhiệm cho các phẩm chất này. Bjorn Usadel đang làm việc tại Viện Đại Học RWTH Aachen ở Đức. Viện này cũng tham gia vào vẽ bản đồ gen. Ông Usadel nói rằng các nhà nghiên cứu cũng đã tìm ra những sự khác nhau trong các gen của cà chua hoang dại và cà chua trồng ở nông trại về vị và mùi. Ông nói điều này có thể giúp các nhà khoa học cải thiện được hương vị của cà chua.

c. Vocabulary

1. Scientist
2. Discover
3. Genetic
4. Secret
5. Unpopular
6. Favorite
7. Discovery
8. Set of genetic information
9. Rice
10. Tomato
11. Publish
12. Nature Genetics
13. Reason
14. Productive
15. Process
16. Wild
17. Poisonous
18. Rod Wing
19. Arizona State University
20. Map
21. Gene
22. Salty
23. Strength
24. Climate
25. Production
26. Identify

- 27. Combine
- 28. Quality
- 29. Responsible
- 30. Bjorn Usadel
- 31. Germany's RWTH Aachen University
- 32. Mapping
- 33. Farm-grown
- 34. Taste
- 35. Smell
- 36. Improve
- 37. Flavor

d. Sentences, questions and answers for practice

SENTENCE 1: Scientists have discovered the genetic secrets of two unpopular members of two favorite food families.

1. Have scientists discovered the genetic secrets of two unpopular members of two favorite food families?

- Yes./Yes, they have.

2. What have scientists discovered?

- The genetic secrets of two unpopular members of two favorite food families./They have discovered the genetic secrets of two unpopular members of two favorite food families.

3. How are the two members of two favorite food families?

- Unpopular./They are unpopular.

4. Who have discovered the genetic secrets of two unpopular members of two favorite food families?

- Scientists./Scientists have.

SENTENCE 2: They hope the discoveries will produce tastier tomatoes and stronger rice.

1. Do they hope the discoveries will produce tastier tomatoes and stronger rice?

- Yes./Yes, they do.

2. How will the tomatoes and rice which scientists hope the discoveries will produce be?

- Tastier tomatoes, stronger rice./Tomatoes will be tastier and rice, stronger.

3. What do scientists hope?

- The discoveries will produce tastier tomatoes and stronger rice./They hope that the discoveries will produce tastier tomatoes and stronger rice.

SENTENCE 3: The scientists discovered the complete set of genetic information of African rice and wild tomatoes.

1. Did the scientists discover the complete set of genetic information of African rice and wild tomatoes?

- Yes./Yes, they did.

2. What did the scientists discover?

- The complete set of genetic information of African rice and wild tomatoes./They discovered the complete set of genetic information of African rice and wild tomatoes.

3. Who discovered the complete set of genetic information of African rice and wild tomatoes?

- The scientists./ The scientists did.

SENTENCE 4: They published their studies in two reports in the journal Nature Genetics.

1. Did they publish their studies in two reports in the journal Nature Genetics?

- Yes./Yes, they did.

2. What did they publish?

- Their studies./They published their studies.

3. What journal did they publish their studies in?

- The journal Nature Genetics./They published them in the journal Nature Genetics.

SENTENCE 5: There are good reasons African rice and wild tomatoes have not been popular.

1. Are there good reasons African rice and wild tomatoes have not been popular?

- Yes./Yes, there are.

2. What are there?

- Good reasons that African rice and wild tomatoes have not been popular./There are good reasons that African rice and wild tomatoes have not been popular.

SENTENCE 6: Asian rice is more productive and easier to process than African rice.

1. Is Asian rice more productive and easier to process than African rice?

- Yes./Yes, it is.

2. How is Asian rice?

- More productive and easier to process than African rice./It is more productive and easier to process than African rice.

3. What is more productive and easier to process than African rice?

- Asian rice./Asian rice is.

SENTENCE 7: And the wild tomato is poisonous.

1. Is the wild tomato poisonous?

- Yes./Yes, it is.

2. How is the wild tomato?

- Poisonous./It is poisonous.

SENTENCE 8: Rod Wing is a plant biologist at Arizona State University.

1. Is Rod Wing a plant biologist at Arizona State University?

- Yes./Yes, he is.

2. What is Rod Wing?

- A plant biologist./He is a plant biologist.

3. Who is a plant biologist at Arizona State University?

- Rod Wing./Rod Wing is.

4. Where does Rod Wing work?

- At Arizona State University./He works at Arizona State University.

SENTENCE 9: He helped map the African rice genes.

1. Did he help map the African rice genes?

- Yes./Yes, he did.

2. What did Rod Wing help to map?

- The African rice genes./He helped map the African rice genes.

3. Who helped map the African rice genes?

- Rod Wing./Rod Wing did.

SENTENCE 10: He says African rice can grow in salty and even poisonous soil.

1. Does he say African rice can grow in salty and even poisonous soil?

- Yes./Yes, he does.

2. What does Rod Wing say?

- African rice can grow in salty and even poisonous soil./He says that African rice can grow in salty and even poisonous soil.

3. What can grow in salty and even poisonous soil?

- African rice./African rice can.

4. Who says African rice can grow in salty and even poisonous soil?

- Rod Wing./Rod Wing does.

SENTENCE 11: And it (African rice) can also grow around weeds and in extremely dry conditions.

1. Can it (African rice) also grow around weeds and in extremely dry conditions?

- Yes./Yes, it can.

2. What can also grow around weeds and in extremely dry conditions?

- African rice./African rice can.

SENTENCE 12: He says this strength is increasingly important as climate change makes crop production more difficult.

1. Does he say this strength is increasingly important as climate change makes crop production more difficult?

- Yes./Yes, he does.

2. What does Rod Wing say?

- This strength is increasingly important as climate change makes crop production more difficult./He says that this strength is increasingly important as climate change makes crop production more difficult.

3. What does climate change make?

- Crop production more difficult./It makes crop production more difficult.

4. What is more difficult?

- Crop production./Crop production is.

5. Who says that this strength is increasingly important as climate change makes crop production more difficult?

- Rod Wing./Rod Wing does.

6. Why is this strength increasingly important?

- As climate change makes crop production more difficult./It is so because climate change makes crop production more difficult.

SENTENCE 13: Scientists can now identify the genes that control what is good about African rice and combine those genes with Asian rice.

1. Can scientists now identify the genes that control what is good about African rice and combine those genes with Asian rice?

- Yes./Yes, they can.

2. What can scientists now identify?

- The genes that control what is good about African rice./They can now identify the genes that control what is good about African rice.

3. What control what is good about African rice?

- Genes./Genes do.

4. What do scientists combine those genes with?

- Asian rice./They combine them with Asian rice.

5. Who can now identify the genes that control what is good about African rice and combine those genes with Asian rice?

- Scientists./Scientists can.

SENTENCE 14: They will be able to make better rice faster.

1. Will they be able to make better rice faster?

- Yes./Yes, they will.

2. How will they be able to make better rice?

- Faster./They will be able to make it faster.

3. What will they be able to do?

- Make better rice faster./They will be able to make better rice faster.

SENTENCE 15: The wild tomato also has some good qualities.

1. Does the wild tomato also have some good qualities?

- Yes./Yes, it does.

2. What does the wild tomato also have?

- Some good qualities./It also has some good qualities.

3. What also has some good qualities?

- The wild tomato./The wild tomato does.

SENTENCE 16: Scientists found that it can grow in salty as well as very dry conditions, like the African rice.

1. Did scientists find that it can grow in salty as well as very dry conditions, like the African rice?

- Yes./Yes, they did.

2. What did scientists find?

- It can grow in salty as well as very dry conditions, like the African rice./They found that it can grow in salty as well as very dry conditions, like the African rice.

3. What can grow in salty as well as very dry conditions, like the African rice?

- The wild tomato./The wild tomato can.

4. Where can wild tomato grow?

- Salty as well as very dry conditions./It can grow in salty as well as very dry conditions.

SENTENCE 17: The map identifies the genes that may be responsible for these qualities.

1. Does the map identify the genes that may be responsible for these qualities?

- Yes./Yes, it does.

2. What does the map identify?

- Genes responsible for these qualities./It identifies the genes that may be responsible for these qualities.

3. What may be responsible for these qualities?

- Genes./Genes may.

4. What may the genes be responsible for?

- These qualities./They may be responsible for these qualities.

SENTENCE 18: Bjorn Usadel is with Germany's RWTH Aachen University which also took part in the mapping.

1. Is Bjorn Usadel with Germany's RWTH Aachen University which also took part in the mapping?

- Yes./Yes, he is.

2. What university is Bjorn Usadel with?

- Germany's RWTH Aachen University./He is with Germany's RWTH Aachen University.

3. What did Germany's RWTH Aachen University take part in?

- The mapping./It took part in the mapping.

SENTENCE 19: Mr. Usadel says researchers also found differences in the genes of wild and farm-grown tomatoes that taste and smell.

1. Does Mr. Usadel say researchers also found differences in the genes of wild and farm-grown tomatoes that taste and smell?

- Yes./Yes, he does.

2. What does Mr. Usadel say?

- Researchers also found differences in the genes of wild and farm-grown tomatoes that taste and smell./He says that researchers also found differences in the genes of wild and farm-grown tomatoes that taste and smell.

3. What did researchers also find?

- Differences in the genes of wild and farm-grown tomatoes that taste and smell./They found differences in the genes of wild and farm-grown tomatoes that taste and smell.

4. Who says researchers also found differences in the genes of wild and farm-grown tomatoes that taste and smell?

- Mr. Usadel./Mr. Usadel does.

SENTENCE 20: He says this could help scientists improve the flavor of tomatoes.

1. Does he say this could help scientists improve the flavor of tomatoes?

- Yes./Yes, he does.

2. Who says this could help scientists improve the flavor of tomatoes?

- Mr. Usadel./Mr. Usadel does.

3. What does he say?

- This could help scientists improve the flavor of tomatoes./He says that this could help scientists improve the flavor of tomatoes.

4. What could scientists improve?

- The flavor of tomatoes./They could improve the flavor of tomatoes.

e. Questions sketch for practice with hints to the short answers hidden inside sample sentences

SENTENCE 1: Scientists have discovered the genetic secrets of two unpopular members of two favorite food families.
4 3 2

1. Have

2. What

3. How

4. Who

SENTENCE 2: They hope the discoveries will produce tastier tomatoes and stronger rice.
3 2

1. Do

2. How

3. What

SENTENCE 3: The scientists discovered the complete set of genetic information of African rice and wild tomatoes.
3 2

1. Did

2. What

3. Who

SENTENCE 4: They published their studies in two reports in the journal
2

Nature Genetics.

3

1. Did
2. What

SENTENCE 5: There are good reasons African rice and wild tomatoes have
2
not been popular.

1. Are
2. What

SENTENCE 6: Asian rice is more productive and easier to process than
3 2
African rice.

1. Is
2. How
3. What

SENTENCE 7: And the wild tomato is poisonous.
2

1. Is
2. How

SENTENCE 8: Rod Wing is a plant biologist at Arizona State University.
3 2 4

1. Is
2. What
3. Who
4. Where

SENTENCE 9: He (Rod Wing) helped map the African rice genes.
3 2

1. Did
2. What
3. Who

4 3
SENTENCE 10: He (Rod King) says African rice can grow in salty and even
2
poisonous soil.

1. Does
2. What

3. What

4. Who

SENTENCE 11: And it (African rice) can also grow around weeds and in
2

extremely dry conditions.

1. Can

2. What

_____5_____

SENTENCE 12: He (Rod Wing) says this strength is increasingly important as
2

_____6_____

_____4_____

_____3_____

climate change makes crop production more difficult.

1. Does

2. What

3. What

4. What

5. Who

6. Why

SENTENCE 13: Scientists can now identify the genes that control what is good
5 2

about African rice and combine those genes with Asian rice.

4

1. Can

2. What

3. What

4. What

5. Who

SENTENCE 14: They will be able to make better rice faster.
3
2

1. Will

2. How

3. What

SENTENCE 15: The wild tomato also has some good qualities.

3

2

1. Does
2. What
3. What

SENTENCE 16: Scientists found that it (the wild tomato) can grow in salty as
well as very dry conditions, like the African rice.

2

1. Did
2. What
3. What
4. Where

SENTENCE 17: The map identifies the genes that may be responsible for these
qualities.

1. Does
2. What
3. What
4. What

SENTENCE 18: Bjorn Usadel is with Germany's RWTH Aachen University
which also took part in the mapping.

1. Is
2. What
3. What

SENTENCE 19: Mr. Usadel says researchers also found differences in the
genes of wild and farm-grown tomatoes that taste and smell.

1. Does
2. What
3. What
4. Who

SENTENCE 20: He (Mr. Usadel) says this could help scientists improve the
2 3
4
flavor of tomatoes.

1. Does
2. Who
3. What
4. What

Report 6: Cost of college attendance College Education report

a. Transcript: Education Report

The cost of attending university in the United States has risen sharply in the past 20 years. Many people today say they owe huge amounts of money for loans they received for higher education. These students past and present say they are drowning in debt.

Movie maker Andrew Rossi examines education debt in the film Ivory Tower. The documentary was released in movie theaters recently. Ivory Tower is often used in America to mean university or college. Andrew Rossi wrote, directed and produced Ivory Tower. He says college tuition, the cost of attending classes increased by about 1,100 percent between 1978 and today. Estimates place the nation's combined debt for student loans at 1 trillion dollars.

One comment made by a woman in Ivory Tower shows the deep concern that student loans can cause. But one young man in the Washington D.C. area says he does not face much worry about college costs. Brandon Attilis says his parents prepaid his tuition. He is working this summer at a restaurant in Alexandria, Virginia. Mr. Attilis also plans to reduce his expenses by sharing a house with two friends. The movie notes that there have been reductions in government aid for education. Some colleges also build beautiful but costly campuses in hopes of getting students to attend.

Ivory Tower suggests that many students choose not to get a traditional college education because of the costs. Some try online education. But Brandon Attilis says online education is not for everyone. He says it takes a lot of hard work and effort. For VOA Learning English. I'm Alex Villarreal.

b. Literal translation into Vietnamese

Chi phí học đại học tại Mỹ đã tăng mạnh trong 20 năm qua. Nhiều người ngày nay nói rằng họ nợ những món tiền khổng lồ do những khoản vay mà họ đã nhận để học

đại học. Những sinh viên này quá khứ và hiện tại nói rằng họ đang chết chìm trong nợ. Nhà làm phim Andrew Rossi khảo sát nợ giáo dục trong bộ phim Tháp Ngà. Phim tài liệu này đã được đưa ra các rạp chiếu phim gần đây. Tháp Ngà thường được sử dụng ở Mỹ để có ý nói đến viện đại học hay đại học. Andrew Rossi đã viết kịch bản, đạo diễn và sản xuất Tháp Ngà. Ông nói, học phí đại học, chi phí để dự lớp học tăng khoảng 1.100 % giữa năm 1978 và hiện nay. Những sự ước lượng đặt nợ kết hợp của quốc gia về các khoản vay của sinh viên ở mức 1.000 tỷ đô la. Một lời bình luận được thực hiện bởi một phụ nữ trong Tháp Ngà cho thấy mối lo ngại sâu sắc mà các khoản vay của sinh viên có thể gây ra. Nhưng một nam thanh niên ở khu vực thủ đô Oát-sinh-ton nói rằng anh ấy không đối mặt với nhiều lo lắng về chi phí đại học. Brandon Attilis nói cha mẹ anh đã trả trước học phí của anh. Anh đang làm việc mùa hè này tại một nhà hàng ở Alexandria, bang Virginia. Ông Attilis cũng lên kế hoạch để giảm chi tiêu qua chia sẻ một ngôi nhà với hai người bạn. Bộ phim ghi nhận rằng đã có sự giảm về trợ cấp của chính phủ cho giáo dục. Một số đại học đã xây dựng những khuôn viên đại học đẹp nhưng đắt tiền với hy vọng có sinh viên tham dự. Tháp Ngà gợi ý rằng nhiều sinh viên chọn không theo một sự giáo dục đại học theo truyền thống do phí tổn. Một số thử giáo dục trực tuyến. Nhưng Brandon Attilis nói rằng giáo dục trực tuyến không phải dành cho mọi người. Anh nói nó đòi hỏi làm việc siêng năng và nỗ lực. Cho việc học tiếng Anh trên VOA, tôi là Alex Villarreal.

c. Vocabulary

1. Cost
2. Attend
3. Rise
4. Owe
5. Huge
6. Amount
7. Loan
8. Higher education
9. Drown in debt
10. Andrew Rossi
11. Ivory Tower
12. Documentary
13. Release
14. Direct
15. Produce
16. College tuition
17. Estimate
18. Combine
19. Trillion
20. Comment
21. Concern
22. Washington D.C. (Washington District of Columbia)
23. Face

- 24. Brandon Attilis
- 25. Prepay
- 26. Alexandria: Thị trấn, bang Virginia
- 27. Virginia
- 28. Expense
- 29. Campus
- 30. Traditional
- 31. Online education
- 32. Effort

d. Sentences, questions and answers for practice

SENTENCE 1. The cost of attending university in the United States has risen sharply in the past 20 years.

1. Has the cost of attending university in the United States risen sharply in the past 20 years?

- Yes./Yes, it has.

2. What has risen sharply in the past 20 years?

- The cost of attending university in the United States./The cost of attending university in the United States has.

3. When has the cost of attending university in the United States risen sharply?

- In the past 20 years./It has risen sharply in the past 20 years.

SENTENCE 2. Many people today say they owe huge amounts of money for loans they received for higher education.

1. Do many people today say they owe huge amounts of money for loans they received for higher education?

- Yes./Yes, they do.

2. What do many people today say?

- They owe huge amounts of money for loans they received for higher education./Today, they say they owe huge amounts of money for loans they received for higher education.

3. What do many people own?

- Huge amounts of money for loans they received for higher education./They owe huge amounts of money for loans they received for higher education.

4. Who today say they owe huge amounts of money for loans they received for higher education?

- Many people./Many people do.

SENTENCE 3. These students past and present say they are drowning in debt.

1. Do these students past and present say they are drowning in debt?

- Yes./Yes, they do.

2. What do these students past and present say?

- They are drowning in debt./They say they are drowning in debt.

3. What are these students past and present drowning in?

- Debt./They are drowning in debt.

4. Who say they are drowning in debt?

- These students past and present./These students past and present do.

5. Who are drowning in debt?

- These students past and present./These students past and present are.

SENTENCE 4. Movie maker Andrew Rossi examines education debt in the film Ivory Tower.

1. Does movie maker Andrew Rossi examine education debt in the film Ivory Tower?

- Yes./Yes, he does.

2. What does movie maker Andrew Rossi examine in the film Ivory Tower?

- Education debt./He examines education debt in it.

3. Who examines education debt in the film Ivory Tower?

- Movie maker Andrew Rossi./Movie maker Andrew Rossi does.

SENTENCE 5. The documentary was released in movie theaters recently.

1. Was the documentary released in movie theaters recently?

- Yes./Yes, it was.

2. What was released in movie theaters recently?

- The documentary./The documentary was.

3. When was the documentary released in movie theaters?

- Recently./It was released in movie theaters recently.

4. Where was the documentary released?

- In movie theaters./It was released in movie theaters.

SENTENCE 6. Ivory Tower is often used in America to mean university or college.

1. Is Ivory Tower often used in America to mean university or college?

- Yes./Yes, it is.

2. What is often used in America to mean university or college?

- Ivory Tower./Ivory Tower is.

SENTENCE 7. Andrew Rossi wrote, directed and produced Ivory Tower.

1. Did Andrew Rossi write, direct and produce Ivory Tower?

- Yes./Yes, he did.

2. What did Andrew Rossi write, direct and produce?

- Ivory Tower./He wrote, directed and produced Ivory Tower.

3. Who wrote, directed and produced Ivory Tower?

- Andrew Rossi./Andrew Rossi did.

SENTENCE 8. He (Andrew Rossi) says college tuition, the cost of attending classes increased by about 1,100 percent between 1978 and today.

1. Does he say college tuition, the cost of attending classes increased by about 1,100 percent between 1978 and today?

- Yes./Yes, he does.

2. Did college tuition, the cost of attending classes increase by about 1,100 percent between 1978 and today?

- Yes./Yes, it did.

3. What does Andrew Rossi say?

- College tuition, the cost of attending classes increased by about 1,100 percent between 1978 and today./He says college tuition, the cost of attending classes increased by about 1,100 percent between 1978 and today.

4. Who says college tuition, the cost of attending classes increased by about 1,100 percent between 1978 and today?

- Andrew Rossi./Andrew Rossi does.

SENTENCE 9. Estimates place the nation's combined debt for student loans at 1 trillion dollars.

1. Do estimates place the nation's combined debt for student loans at 1 trillion dollars?

- Yes./Yes, they do.

2. What place the nation's combined debt for student loans at 1 trillion dollars?

- Estimates./Estimates do.

SENTENCE 10. One comment made by a woman in Ivory Tower shows the deep concern that student loans can cause.

1. Does one comment made by a woman in Ivory Tower show the deep concern that student loans can cause?

- Yes./Yes, it does.

2. What shows the deep concern that student loans can cause?

- One comment made by a woman in Ivory Tower./One comment made by a woman in Ivory Tower does.

3. What does one comment made by a woman in Ivory Tower show?

- The deep concern that student loans can cause./It shows the deep concern that student loans can cause.

4. What can student loans cause?

- The deep concern./They can cause the deep concern.

SENTENCE 11. But one young man in the Washington D.C. area says he does not face much worry about college costs.

1. Does one young man in the Washington D.C. area say he does not face much worry about college costs?

- Yes./Yes, he does.

2. What does one young man in the Washington D.C. area say?

- He does not face much worry about college costs./He says he does not face much worry about college costs.

3. What does one young man in the Washington D.C. area not face?

- Much worry about college costs./He does not face much worry about college costs.

4. Who says he does not face much worry about college costs?

- One young man in the Washington D.C. area./One young man in the Washington D.C. area does.

SENTENCE 12. Brandon Attilis says his parents prepaid his tuition.

1. Does Brandon Attilis say his parents prepaid his tuition?

- Yes./Yes, he does.

2. What does Brandon Attilis say?

- His parents prepaid his tuition./He says his parents prepaid his tuition.

3. What did Brandon Attilis's parents prepay?

- His tuition./They prepaid his tuition.

4. Who says his parents prepaid his tuition?

- Brandon Attilis./Brandon Attilis does.

5. Who prepaid Brandon Attilis's tuition?

- His parents./His parents did.

SENTENCE 13. He (Brandon Attilis) is working this summer at a restaurant in Alexandria, Virginia.

1. Is he working this summer at a restaurant in Alexandria, Virginia?

- Yes./Yes, he is.

2. When is Brandon Attilis working at a restaurant in Alexandria, Virginia?

- This summer./He is working there this summer.

3. Where is Brandon Attilis working this summer?

- At a restaurant in Alexandria, Virginia./He is working at a restaurant in Alexandria, Virginia .

SENTENCE 14. Mr. Attilis also plans to reduce his expenses by sharing a house with two friends.

1. Does Mr. Attilis also plan to reduce his expenses by sharing a house with two friends?

- Yes./Yes, he does.

2. How does Mr. Attilis also plan to reduce his expenses?

- By sharing a house with two friends./He plans to do it by sharing a house with two friends.

3. What does Mr. Attilis also plan to do?

- To reduce his expenses by sharing a house with two friends./He also plans to reduce his expenses by sharing a house with two friends.

4. What does Mr. Attilis also plan to reduce?

- His expenses./He also plans to reduce his expenses.

5. Who also plans to reduce his expenses by sharing a house with two friends?

- Mr. Attilis./Mr. Attilis does.

SENTENCE 15. The movie notes that there have been reductions in government aid for education.

1. Does the movie note that there have been reductions in government aid for education?

- Yes./Yes, it does.

2. What does the movie note?

- That there have been reductions in government aid for education./It notes that there have been reductions in government aid for education.

3. What have been there?

- Reductions in government aid for education./There have been reductions in government aid for education.

SENTENCE 16. Some colleges also build beautiful but costly campuses in hopes of getting students to attend.

1. Do some colleges also build beautiful but costly campuses in hopes of getting students to attend?

- Yes./Yes, they do.

2. What do some colleges also build?

- Beautiful but costly campuses in hopes of getting students to attend./They also build beautiful but costly campuses in hopes of getting students to attend.

3. Why do some colleges also build beautiful but costly campuses?

- In hopes of getting students to attend./They build them in hopes of getting students to attend.

SENTENCE 17. Ivory Tower suggests that many students choose not to get a traditional college education because of the costs.

1. Does Ivory Tower suggest that many students choose not to get a traditional college education because of the costs?

- Yes./Yes, it does.

2. What does Ivory Tower suggest?

- That many students choose not to get a traditional college education because of the costs./It suggests that many students choose not to get a traditional college education because of the costs.

3. Why do many students choose not to get a traditional college education?

- Because of the costs./They choose not to get it because of the costs.

SENTENCE 18. Some try online education.

1. Do some try online education?

- Yes./Yes, they do.

2. What do some try?

- Online education./They try online education.

3. Who try online education?

- Some./Some do.

SENTENCE 19. But Brandon Attilis says online education is not for everyone.

1. Does Brandon Attilis say online education is not for everyone?

- Yes./Yes, he does.

2. What does Brandon Attilis say?

- Online education is not for everyone./He says online education is not for everyone.

3. Who says online education is not for everyone?

- Brandon Attilis./Brandon Attilis does.

SENTENCE 20. He (Brandon Attilis) says it takes a lot of hard work and effort.

1. Does Brandon Attilis say it takes a lot of hard work and effort?

- Yes./Yes, he does.

2. What does Brandon Attilis say?

- It takes a lot of hard work and effort./He says it takes a lot of hard work and effort.

3. Who says it takes a lot of hard work and effort?

- Brandon Attilis./Brandon Attilis does.

SENTENCE 21. For VOA Learning English, I'm Alex Villarreal.

1. Is Alex Villarreal the radio presenter of this report?

- Yes./Yes, she is.

2. Who is the radio presenter of this report?

- Alex Villarreal./Alex Villarreal is.

e. Questions sketch for practice with hints to the short answers hidden inside sample sentences

SENTENCE 1. The cost of attending university in the United States has risen

2

sharply in the past 20 years.

3

1. Has

2. What

3. When

SENTENCE 2. Many people today say they owe huge amounts of money for

4

2

3

loans they received for higher education.

1. Do

2. What

3. What

4. Who

SENTENCE 3. These students past and present say they are drowning in debt.

4

2

3

1. Do

2. What

3. What

4. Who

5. Who

SENTENCE 4. Movie maker Andrew Rossi examines education debt in the
3 2
film Ivory Tower.

1. Does
2. What
3. Who

SENTENCE 5. The documentary was released in movie theaters recently.
2 4 3

1. Was
2. What
3. When
4. Where

SENTENCE 6. Ivory Tower is often used in America to mean university or
2
college.

1. Is
2. What

SENTENCE 7. Andrew Rossi wrote, directed and produced Ivory Tower.
3 2

1. Did
2. What
3. Who

SENTENCE 8. He (Andrew Rossi) says college tuition, the cost of attending
4 3
classes increased by about 1,100 percent between 1978 and today.

1. Does
2. Did
3. What
4. Who

SENTENCE 9. Estimates place the nation's combined debt for student loans at
2
1 trillion dollars.

1. Do
2. What

SENTENCE 10. One comment made by a woman in Ivory Tower shows the

2

4
deep concern that student loans can cause.

3

- 1. Does
- 2. What
- 3. What
- 4. What

SENTENCE 11. But one young man in the Washington D.C. area says he does

4

3
not face much worry about college costs.

2

- 1. Does
- 2. What
- 3. What
- 4. Who

SENTENCE 12. Brandon Attilis says his parents prepaid his tuition.

4

2

- 1. Does
- 2. What
- 3. What
- 4. Who
- 5. Who

SENTENCE 13. He (Brandon Attilis) is working this summer at a restaurant
3
in Alexandria, Virginia. 2

- 1. Is
- 2. When
- 3. Where

4
3
SENTENCE 14. Mr. Attilis also plans to reduce his expenses by sharing a
5
house with two friends.

2

- 1. Does
- 2. How
- 3. What
- 4. What

5. Who

SENTENCE 15. The movie notes that there have been reductions in
2

3
government aid for education.

1. Does
2. What
3. What

SENTENCE 16. Some colleges also build beautiful but costly campuses in
2

3
hopes of getting students to attend.

1. Do
2. What
3. Why do some colleges also build beautiful but costly campuses?

SENTENCE 17. Ivory Tower suggests that many students choose not to get a
2

3
traditional college education because of the costs.

1. Does
2. What
3. Why

SENTENCE 18. Some try online education.
3 2

1. Do
2. What
3. Who

SENTENCE 19. But Brandon Attilis says online education is not for everyone.
3 2

1. Does
2. What
3. Who

SENTENCE 20. He (Brandon Attilis) says it takes a lot of hard work and
3 2
effort.

1. Does
2. What
3. Who

SENTENCE 21. For VOA Learning English, I'm Alex Villarreal.

2

1. Is
2. Who

Report 7: Children & Money

a. Transcript: Economics Report

Many children first learn the value of money by receiving an allowance. The purpose of an allowance is to teach children about money. Children can learn how to manage money, especially at an early age, when financial mistakes are not very costly.

The amount of money that parents give to their children to spend as they wish differs from family to family. Timing is another consideration. Some children get a weekly allowance. Others get a monthly allowance.

Parents should make clear what, if anything, the child is expected to pay for with the money. At first, young children may spend all of their allowance soon after they receive it. If they do this, they will learn the hard way that spending must be done within a budget. Parents are usually advised not to offer more money until the next allowance.

The object is to show young people that a budget demands choices between spending and saving. Older children may be responsible enough to save money for larger costs, like clothing or electronics.

Many people who have written on the subject of allowances say it is not a good idea to pay your child for work around the home. These jobs are a normal part of family life.

Paying children to do extra work around the house, however, can be useful. It can even provide an understanding of how a business works.

Allowances give children a chance to experience the things they can do with money. They can share it in the form of gifts or giving to a good cause. They can spend it by buying things they want. Or they can save and maybe even invest it. Saving helps children understand that costly goals require sacrifice: you have to cut costs and plan for the future.

b. Literal translation into Vietnamese

Nhiều trẻ con lần đầu học được giá trị của tiền qua nhận được tiền cấp phát. Mục đích của một số tiền cấp phát là dạy cho trẻ về tiền bạc. Trẻ con có thể học cách quản lý tiền, đặc biệt là ở độ tuổi còn sớm, khi lỗi lầm tài chính không gây tổn kém lắm.

Số tiền mà cha mẹ cho con cái của họ để tiêu xài theo mong muốn của họ thay đổi từ gia đình này sang gia đình khác. Thời điểm cho tiền là một khía cạnh khác. Một số trẻ có được tiền cấp phát hàng tuần. Những trẻ khác nhận tiền cấp phát hàng tháng.

Cha mẹ nên làm rõ việc đưa bé được dự kiến là sẽ trả tiền cho việc gì, nếu có, với tiền. Đầu tiên, trẻ còn nhỏ có thể tiêu xài tất cả tiền cấp phát của chúng liền sau khi chúng nhận nó. Nếu chúng làm việc đó, chúng sẽ học cách khó khăn rằng tiền phải được tiêu xài bên trong một ngân sách. Cha mẹ thường được khuyên là không nên cho thêm tiền cho đến tiền cấp phát tiếp theo. Mục tiêu là cho những người trẻ thấy rằng một ngân sách đòi hỏi sự lựa chọn giữa tiêu xài và tiết kiệm. Những trẻ lớn hơn có thể đủ trách nhiệm để tiết kiệm tiền cho những chi phí lớn hơn, ví dụ như quần áo hoặc đồ điện tử.

Nhiều người đã viết về chủ đề tiền cấp phát nói rằng không phải là một ý tưởng tốt khi trả tiền cho con bạn về công việc quanh nhà. Những công việc này là một phần bình thường của đời sống gia đình. Tuy nhiên, trả tiền cho con để làm thêm công việc quanh nhà có thể có ích. Việc này có thể kể cả cung cấp một sự hiểu biết cách hoạt động của một thương vụ. Tiền cấp phát cho trẻ con một cơ hội để trải nghiệm những việc mà chúng có thể làm với tiền. Chúng có thể chia xẻ nó dưới dạng quà hay tặng cho một chính nghĩa. Chúng có thể chi tiêu nó qua mua những vật mà chúng muốn. Hoặc chúng có thể tiết kiệm và có thể kể cả đầu tư nó.

Tiết kiệm giúp trẻ hiểu được những mục tiêu tốn kém đòi hỏi hy sinh: bạn phải giảm chi tiêu và lên kế hoạch cho tương lai.

c. Vocabulary

1. Value
2. Allowance
3. Purpose
4. Manage
5. Financial
6. Mistake
7. Costly
8. Differ
9. Timing
10. Consideration
11. Clear
12. Budget
13. Advise
14. Offer
15. Object
16. Spending

17. Saving
18. Be responsible for something
19. Cost
20. Clothing
21. Electronics
22. Subject
23. Normal
24. Part
25. Extra work
26. Business
27. Chance
28. Experience
29. Good cause
30. Invest
31. Goal
32. Sacrifice
33. Cut cost
- 34. Plan**

d. Sentences, questions and answers for practice

SENTENCE 1. Many children first learn the value of money by receiving an allowance.

- 1. Do** many children first learn the value of money by receiving an allowance?
- Yes./Yes, they do.
- 2. How** do many children first learn the value of money?
- By receiving an allowance./They learn it by receiving an allowance.
- 3. What** do many children first learn?
- The value of money by receiving an allowance./They first learn the value of money by receiving an allowance.
- 4. Who** first learn the value of money by receiving an allowance?
- Many children./Many children do.

SENTENCE 2. The purpose of an allowance is to teach children about money.

- 1. Is** the purpose of an allowance to teach children about money?
- Yes./Yes, it is.
- 2. What** is the purpose of an allowance?
- To teach children about money./It is to teach children about money.

SENTENCE 3. Children can learn how to manage money, especially at an early age, when financial mistakes are not very costly.

- 1. Can** children learn how to manage money, especially at an early age, when financial mistakes are not very costly?
- Yes./Yes, they can.
- 2. What** can children learn?

- How to manage money, especially at an early age, when financial mistakes are not very costly./They can learn how to manage money, especially at an early age, when financial mistakes are not very costly.

3. When are financial mistakes not very costly?

- At an early age./They are not costly at an early age.

4. Who can learn how to manage money, especially at an early age, when financial mistakes are not very costly?

- Children./Children can.

SENTENCE 4. The amount of money that parents give to their children to spend as they wish differs from family to family.

1. Does the amount of money that parents give to their children to spend as they wish differ from family to family?

- Yes./Yes, it does.

2. What differs from family to family?

- The amount of money that parents give to their children to spend as they wish./The amount of money that parents give to their children to spend as they wish does.

SENTENCE 5. Timing is another consideration.

1. Is timing another consideration?

- Yes./Yes, it is.

2. What is another consideration?

- Timing./Timing is.

SENTENCE 6. Some children get a weekly allowance.

1. Do some children get a weekly allowance?

- Yes./Yes, they do.

2. How is the allowance?

- Weekly./It is weekly.

3. What do some children get?

- A weekly allowance./They get a weekly allowance.

4. Who get a weekly allowance?

- Some children./Some children do.

SENTENCE 7. Others (Other children) get a monthly allowance.

1. Do other children get a monthly allowance?

- Yes./Yes, they do.

2. How is the allowance?

- Monthly./It is monthly.

3. What do other children get?

- A monthly allowance./They get a monthly allowance.

4. Who get a monthly allowance?

- Other children./Other children do.

SENTENCE 8. Parents should make clear what, if anything, the child is expected to pay for with the money.

1. Should parents make clear what, if anything, the child is expected to pay for with the money?

- Yes./Yes, they should.

2. What should parents make clear?

- What, if anything, the child is expected to pay for with the money./They should make clear what, if anything, the child is expected to pay for with the money.

3. Who should make clear what, if anything, the child is expected to pay for with the money?

- Parents./Parents should.

SENTENCE 9. At first, young children may spend all of their allowance soon after they receive it.

1. May young children spend all of their allowance soon after they receive it, at first?

- Yes./Yes, they may.

2. What may young children spend at first?

- All of their allowance soon after they receive it./They may spend all of their allowance soon after they receive it at first.

3. When may young children spend all of their allowance?

- Soon after they receive it./They may spend it soon after they receive it.

4. Who may spend all of their allowance soon after they receive it at first?

- Young children./Young children may.

SENTENCE 10. If they (young children) do this, they will learn the hard way that spending must be done within a budget.

1. Will young children learn the hard way that spending must be done within a budget if they do this?

- Yes./Yes, they will.

2. What will young children learn if they do this?

- The hard way that spending must be done within a budget./They will learn the hard way that spending must be done within a budget if they do this.

3. Who will learn the hard way that spending must be done within a budget if they do this?

- Young children./Young children will.

SENTENCE 11. Parents are usually advised not to offer more money until the next allowance.

1. Are parents usually advised not to offer more money until the next allowance?

- Yes./Yes, they are.

2. What are parents usually advised not to do?

- Offer more money until the next allowance./They are usually advised not to offer more money until the next allowance.

3. Who are usually advised not to offer more money until the next allowance?

- Parents./Parents are.

SENTENCE 12. The object is to show young people that a budget demands choices between spending and saving.

1. Is the object to show young people that a budget demands choices between spending and saving?

- Yes./Yes, it is.

2. What is the object?

- To show young people that a budget demands choices between spending and saving./It is to show young people that a budget demands choices between spending and saving.

3. What does a budget demand?

- Choices between spending and saving./It demands choices between spending and saving.

SENTENCE 13. Older children may be responsible enough to save money for larger costs, like clothing or electronics.

1. May older children be responsible enough to save money for larger costs, like clothing or electronics?

- Yes./Yes, they may.

2. What may older children be responsible enough to save?

- Money for larger costs, like clothing or electronics./They may be responsible enough to save money for larger costs, like clothing or electronics.

3. Who may be responsible enough to save money for larger costs, like clothing or electronics?

- Older children./Older children may.

SENTENCE 14. Many people who have written on the subject of allowances say it is not a good idea to pay your child for work around the home.

1. Do many people who have written on the subject of allowances say it is not a good idea to pay your child for work around the home?

- Yes./Yes, they do.

2. Is it not a good idea to pay your child for work around the home?

- No./No, it is not.

3. What do many people who have written on the subject of allowances say?

- It is not a good idea to pay your child for work around the home./They say it is not a good idea to pay your child for work around the home.

4. Who say it is not a good idea to pay your child for work around the home?

- Many people who have written on the subject of allowances./Many people who have written on the subject of allowances do.

SENTENCE 15. These jobs are a normal part of family life.

1. Are these jobs a normal part of family life?

- Yes./Yes, they are.

2. What are a normal part of family life?

- These jobs./These jobs are.

SENTENCE 16. Paying children to do extra work around the house, however, can be useful.

1. Can paying children to do extra work around the house be useful?

- Yes./Yes, it can.

2. What can be useful?

- Paying children to do extra work around the house./Paying children to do extra work around the house can.

SENTENCE 17. It (Paying children to do extra work around the house) can even provide an understanding of how a business works.

1. Can paying children to do extra work around the house provide an understanding of how a business works?

- Yes./Yes, it can.

2. What can paying children to do extra work around the house provide?

- An understanding of how a business works./It can provide an understanding of how a business works.

3. What can provide an understanding of how a business works?

- Paying children to do extra work around the house./Paying children to do extra work around the house can.

SENTENCE 18. Allowances give children a chance to experience the things they can do with money.

1. Do allowances give children a chance to experience the things they can do with money?

- Yes./Yes, they do.

2. What gives children a chance to experience the things they can do with money?

- Allowances./Allowances do.

3. What do allowances give children?

- A chance to experience the things they can do with money./They give them a chance to experience the things they can do with money.

4. To whom do allowances give a chance to experience the things they can do with money?

- Children./They give it to the children.

SENTENCE 19. They (Children) can share it in the form of gifts or giving to a good cause.

1. Can children share it in the form of gifts or giving to a good cause?

- Yes./Yes, they can.

2. What can children share in the form of gifts or giving to a good cause?

- It./They can share it in the form of gifts or giving to a good cause.

3. Who can share it in the form of gifts or giving to a good cause?

- Children./Children can.

SENTENCE 20. They (Children) can spend it by buying things they want.

1. Can they spend it by buying things they want?

- Yes./Yes, they can.

2. How can they spend it?

- By buying things they want./They can spend it by buying things they want.

3. What can they spend by buying things they want?

- It./They can spend it by buying things they want.

4. Who can spend it by buying things they want?

- Children./Children can.

SENTENCE 21. Or they (children) can save and maybe even invest it.

1. Can they save and maybe even invest it?

- Yes./Yes, they can.

2. What can they save and maybe even invest?

- It./They can save and maybe even invest it.

3. Who can save and maybe even invest it?

- Children./Children can.

SENTENCE 22. Saving helps children understand that costly goals require sacrifice: you have to cut costs and plan for the future.

1. Does saving help children understand that costly goals require sacrifice: you have to cut costs and plan for the future?

- Yes./Yes, it does..

2. What helps children understand that costly goals require sacrifice: you have to cut costs and plan for the future?

- Saving./Saving does.

3. What does saving help children?

- Understand that costly goals require sacrifice: you have to cut costs and plan for the future./It helps them understand that costly goals require sacrifice: you have to cut costs and plan for the future.

4. Whom does saving help understand that costly goals require sacrifice: you have to cut costs and plan for the future?

- Children./It helps children understand that costly goals require sacrifice: you have to cut costs and plan for the future.

e. Questions sketch for practice with hints to the short answers hidden inside sample sentences

SENTENCE 1. Many children first learn the value of money by receiving an allowance.

allowance.

1. Do

2. How

3. What

4. Who

SENTENCE 2. The purpose of an allowance is to teach children about money.
2

1. Is
2. What

SENTENCE 3. Children can learn how to manage money, especially at an
4 2
early age, when financial mistakes are not very costly.
3

1. Can
2. What
3. When
4. Who

SENTENCE 4. The amount of money that parents give to their children to
2
spend as they wish differs from family to family.

1. Does
2. What

SENTENCE 5. Timing is another consideration.
2

1. Is
2. What

SENTENCE 6. Some children get a weekly allowance.
4 2 3

1. Do
2. How
3. What
4. Who

SENTENCE 7. Others (Other children) get a monthly allowance.
4 2 3

1. Do
2. How
3. What
4. Who

SENTENCE 8. Parents should make clear what, if anything, the child is

3

2

expected to pay for with the money.

- 1. Should
- 2. What
- 3. Who

SENTENCE 9. At first, young children may spend all of their allowance soon

4

2

_____3_____
after they receive it.

- 1. May
- 2. What
- 3. When
- 4. Who

SENTENCE 10. If they (young children) do this, they will learn the hard way

3

that spending must be done within a budget.

4

- 1. Will
- 2. What
- 3. Who

SENTENCE 11. Parents are usually advised not to offer more money until the

3

2

next allowance.

- 1. Are
- 2. What
- 3. Who

SENTENCE 12. The object is to show young people that a budget demands

2

_____3_____
choices between spending and saving.

- 1. Is
- 2. What
- 3. What

SENTENCE 13. Older children may be responsible enough to save money for

3

larger costs, like clothing or electronics.

2

1. May
2. What
3. Who

SENTENCE 14. Many people who have written on the subject of allowances

4

say it is not a good idea to pay your child for work around the home.

3

1. Do
2. Is
3. What
4. Who

SENTENCE 15. These jobs are a normal part of family life.

2

1. Are
2. What

SENTENCE 16. Paying children to do extra work around the house, however,

2

can be useful.

1. Can
2. What

SENTENCE 17. It (Paying children to do extra work around the house) can

3

even provide an understanding of how a business works.

2

1. Can
2. What
3. What

SENTENCE 18. Allowances give children a chance to experience the things

2

4

3

they can do with money.

1. Do
2. What
3. What
4. Whom

SENTENCE 19. They (Children) can share it in the form of gifts or giving to a

3

2

good cause.

Report 8: Girls and Education

a. Transcript

Worldwide, nearly twice as many girls are denied an education as boys. That is according to a new report by the United Nations Educational, Scientific and Cultural Organization, or UNESCO. The Director-General of UNESCO is Irina Bokova. She says a lack of education restricts the lives of girls and women from one generation to the next. Across sub-Saharan Africa, 9.5 million girls will never be in a classroom. That compares to 5 million boys, according to the UNESCO report. More than 30 million children aged 6 to 11 are out of school across the region. The gender gap is wider in South and West Asia, where 80 percent of girls will never get a formal education. That compares to 16 percent of boys, according to the report. Girls are the majority of the millions of children denied school in Arab nations, UNESCO said. But UNESCO said exact numbers are not available because of conflicts in the region. Discrimination against girls and women drew worldwide attention in 2012. In that year, Malala Yousafzai, then 15, was shot in the head on her way home from school in Pakistan. The Taliban targeted her and her family because the family wanted better education for girls. Malala survived the attack. She continues to advocate for girls education. She gave a speech on her 16th birthday to the United Nations. She wrote a book, "I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban." In 2014, Malala won the Nobel Peace Prize.

b. Literal translation into Vietnamese

Toàn cầu, gần gấp đôi số em gái bị từ chối sự giáo dục so với các em trai. Đó là theo một bản tường trình mới được soạn bởi Tổ chức Giáo dục Khoa học và Văn hoá của Liên Hiệp Quốc, hay UNESCO. Tổng giám đốc UNESCO là Irina Bokova. Bà nói một sự thiếu giáo dục giới hạn đời sống các em gái và phụ nữ từ thế hệ này sang thế hệ tiếp theo. Khắp châu Phi dưới sa mạc Sahara, 9,5 triệu em gái sẽ

không bao giờ có mặt trong một lớp học. Việc đó so với 5 triệu bé trai, theo bản báo cáo của UNESCO. Hơn 30 triệu trẻ em từ 6 đến 11 tuổi không đi học khắp vùng này. Sự cách biệt giới tính rộng hơn ở Nam và Tây Á, nơi đó 80% bé gái chưa bao giờ có được một sự giáo dục chính thức. Việc đó so với 16% bé trai, theo bản tường trình. Các bé gái là đa số trong hàng triệu trẻ em bị từ chối đến trường ở các nước Á-rập, UNESCO nói. Nhưng UNESCO đã nói những con số chính xác là không có được do các cuộc tranh chấp trung vùng. Sự phân biệt đối xử với bé gái và phụ nữ đã gây ra sự chú ý toàn cầu vào năm 2012. Vào năm đó, Malala Yousafzai, lúc đó mới 15 tuổi, đã bị bắn vào đầu trên đường về nhà từ trường ở Pakistan. Taliban nhắm vào em và gia đình em vì gia đình đã muốn có sự giáo dục tốt hơn cho các bé gái. Malala sống sót vụ tấn công. Em tiếp tục ủng hộ công khai sự giáo dục các bé gái. Cô đã đọc diễn văn vào ngày sinh nhật thứ 16 của mình tại Liên Hiệp Quốc. Cô đã viết một quyển sách, “Tôi là Malala: Cô gái đã ủng hộ giáo dục và bị Taliban bắn”. Năm 2014, cô đã đoạt được giải Nobel Hoà Bình.

c. Vocabulary

1. To deny
2. United Nations Educational, Scientific and Cultural Organization (UNESCO)
3. Director-General
4. Lack
5. Generation
6. Sub-Saharan
7. Gender gap
8. Formal
9. Majority
10. Conflict
11. Discrimination
12. To draw attention
13. To target
14. To survive
15. To advocate for
16. To stand up for

d. Sentences, questions and answers for practice

SENTENCE 1. Worldwide, nearly twice as many girls are denied an education as boys.

1. **Are** nearly twice as many girls denied an education as boys worldwide?
- Yes./Yes, they are.
2. **Who** are denied an education nearly twice as many as boys worldwide?
- Girls./Girls are.

SENTENCE 2. That is according to a new report by the United Nations Educational, Scientific and Cultural Organization, or UNESCO.

1. Is that according to a new report by the United Nations Educational, Scientific and Cultural Organization, or UNESCO?

- Yes./Yes, it is.

2. What does UNESCO stand for?

- United Nations Educational, Scientific and Cultural Organization./It stands for United Nations Educational, Scientific and Cultural Organization.

SENTENCE 3. The Director-General of UNESCO is Irina Bokova.

1. Is Irina Bokova the Director-General of UNESCO?

- Yes./Yes, she is.

2. Who is the Director-General of UNESCO?

- Irina Bokova./Irina Bokova is.

SENTENCE 4. She (Irina Bokova) says a lack of education restricts the lives of girls and women from one generation to the next.

1. Does Irina Bokova say a lack of education restricts the lives of girls and women from one generation to the next?

- Yes./Yes, she does.

2. What does Irina Bokova say?

- A lack of education restricts the lives of girls and women from one generation to the next./She says a lack of education restricts the lives of girls and women from one generation to the next.

3. What restricts the lives of girls and women from one generation to the next according to Irina Bokova?

- A lack of education./A lack of education does.

4. Who says a lack of education restricts the lives of girls and women from one generation to the next?

- Irina Bokova./Irina Bokova does.

SENTENCE 5. Across sub-Saharan Africa, 9.5 million girls will never be in a classroom.

1. Will 9.5 million girls across sub-Saharan Africa never be in a classroom?

- No./No, they will never.

2. How many girls will never be in a classroom across sub-Saharan Africa?

- 9.5 million./9.5 million will.

3. Where will 9.5 million girls never be in a classroom?

- Across sub-Saharan Africa./They will never be there across sub-Saharan Africa.

4. Who will never be in a classroom across sub-Saharan Africa?

- 9.5 million girls./9.5 million girls will never.

SENTENCE 6. That compares to 5 million boys, according to the UNESCO report.

1. Does that compare to 5 million boys, according to the UNESCO report?

- Yes./Yes, it does.

2. What does that compare to, according to the UNESCO report?

- 5 million boys./It compares to 5 million boys, according to it.

SENTENCE 7. More than 30 million children aged 6 to 11 are out of school across the region.

1. Are more than 30 million children aged 6 to 11 out of school across the region?

- Yes./Yes, they are.

2. How many children aged 6 to 11 are out of school across the region?

- More than 30 million./More than 30 million are.

3. Where are more than 30 million children aged 6 to 11 out of school?

- Across the region./They are out of it across the region.

4. Who are out of school across the region?

- More than 30 million children aged 6 to 11./More than 30 million children aged 6 to 11 are.

SENTENCE 8. The gender gap is wider in South and West Asia, where 80 percent of girls will never get a formal education.

1. Is the gender gap wider in South and West Asia, where 80 percent of girls will never get a formal education?

- Yes./Yes, it is.

2. Where is the gender gap wider?

- In South and West Asia, where 80 percent of girls will never get a formal education./It is in South and West Asia, where 80 percent of girls will never get a formal education.

SENTENCE 9. That compares to 16 percent of boys, according to the report.

1. Does that compare to 16 percent of boys, according to the report?

- Yes./Yes, it does.

2. What does that compare to, according to the report?

16 percent of boys./It compares to 16 percent of boys, according to it.

SENTENCE 10. Girls are the majority of the millions of children denied school in Arab nations, UNESCO said.

1. Did UNESCO say girls are the majority of the millions of children denied school in Arab nations?

- Yes./Yes, it did.

2. Are girls the majority of the millions of children denied school in Arab nations according to UNESCO?

- Yes./Yes, they are.

3. What did UNESCO say?

- Girls are the majority of the millions of children denied school in Arab nations./It said girls are the majority of the millions of children denied school in Arab nations.

4. What organization said girls are the majority of the millions of children denied school in Arab nations?

- UNESCO./UNESCO did.

5. Who are the majority of the millions of children denied school in Arab nations, according to UNESCO ?

- Girls./Girls are.

SENTENCE 11. But UNESCO said exact numbers are not available because of conflicts in the region.

1. Did UNESCO say exact numbers are not available because of conflicts in the region?

- Yes./Yes, it did.

2. What did UNESCO say?

- Exact numbers are not available because of conflicts in the region./It said exact numbers are not available because of conflicts in the region.

3. What organization said exact numbers are not available because of conflicts in the region?

- UNESCO./UNESCO did.

4. Why are exact numbers not available?

- Because of conflicts in the region./They are not because of conflicts in the region.

SENTENCE 12. Discrimination against girls and women drew worldwide attention in 2012.

1. Did discrimination against girls and women draw worldwide attention in 2012?

- Yes./Yes, it did.

2. What did discrimination against girls and women draw?

- Worldwide attention./It drew worldwide attention.

3. What drew worldwide attention in 2012?

- Discrimination against girls and women./Discrimination against girls and women did.

4. When did discrimination against girls and women draw worldwide attention?

- In 2012./It drew it in 2012.

SENTENCE 13. In that year (2012), Malala Yousafzai, then 15, was shot in the head on her way home from school in Pakistan.

1. Was Malala Yousafzai, then 15, shot in the head on her way home from school in Pakistan in that year?

- Yes./Yes, she was.

2. How old was Malala Yousafzai in 2012?

15./She was 15 then.

3. When was Malala Yousafzai, then 15, shot in the head on her way home from school in Pakistan?

- In 2012./She was shot in the head on her way home from school in Pakistan in 2012.

4. Who was shot in the head on her way home from school in Pakistan?

- Malala Yousafzai./Malala Yousafzai was.

SENTENCE 14. The Taliban targeted her (Malala Yousafzai) and her family because the family wanted better education for girls.

1. Did the Taliban target Malala Yousafzai and her family because the family wanted better education for girls?

- Yes./Yes, they did.

2. Who targeted Malala Yousafzai and her family?

- The Taliban./The Taliban did.

3. Whom did the Taliban target?

- Malala Yousafzai and her family./They targeted Malala Yousafzai and her family.

4. Why did the Taliban target Malala Yousafzai and her family?

- Because the family wanted better education for girls./They targeted them because the family wanted better education for girls.

SENTENCE 15. Malala survived the attack.

1. Did Malala survive the attack?

- Yes./Yes, she did.

2. What did Malala survive?

- The attack./She survived the attack.

3. Who survived the attack?

- Malala./Malala did.

SENTENCE 16. She (Malala) continues to advocate for girls education.

1. Does Malala continue to advocate for girls education?

- Yes./Yes, she does.

2. What does Malala continue to advocate for?

- Girls education./She continues to advocate for girls education.

3. Who continues to advocate for girls education?

- Malala./Malala does.

SENTENCE 17. She (Malala) gave a speech on her 16th birthday to the United Nations.

1. Did Malala give a speech on her 16th birthday to the United Nations?

- Yes./Yes, she did.

2. What did Malala give on her 16th birthday to the United Nations?

- A speech./She gave a speech on her 16th birthday to the United Nations.

3. When did Malala give a speech to the United Nations?

- On her 16th birthday./She gave it to the United Nations on her 16th birthday.

4. What organization did Malala give a speech on her 16th birthday to?

- The United Nations./She gave it to the United Nations on her 16th birthday.

5. Who gave a speech on her 16th birthday to the United Nations?

- Malala./Malala did.

SENTENCE 18. She (Malala) wrote a book, "I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban."

1. Did Malala write a book, "I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban."?

- Yes./Yes, she did.

2. What did Malala write?

- A book, "I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban."./She wrote a book, "I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban."

3. What is the title of Malala’s book?

- “I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban.”/It is “I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban.”

SENTENCE 19. In 2014, Malala won the Nobel Peace Prize.

1. Did Malala win the Nobel Peace Prize in 2014?

- Yes./Yes, she did.

2. What did Malala win in 2014?

- The Nobel Peace Prize./She won the Nobel Peace Prize in 2014.

3. When did Malala win the Nobel Peace Prize?

- In 2014./She won it in 2014.

4. Who won the Nobel Peace Prize in 2014?

- Malala./Malala did.

e. Questions sketch for practice with hints to the short answers hidden inside sample sentences

SENTENCE 1. Worldwide, nearly twice as many girls are denied an education
2

as boys.

1. Are

2. Who

SENTENCE 2. That is according to a new report by the United Nations

Educational, Scientific and Cultural Organization, or UNESCO.

2

1. Is

2. What

SENTENCE 3. The Director-General of UNESCO is Irina Bokova.

2

1. Is

2. Who

SENTENCE 4. She (Irina Bokova) says a lack of education restricts the lives of
4 3 2
girls and women from one generation to the next.

1. Does

2. What

3. What

4. Who

SENTENCE 5. Across sub-Saharan Africa, $\frac{4}{2}$ 9.5 million girls will never be in a classroom.

1. Will
2. How many
3. Where
4. Who

SENTENCE 6. That compares to $\frac{5}{2}$ million boys, according to the UNESCO report.

1. Does
2. What

SENTENCE 7. $\frac{4}{2}$ More than 30 million children aged 6 to 11 are out of school across the region.

1. Are
2. How many
3. Where
4. Who

SENTENCE 8. The gender gap is wider in South and West Asia, where 80 percent of girls will never get a formal education.

1. Is
2. Where

SENTENCE 9. That compares to $\frac{16}{2}$ percent of boys, according to the report.

1. Does
2. What

SENTENCE 10. $\frac{5}{3}$ Girls are the majority of the millions of children denied school in Arab nations, UNESCO said.

2. What
3. Who

SENTENCE 16. She (Malala) continues to advocate for girls education.

1. Does
2. What
3. Who

SENTENCE 17. She (Malala) gave a speech on her 16th birthday to the United Nations.

1. Did
2. What
3. When
4. What organization
5. Who

SENTENCE 18. She (Malala) wrote a book, "I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban."

1. Did
2. What
3. What

SENTENCE 19. In 2014, Malala won the Nobel Peace Prize.

1. Did
2. What
3. When
4. Who

Report 9: Halloween, Day of the Dead...

a. Transcript

On October thirty-first, many Americans will celebrate Halloween. People dress to look like scary creatures such as monsters, witches or ghosts. Children go door to door in their neighborhoods to "trick or treat" and collect sweets. But people from Mexico and Central America do things a little differently. For them, October thirty-first marks the beginning of celebrations for "Dia de Los Muertos", or "Day of the Dead." Day of the Dead takes place on November first. It is connected to the Roman Catholic "All Souls' Day," on November second. Dia de Los Muertos honors the memory of loved ones who have died. But it also celebrates the continuation of life. The ancient tradition started among the native cultures of Mexico. It has its roots in an Aztec tradition of honoring and remembering the dead. When the Spanish came to Mexico in the sixteenth century, they celebrated the Christian holiday of All Souls' Day in which dead loved ones are also honored. Day of the Dead developed into a combination of both traditions. People celebrate Day of the Dead on November first and second. Families visit the burial places of their loved ones and make their graves beautiful. They place orange marigold flowers and lighted candles. They bring special food and drinks and spend the night celebrating and telling stories with other members of their community. Traditional food includes tamales and "pan de muerto," a sweetened bread formed in the shape of a person. Friends and family exchange presents such as "calaveras," sugar candies in the form of a skeleton head. Families have special places in their homes called altars. Here they place flowers, candles and photographs of the loved one being remembered. Many immigrants from Mexico and Central America keep Day of the Dead alive in the United States. In Los Angeles, California, there are more than ten events taking place across the city. One of them will bring people to the famous Hollywood Forever Cemetery. It will hold a parade with traditional Aztec blessings and costumed dance performances. There will also be arts and crafts on display, including more than one hundred altars built by members of the nearby

community. And, of course, there will be a lot of traditional foods to eat. Similar events will take place in Texas, New Mexico, Arizona, New York and many other states around the country.

b. Literal translation into Vietnamese

Vào ngày 31 tháng 10, nhiều người Mỹ sẽ ăn mừng lễ hội Halloween. Người ta mặc quần áo để trông giống những sinh vật đáng sợ như quái vật, phù thủy hay ma. Trẻ con đi từ nhà này sang nhà khác để “đánh lừa hay đãi” và thu gom kẹo. Nhưng người ta ở Mê-hi-cô và Trung Mỹ thì có cách làm hơi khác. Đối với họ, ngày 31 tháng 10 đánh dấu sự bắt đầu của các sự ăn mừng dành cho “"Dia de Los Muertos", hay “Ngày của những người chết”. “Ngày của người chết” diễn ra vào ngày 1 tháng 11. Nó liên quan đến “Ngày lễ tất cả các linh hồn” của người Công giáo La-Mã, vào ngày 2 tháng 11. “"Dia de Los Muertos" tôn vinh ký ức những người thân yêu đã chết. Nhưng nó cũng ăn mừng sự tiếp tục của cuộc đời. Truyền thống cổ xưa (này) đã bắt đầu ở những nền văn hoá bản địa Mê-hi-cô. Nó có nguồn gốc của nó trong một truyền thống của người Aztec nhằm vinh danh và tưởng nhớ những người chết. Khi người Tây Ban Nha đến Mê-hi-cô vào thế kỷ 16, họ tổ chức mừng ngày Nghỉ lễ tất cả các linh hồn Cơ đốc giáo trong đó những người yêu thương đã chết cũng được tôn vinh. Người ta tổ chức mừng Ngày của những người chết vào ngày 1 và 2 tây tháng 11. Các gia đình thăm viếng nơi chôn cất những người yêu thương của họ và làm đẹp các ngôi mộ của những người này. Họ đặt hoa MARIGOLD màu cam và đốt nến. Họ mang thức ăn và thức uống đặc biệt và hoa đêm với ăn mừng và kể chuyện với những thành viên khác của cộng đồng của họ. Thức ăn truyền thống gồm có bánh hấp đây và “xoong cháo cho người chết”, một loại bánh mì được tạo theo hình dạng của một người. bạn bè và gia đình trao đổi quà như “calaveras (sọ người)”, kẹo bằng đường có dạng sọ người. Các gia đình có những chỗ đặc biệt trong nhà của họ gọi là bàn thờ. Ở đây họ đặt bông hoa, đèn cầy và ảnh của người yêu thương được nhớ đến. Nhiều người nhập cư từ Mê-hi-cô và Trung Mỹ vẫn duy trì Ngày Người Chết ở Hoa Kỳ. Ở Los Angeles, bang California, có hơn 10 sự kiện diễn ra khắp thành phố. Một trong những sự kiện đó sẽ đưa người ta đến Nghĩa Trang Vĩnh Cửu Hollywood nổi tiếng. Sự kiện này sẽ tổ chức đi diễn hành với những lời chúc phước lành truyền thống Aztec và những buổi trình diễn khiêu vũ hoá trang. Cũng sẽ có những buổi triển lãm nghệ thuật và sản phẩm nghề thủ công, kể cả hơn 100 bàn thờ được xây dựng bởi những thành viên của cộng đồng kế cận. Và, đương nhiên, sẽ có nhiều thức ăn truyền thống để ăn. Những sự kiện tương tự sẽ diễn ra ở Texas, New Mexico, Arizona, New York và nhiều bang khác khắp đất nước.

c. Vocabulary

1. Scary
2. Creature
3. Monster
4. Witch
5. Ghost
6. "Trick or treat"

7. "Dia de Los Muertos"
8. "All Souls' Day"
9. Aztec
10. Burial
11. Grave
12. Marigold
13. Tamales
14. "Pan de muerto"
15. "Calaveras"
16. Altar
17. Parade
18. Blessing
19. Costumed dance performance
20. Craft

d. Sentences, questions and answers for practice

SENTENCE 1: On October thirty-first, many Americans will celebrate Halloween.

1. Will many Americans celebrate Halloween on October thirty-first?

- Yes./Yes, they will.

2. What will many Americans celebrate on October thirty-first?

- Halloween./They will celebrate Halloween on that day.

3. When will many Americans celebrate Halloween?

- On October thirty-first./They will celebrate it on October thirty-first.

4. Who will celebrate Halloween on October thirty-first?

- Many Americans./Many Americans will.

SENTENCE 2: People dress to look like scary creatures such as monsters, witches or ghosts.

1. Do people dress to look like scary creatures such as monsters, witches or ghosts?

- Yes./Yes, they do.

2. How do people dress?

- To look like scary creatures such as monsters, witches or ghosts./They dress to look like scary creatures such as monsters, witches or ghosts.

3. Who dress to look like scary creatures such as monsters, witches or ghosts?

- People./People do.

SENTENCE 3: Children go door to door in their neighborhoods to "trick or treat" and collect sweets.

1. Do children go door to door in their neighborhoods to "trick or treat" and collect sweets?

- Yes./Yes, they do.

2. What do children go door to door in their neighborhoods for?

- To "trick or treat" and collect sweets./They go there to "trick or treat" and collect sweets.

3. Where do children go to "trick or treat" and collect sweets?

- Door to door in their neighborhoods./They go door to door in their neighborhoods to "trick or treat" and collect sweets.

4. Who go door to door in their neighborhoods to "trick or treat" and collect sweets?

- Children./Children do.

SENTENCE 4: But people from Mexico and Central America do things a little differently.

1. Do people from Mexico and Central America do things a little differently?

- Yes./Yes, they do.

2. How do people from Mexico and Central America do things?

- A little differently./They do them a little differently.

3. Where do people who do things a little differently come from?

- From Mexico and Central America./They come from Mexico and Central America.

4. Who do things a little differently?

- People from Mexico and Central America./People from Mexico and Central America do.

SENTENCE 5: For them (people from Mexico and Central America), October thirty-first marks the beginning of celebrations for "Dia de Los Muertos", or "Day of the Dead."

1. Does October thirty-first mark the beginning of celebrations for "Dia de Los Muertos", or "Day of the Dead" for them?

- Yes./Yes, it does.

2. What marks the beginning of celebrations for "Dia de Los Muertos", or "Day of the Dead" for them?

- October thirty-first./October thirty-first does.

3. What does October thirty-first mark for them?

- The beginning of celebrations for "Dia de Los Muertos", or "Day of the Dead" ./It marks the beginning of celebrations for "Dia de Los Muertos", or "Day of the Dead."

4. Whom does October thirty-first mark the beginning of celebrations for "Dia de Los Muertos", or "Day of the Dead" for?

- People from Mexico and Central America./It marks it for people from Mexico and Central America.

SENTENCE 6: Day of the Dead takes place on November first.

1. Does Day of the Dead take place on November first?

- Yes./Yes, it does.

2. What takes place on November first?

- Day of the Dead./Day of the Dead does.

3. When does Day of the Dead take place?

- On November first./It takes place on November first.

SENTENCE 7: It (Day of the Dead) is connected to the Roman Catholic "All Souls' Day," on November second.

1. Is Day of the Dead connected to the Roman Catholic "All Souls' Day," on November second?

- Yes./Yes, it is.

2. What is connected to the Roman Catholic "All Souls' Day," on November second?

- Day of the Dead./Day of the Dead is.

3. What is Day of the Dead connected to?

- The Roman Catholic "All Souls' Day," on November second./It is connected to the Roman Catholic "All Souls' Day," on November second.

SENTENCE 8: Dia de Los Muertos honors the memory of loved ones who have died.

1. Does Dia de Los Muertos honor the memory of loved ones who have died?

- Yes./Yes, it does.

2. What honors the memory of loved ones who have died?

- Dia de Los Muertos./Dia de Los Muertos does.

3. What does Dia de Los Muertos honor?

- The memory of loved ones who have died./It honors the memory of loved ones who have died.

SENTENCE 9: But it (Dia de Los Muertos) also celebrates the continuation of life.

1. Does it also celebrate the continuation of life?

- Yes./Yes, it does.

2. What also celebrates the continuation of life?

- Dia de Los Muertos./Dia de Los Muertos does.

3. What does Dia de Los Muertos also celebrate?

- The continuation of life./It also celebrates the continuation of life.

SENTENCE 10: The ancient tradition started among the native cultures of Mexico.

1. Did the ancient tradition start among the native cultures of Mexico?

- Yes./Yes, it did.

2. What started among the native cultures of Mexico?

- The ancient tradition./The ancient tradition did.

3. What did the ancient tradition start among?

- The native cultures of Mexico./It started among the native cultures of Mexico.

SENTENCE 11: It (the ancient tradition) has its roots in an Aztec tradition of honoring and remembering the dead.

1. Does the ancient tradition have its roots in an Aztec tradition of honoring and remembering the dead?

- Yes./Yes, it does.

2. What has its roots in an Aztec tradition of honoring and remembering the dead?

- The ancient tradition./The ancient tradition does.

3. What does the ancient tradition have in an Aztec tradition of honoring and remembering the dead?

- Its roots./It has its roots in it.

4. What does the ancient tradition have its roots in?

- An Aztec tradition of honoring and remembering the dead./It has them in an Aztec tradition of honoring and remembering the dead.

SENTENCE 12: When the Spanish came to Mexico in the sixteenth century, they celebrated the Christian holiday of All Souls' Day in which dead loved ones are also honored.

1. Did the Spanish celebrate the Christian holiday of All Souls' Day in which dead loved ones are also honored when they came to Mexico in the sixteenth century?

- Yes./Yes, they did.

2. What did the Spanish celebrate when they came to Mexico in the sixteenth century?

- The Christian holiday of All Souls' Day in which dead loved ones are also honored./They celebrated the Christian holiday of All Souls' Day in which dead loved ones are also honored when they came to Mexico in the sixteenth century.

3. Who celebrated the Christian holiday of All Souls' Day in which dead loved ones are also honored when they came to Mexico in the sixteenth century?

- The Spanish./The Spanish did.

SENTENCE 13: Day of the Dead developed into a combination of both traditions.

1. Did Day of the Dead develop into a combination of both traditions?

- Yes./Yes, it did.

2. What developed into a combination of both traditions?

- Day of the Dead./Day of the Dead did.

3. What did Day of the Dead develop into?

- A combination of both traditions./It developed into a combination of both traditions.

SENTENCE 14: People celebrate Day of the Dead on November first and second.

1. Do people celebrate Day of the Dead on November first and second?

- Yes./Yes, they do.

2. What do people celebrate on November first and second?

- Day of the Dead./They celebrate Day of the Dead on these two days.

3. When do people celebrate Day of the Dead?

- On November first and second./They celebrate it on November first and second.

4. Who celebrate Day of the Dead on November first and second?

- People./People do.

SENTENCE 15: Families visit the burial places of their loved ones and make their graves beautiful.

1. Do families visit the burial places of their loved ones and make their graves beautiful?

- Yes./Yes, they do.

2. What do families visit?

- The burial places of their loved ones./They visit the burial places of their loved ones.

3. What do families make?

- The graves of their loved ones beautiful./They make the graves of their loved ones beautiful.

4. Who visit the burial places of their loved ones and make their graves beautiful?

- Families./Families do.

SENTENCE 16: They (Families) place orange marigold flowers and lighted candles.

1. Do families place orange marigold flowers and lighted candles?

- Yes./Yes, they do.

2. What do families place?

- Orange marigold flowers and lighted candles./They place orange marigold flowers and lighted candles.

3. Who place orange marigold flowers and lighted candles?

- Families./Families do.

SENTENCE 17: They (Families) bring special food and drinks and spend the night celebrating and telling stories with other members of their community.

1. Do families bring special food and drinks and spend the night celebrating and telling stories with other members of their community?

- Yes./Yes, they do.

2. How do families spend the night?

- Celebrating and telling stories with other members of their community./They spend the night celebrating and telling stories with other members of their community.

3. What do families bring?

- Special food and drinks./They bring special food and drinks.

4. Who bring special food and drinks and spend the night celebrating and telling stories with other members of their community?

- Families./Families do.

SENTENCE 18: Traditional food includes tamales and "pan de muerto," a sweetened bread formed in the shape of a person.

1. Does traditional food include tamales and "pan de muerto," a sweetened bread formed in the shape of a person?

- Yes./Yes, it does.

2. What includes tamales and "pan de muerto," a sweetened bread formed in the shape of a person?

- Traditional food./Traditional food does.

3. What does traditional food include?

- Tamales and "pan de muerto," a sweetened bread formed in the shape of a person./It includes tamales and "pan de muerto," a sweetened bread formed in the shape of a person.

SENTENCE 19: Friends and family exchange presents such as "calaveras," sugar candies in the form of a skeleton head.

1. Do friends and family exchange presents such as "calaveras," sugar candies in the form of a skeleton head?

- Yes./Yes, they do.

2. What do friends and family exchange?

- Presents such as "calaveras," sugar candies in the form of a skeleton head./They exchange presents such as "calaveras," sugar candies in the form of a skeleton head.

3. Who exchange presents such as "calaveras," sugar candies in the form of a skeleton head?

- Friends and family./Friends and family do.

SENTENCE 20: Families have special places in their homes called altars.

1. Do families have special places in their homes called altars?

- Yes./Yes, they do.

2. What do families have?

- Special places in their homes called altars./They have special places in their homes called altars.

3. Who have special places in their homes called altars?

- Families./Families do.

SENTENCE 21: Here they (families) place flowers, candles and photographs of the loved one being remembered.

1. Do families place flowers, candles and photographs of the loved one being remembered here?

- Yes./Yes, they do.

2. What do families place here?

- Flowers, candles and photographs of the loved one being remembered./They place flowers, candles and photographs of the loved one being remembered here.

3. Who place flowers, candles and photographs of the loved one being remembered here?

- Families./Families do.

SENTENCE 22: Many immigrants from Mexico and Central America keep Day of the Dead alive in the United States.

1. Do many immigrants from Mexico and Central America keep Day of the Dead alive in the United States?

- Yes./Yes, they do.

2. What do many immigrants from Mexico and Central America keep alive in the United States?

- Day of the Dead./They keep Day of the Dead alive there.

3. Who keep Day of the Dead alive in the United States?

- Many immigrants from Mexico and Central America./Many immigrants from Mexico and Central America do.

SENTENCE 23: In Los Angeles, California, there are more than ten events taking place across the city.

1. Are there more than ten events taking place across the city in LA, California?

- Yes./Yes, there are.

2. What are there in LA, California?

- More than ten events taking place across it./There are more than ten events taking place across it.

3. Where are there more than ten events taking place across the city?

- In LA, California./There are more than ten events taking place across the city in LA, California.

SENTENCE 24: One of them (One the 10 events) will bring people to the famous Hollywood Forever Cemetery.

1. Will one of the 10 events bring people to the famous Hollywood Forever Cemetery?

- Yes./Yes, it will.

2. Whom will one of the 10 events bring to the famous Hollywood Forever Cemetery?

- People./It will bring people to the famous Hollywood Forever Cemetery.

3. What will bring people to the famous Hollywood Forever Cemetery?

- One of the 10 events./One of the 10 events will.

SENTENCE 25: It (One of the 10 events) will hold a parade with traditional Aztec blessings and costumed dance performances.

1. Will one of the 10 events hold a parade with traditional Aztec blessings and costumed dance performances?

- Yes./Yes, it will.

2. What will one of the 10 events hold?

- A parade with traditional Aztec blessings and costumed dance performances./It will hold a parade with traditional Aztec blessings and costumed dance performances.

3. What will hold a parade with traditional Aztec blessings and costumed dance performances?

- One of the 10 events./One of the 10 events will.

SENTENCE 26: There will also be arts and crafts on display, including more than one hundred altars built by members of the nearby community.

1. Will there also be arts and crafts on display, including more than one hundred altars built by members of the nearby community?

- Yes./Yes, there will.

2. What will there also be?

- Arts and crafts on display, including more than one hundred altars built by members of the nearby community./There will also be arts and crafts on display, including more than one hundred altars built by members of the nearby community.

SENTENCE 27: And, of course, there will be a lot of traditional foods to eat.

1. Will there be a lot of traditional foods to eat?

- Yes, of course./Yes, of course, there will be.

2. What will there be?

- A lot of traditional foods to eat./There will be a lot of traditional foods to eat.

SENTENCE 28: Similar events will take place in Texas, New Mexico, Arizona, New York and many other states around the country.

1. Will similar events take place in Texas, New Mexico, Arizona, New York and many other states around the country?

- Yes./Yes, they will.

2. What will take place in Texas, New Mexico, Arizona, New York and many other states around the country?

- Similar events./Similar events will.

3. Where will similar events take place?

- In Texas, New Mexico, Arizona, New York and many other states around the country./They will take place in Texas, New Mexico, Arizona, New York and many other states around the country.

e. Questions sketch for practice with hints to the short answers hidden inside sample sentences

SENTENCE 1: On October thirty-first, many Americans will celebrate

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4

Halloween.

2

1. Will

2. What

3. When

4. Who

SENTENCE 2: People dress to look like scary creatures such as monsters,

3

2

witches or ghosts.

1. Do

2. How

3. Who

SENTENCE 3: Children go door to door in their neighborhoods to "trick or

4

3

treat" and collect sweets.

2

1. Do
2. What
3. Where
4. Who

SENTENCE 4: But people from Mexico and Central America do things a little differently.

4

3

2

1. Do
2. How
3. Where
4. Who

SENTENCE 5: For them (people from Mexico and Central America), October thirty-first marks the beginning of celebrations for "Dia de Los Muertos", or "Day of the Dead."

4

2

3

1. Does
2. What
3. What
4. Whom

SENTENCE 6: Day of the Dead takes place on November first.

2

3

1. Does
2. What
3. When

SENTENCE 7: It (Day of the Dead) is connected to the Roman Catholic "All Souls' Day," on November second.

2

3

1. Is
2. What
3. What

SENTENCE 8: Dia de Los Muertos honors the memory of loved ones who have died.

2

3

1. Does

2. What
3. What

SENTENCE 9: But it (Dia de Los Muertos) also celebrates the continuation of
2 3
life.

1. Does
2. What
3. What

SENTENCE 10: The ancient tradition started among the native cultures of
2 3
Mexico.

1. Does
2. What
3. What

SENTENCE 11: It (the ancient tradition) has its roots in an Aztec tradition of
2 3
honoring and remembering the dead.

1. Does
2. What
3. What
4. What

SENTENCE 12: When the Spanish came to Mexico in the sixteenth century,
3
they celebrated the Christian holiday of All Souls' Day in which dead loved
2
ones are also honored.

1. Did
2. What
3. Who

SENTENCE 13: Day of the Dead developed into a combination of both
2 3
traditions.

1. Did
2. What
3. What

SENTENCE 14: People celebrate Day of the Dead on November first and
4 2 3
second.

1. Do
2. What
3. When
4. Who

SENTENCE 15: Families visit the burial places of their loved ones and make
4 2
their graves beautiful.
2

1. Do
2. What
3. What
4. Who

SENTENCE 16: They (Families) place orange marigold flowers and lighted
3 2
candles.

1. Do
2. What
3. Who

SENTENCE 17: They (Families) bring special food and drinks and spend the
4 3
night celebrating and telling stories with other members of their community.
2

1. Do
2. How
3. What
4. Who

SENTENCE 18: Traditional food includes tamales and "pan de muerto," a
2 3
sweetened bread formed in the shape of a person.

1. Does
2. What
3. What

SENTENCE 19: Friends and family exchange presents such as "calaveras,"
3 2
sugar candies in the form of a skeleton head.

1. Do
2. What
3. Who

SENTENCE 20: Families have special places in their homes called altars.

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1. Do
2. What
3. Who

SENTENCE 21: Here they (families) place flowers, candles and photographs of
the loved one being remembered.

3

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1. Do
2. What
3. Who

SENTENCE 22: Many immigrants from Mexico and Central America keep

3

Day of the Dead alive in the United States.

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1. Do
2. What
3. Who

SENTENCE 23: In Los Angeles, California, there are more than ten events

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taking place across the city.

1. Are
2. What
3. Where

SENTENCE 24: One of them (One the 10 events) will bring people to the

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famous Hollywood Forever Cemetery.

1. Will
2. Whom
3. What

SENTENCE 25: It (One of the 10 events) will hold a parade with traditional

3

2

Aztec blessings and costumed dance performances.

1. Will
2. What
3. What

SENTENCE 26: There will also be arts and crafts on display, including more
2
than one hundred altars built by members of the nearby community.

1. Will
2. What

SENTENCE 27: And, of course, there will be a lot of traditional foods to eat.
2

1. Will
2. What

SENTENCE 28: Similar events will take place in Texas, New Mexico, Arizona,
2 3
New York and many other states around the country.

1. Will
2. What
3. Where

Report 10: Making Power from Coconut Shells...

a. Transcript: Agriculture Report

Seth DeBolt is a plant scientist at the University of Kentucky in the United States. He and other scientists wanted to find a source of fuel that poor people in rural areas of developing countries could use to make electricity. The United Nations Development Program says a billion and a half people have no electricity. A billion others have an undependable supply. Professor DeBolt went on a study trip to rural Indonesia. He saw that, everywhere he went, there was very little waste in the use of agricultural products. Everything that farmers grew was used for something. Even the remains of fruit that people did not eat were fed to chickens. Little waste meant there was little that could be used for fuel. Growing a separate fuel crop would take land away from food crops. That was something Professor DeBolt did not want to do. He says the people at most risk of energy poverty are often the same people who have food insecurity issues as well. Any change in food availability would hurt that group the most. But he found two items that were in plentiful supply and would not create competition between food and fuel. Coconut shells and mango pits are generally thrown out. Yet Professor DeBolt says they have a lot of energy stored in them. He says they have an "excellent" heating value which he compares to coal of low to moderate grade. The same is true for the pit of an olive, peach or cherry, or the shell of an almond or walnut. All someone needs is a way to release that energy. Seth DeBolt says a company in India, Husk Power Systems, is using small generators in villages to make electricity from rice husks. The process used is called gasification. Heating plant matter in a low-oxygen chamber releases gases. These can be burned in an engine that turns a power-generating turbine. Professor DeBolt says he and his team see possibilities for coconut and mango power. They published a study in the Proceedings of the National Academy of Sciences. It says these small-scale production systems could provide as much as thirteen percent of the energy needs of a country like Indonesia. Other tropical countries with large crops of coconuts, mangoes and similar fruit could benefit, as well. But Professor DeBolt

says this is not a perfect solution. There are technical questions, like how to safely deal with the hazardous waste that gasification can produce. And there needs to be money to get these projects started. For VOA Special English, I'm Alex Villarreal.

b. Literal translation into Vietnamese

Seth DeBolt là một nhà thực vật học tại Đại học Kentucky, Hoa Kỳ. Ông và những nhà khoa học khác đã muốn tìm ra nguồn nhiên liệu mà người nghèo ở các khu vực nông thôn các nước đang phát triển có thể sử dụng để tạo ra điện. Chương Trình Phát Triển Liên Hiệp Quốc nói 1,5 tỷ người không có điện. Một tỷ người khác có một nguồn cung cấp không đáng tin cậy. Giáo sư DeBolt đã thực hiện một chuyến đi nghiên cứu tại nông thôn In-đô-nê-xia. Ông đã thấy rằng bất cứ ở đâu ông đi đến, có rất ít chất thải từ sự sử dụng nông sản. Mọi thứ người nông dân trồng đều được dùng cho việc gì đó. Kể cả phần còn lại của trái cây mà người ta ăn cũng được dùng để nuôi gà.

Ít chất thải có nghĩa là có ít (chất) có thể được dùng như nhiên liệu. Trồng một cây trồng nhiên liệu sẽ lấy đi đất từ cây trồng thực phẩm. Đó là điều mà Giáo sư DeBolt đã không muốn. Ông nói những người có nguy cơ nhiều nhất về nghèo năng lượng thường cũng là những người có vấn đề không an toàn về thực phẩm. Bất cứ sự thay đổi nào trong việc có sẵn thực phẩm đều sẽ gây phương hại cho nhóm đó nhất. Nhưng ông đã phát hiện hai món được cung cấp dồi dào và sẽ không tạo ra sự cạnh tranh giữa thực phẩm và nhiên liệu. Gáo dừa và hạt xoài thường bị quăng đi. Tuy nhiên giáo sư DeBolt nói chúng có nhiều năng lượng dự trữ trong chúng nó. Ông nói chúng có một giá trị đun nóng “xuất sắc” mà ông so sánh với than đá loại thấp và vừa phải. Cũng đúng như vậy với hạt ô-liu, đào hay xơ-ri, hoặc vỏ cứng hạt hạnh đào hay óc chó. Tất cả điều gì mà ai đó muốn là một cách để giải phóng năng lượng đó. Seth DeBolt nói một công ty ở Ấn Độ, Husk Power Systems, đang dùng các máy phát điện nhỏ ở các ngôi làng để sản xuất điện từ trấu. Quá trình này được gọi là sự “khí hoá”. Đun nóng vật chất thực vật trong một buồng ô-xy thấp giải phóng ra khí. Khí này có thể được đốt trong một động cơ quay một tuốc-bin tạo ra điện. Giáo sư DeBolt nói ông và toán của ông nhìn thấy các khả năng cho năng lượng dừa và xoài. Họ đã công bố một nghiên cứu trong các Biên bản lưu của Viện Hàn Lâm Khoa Học Quốc Gia. Nó nói rằng những hệ thống sản xuất quy mô nhỏ này có thể cung cấp đến 13% nhu cầu năng lượng của một quốc gia như In-đô-nê-xia. Những nước nhiệt đới khác với những vụ thu hoạch lớn dừa, xoài và trái cây tương tự cũng có thể hưởng lợi. Nhưng giáo sư DeBolt nói, đây không phải là một giải pháp hoàn hảo. Có những vấn đề kỹ thuật như bằng cách nào để đối phó một cách an toàn với chất thải nguy hiểm mà sự “khí hoá” có thể tạo ra. Và cần phải có tiền để cho các dự án này được bắt đầu. Cho việc học tiếng Anh trên VOA, tôi là Alex Villarreal.

c. Vocabulary

1. Seth DeBolt
2. Plant scientist
3. University of Kentucky

4. Source
5. Fuel
6. Rural
7. Area
8. Developing country
9. Electricity
10. United Nations Development Program (UNDP)
11. Undependable supply
12. Study trip
13. Indonesia
14. Waste
15. Agricultural product
16. Remains
17. Feed
18. Separate
19. Fuel crop
20. Take something away from something else
21. Food crop
22. Risk
23. Energy
24. Poverty
25. Insecurity
26. Issue
27. Change
28. Availability: Sự có sẵn
29. Hurt
30. Item
31. To be in plentiful supply
32. Create
33. Competition
34. Coconut shell
35. Mango pit
36. Throw out
37. Store
38. Excellent
39. Heating value
40. Coal
41. Moderate
42. Grade
43. Olive
44. Peach
45. Cherry
46. Shell
47. Almond
48. Walnut
49. Release

50. Company
51. India
52. Husk Power Systems: Hệ Thống Điện Vỏ Trấu
53. Generator
54. Village
55. Rice hull
56. Process
57. Gasification
58. Matter
59. Low-oxygen chamber
60. Gas
61. Burn
62. Engine
63. Turn
64. Power-generating turbine.
65. Possibility
66. Coconut
67. Mango
68. Power
69. Publish
70. Proceeding
71. National Academy of Sciences
72. Small-scale
73. Production system
74. Provide
75. Tropical
76. Benefit
77. Perfect
78. Solution
79. Deal with
80. Hazardous
81. Project

d. Sentences, questions and answers for practice

SENTENCE 1. Seth DeBolt is a plant scientist at the University of Kentucky in the United States.

1. Is Seth DeBolt a plant scientist at the University of Kentucky in the United States?

- Yes./Yes, he is.

2. Who is Seth DeBolt?

- A plant scientist at the University of Kentucky in the United States./He is a plant scientist at the University of Kentucky in the United States.

SENTENCE 2. He (Seth DeBolt) and other scientists wanted to find a source of fuel that poor people in rural areas of developing countries could use to make electricity.

1. Did Seth DeBolt and other scientists want to find a source of fuel that poor people in rural areas of developing countries could use to make electricity?

- Yes./Yes, they did.

2. What did Seth DeBolt and other scientists want to find?

- A source of fuel that poor people in rural areas of developing countries could use to make electricity./They wanted to find a source of fuel that poor people in rural areas of developing countries could use to make electricity.

3. What could poor people in rural areas of developing countries use to make electricity according to Seth DeBolt and other scientists?

- A source of fuel./They could use a source of fuel to make it according to Seth DeBolt and other scientists.

4. Who wanted to find a source of fuel that poor people in rural areas of developing countries could use to make electricity?

- Seth DeBolt and other scientists./Seth DeBolt and other scientists did.

SENTENCE 3. The United Nations Development Program says a billion and a half people have no electricity.

1. Does the United Nations Development Program say a billion and a half people have no electricity?

- Yes./Yes, it does.

2. What does the United Nations Development Program say?

- A billion and a half people have no electricity./It says a billion and a half people have no electricity.

3. What organization says a billion and a half people have no electricity?

- The United Nations Development Program./The United Nations Development Program does.

4. Who don't have electricity?

- A billion and a half people./A billion and a half people don't.

SENTENCE 4. A billion others have an undependable supply.

1. Do a billion others have an undependable supply?

- Yes./Yes, they do.

2. What do a billion others have?

- An undependable supply./They have an undependable supply.

3. Who have an undependable supply?

- A billion others./A billion others do.

SENTENCE 5. Professor DeBolt went on a study trip to rural Indonesia.

1. Did Professor DeBolt go on a study trip to rural Indonesia?

- Yes./Yes, he did.

2. Where did Professor DeBolt go on a study trip to?

- Rural Indonesia./He went on a study trip to rural Indonesia.

3. Who went on a study trip to rural Indonesia?

- Professor DeBolt./Professor DeBolt did.

SENTENCE 6. He (Professor DeBolt) saw that, everywhere he went, there was very little waste in the use of agricultural products.

1. Did he see that, everywhere he went, there was very little waste in the use of agricultural products?

- Yes./Yes, he did.

2. What did Professor DeBolt see?

- That, everywhere he went, there was very little waste in the use of agricultural products./He saw that, everywhere he went, there was very little waste in the use of agricultural products.

3. Who saw that, everywhere he went, there was very little waste in the use of agricultural products?

- Professor DeBolt./Professor DeBolt did.

SENTENCE 7. Everything that farmers grew was used for something.

1. Was everything that farmers grew used for something?

- Yes./Yes, it was.

2. What was used for something?

- Everything that farmers grew./Everything that farmers grew was.

3. What was everything that farmers grew was used for?

- Something./It was used for something.

SENTENCE 8. Even the remains of fruit that people did not eat were fed to chickens.

1. Were the remains of fruit that people did not eat fed to chickens?

- Yes./They were.

2. What were fed to chickens?

- The remains of fruit that people did not eat./The remains of fruit that people did not eat were.

3. What were the remains of fruit that people did not eat were fed to?

- Chickens./They were fed to chickens.

SENTENCE 9. Little waste meant there was little that could be used for fuel.

1. Did little waste mean there was little that could be used for fuel?

- Yes./It did.

2. What did little waste mean?

- There was little that could be used for fuel./It meant there was little that could be used for fuel.

3. What meant there was little that could be used for fuel?

- Little waste./Little waste did.

SENTENCE 10. Growing a separate fuel crop would take land away from food crops.

1. Would growing a separate fuel crop take land away from food crops?

- Yes./Yes, it would.

2. What would take land away from food crops?

- Growing a separate fuel crop./Growing a separate fuel crop would.

3. What would growing a separate fuel crop take?

- Land away from food crops./It would take land away from food crops.

SENTENCE 11. That (Growing a separate fuel crop) was something Professor DeBolt did not want to do.

1. Was growing a separate fuel crop something Professor DeBolt did not want to do?

- Yes./Yes, it was.

2. What did Professor DeBolt not want to do?

- To grow a separate fuel crop./He did not want to grow a separate fuel crop.

3. Who did not want to grow a separate fuel crop?

- Professor DeBolt./Professor DeBolt didn't.

SENTENCE 12. He (Professor DeBolt) says the people at most risk of energy poverty are often the same people who have food insecurity issues as well.

1. Does Professor DeBolt say the people at most risk of energy poverty are often the same people who have food insecurity issues as well?

- Yes./Yes, he does.

2. Are the people at most risk of energy poverty often the same people who have food insecurity issues as well?

- Yes./Yes, they are.

3. What does Professor DeBolt say?

- The people at most risk of energy poverty are often the same people who have food insecurity issues as well./He says the people at most risk of energy poverty are often the same people who have food insecurity issues as well.

4. Who says the people at most risk of energy poverty are often the same people who have food insecurity issues as well?

- Professor DeBolt./Professor DeBolt does.

5. Who are often the same people who have food insecurity issues as well according to Professor DeBolt?

- The people at most risk of energy poverty./The people at most risk of energy poverty are according to him.

SENTENCE 13. Any change in food availability would hurt that group the most.

1. Would any change in food availability hurt that group the most?

- Yes./Yes, it would.

2. What would hurt that group the most?

- Any change in food availability./Any change in food availability would.

3. Whom would any change in food availability hurt the most?

- That group./It would hurt that group the most.

SENTENCE 14. But he (Professor DeBolt) found two items that were in plentiful supply and would not create competition between food and fuel.

1. Did Professor DeBolt find two items that were in plentiful supply and would not create competition between food and fuel?

- Yes./Yes, he did.

2. What did Professor DeBolt find?

- Two items that were in plentiful supply and would not create competition between food and fuel./He found two items that were in plentiful supply and would not create competition between food and fuel.

3. What were in plentiful supply according to Professor DeBolt?

-Two items./Two items were, according to him.

4. What would not create competition between food and fuel according to Professor DeBolt?

- Two items./Two items would not, according to him.

5. Who found two items that were in plentiful supply and would not create competition between food and fuel?

- Professor DeBolt./Professor DeBolt did.

SENTENCE 15. Coconut shells and mango pits are generally thrown out.

1. Are coconut shells and mango pits generally thrown out?

- Yes./Yes, they are.

2. What are generally thrown out?

- Coconut shells and mango pits./Coconut shells and mango pits are.

SENTENCE 16. Yet Professor DeBolt says they (coconut shells and mango pits) have a lot of energy stored in them.

1. Does Professor DeBolt say they have a lot of energy stored in them?

- Yes./Yes, he does.

2. Do coconut shells and mango pits have a lot of energy stored in them according to Professor DeBolt?

- Yes./Yes, they do.

3. What have a lot of energy stored in them?

- Coconut shells and mango pits./Coconut shells and mango pits do.

4. What does Professor DeBolt say?

- Coconut shells and mango pits have a lot of energy stored in them./He says coconut shells and mango pits have a lot of energy stored in them.

5. Who says coconut shells and mango pits have a lot of energy stored in them?

- Professor DeBolt./Professor DeBolt does.

SENTENCE 17. He (Professor DeBolt) says they (coconut shells and mango pits) have an "excellent" heating value which he compares to coal of low to moderate grade.

1. Does Professor DeBolt say they have an "excellent" heating value which he compares to coal of low to moderate grade?

- Yes./Yes, he does.

2. Do coconut shells and mango pits have an "excellent" heating value which he compares to coal of low to moderate grade according to Professor DeBolt?

- Yes./Yes, they do.

3. What does Professor DeBolt say?

- Coconut shells and mango pits have an "excellent" heating value which he compares to coal of low to moderate grade./He says coconut shells and mango pits have an "excellent" heating value which he compares to coal of low to moderate grade.

4. What do coconut shells and mango pits have according to Professor DeBolt?

- An "excellent" heating value which he compares to coal of low to moderate grade./They have an "excellent" heating value which he compares to coal of low to moderate grade.

5. Who says coconut shells and mango pits have an "excellent" heating value which he compares to coal of low to moderate grade?

- Professor DeBolt./Professor DeBolt does.

SENTENCE 18. The same is true for the pit of an olive, peach or cherry, or the shell of an almond or walnut.

1. Is the same true for the pit of an olive, peach or cherry, or the shell of an almond or walnut?

- Yes./Yes, it is.

2. What is true for the pit of an olive, peach or cherry, or the shell of an almond or walnut/

- The same./The same is.

SENTENCE 19. All someone needs is a way to release that energy.

1. Is all someone needs a way to release that energy?

- Yes./Yes, it is.

2. What does someone need?

- A way to release that energy./Someone needs a way to release that energy.

SENTENCE 20. Seth DeBolt says a company in India, Husk Power Systems, is using small generators in villages to make electricity from rice husks.

1. Does Seth DeBolt say a company in India, Husk Power Systems, is using small generators in villages to make electricity from rice husks?

- Yes./Yes, he does.

2. Is a company in India, Husk Power Systems, using small generators in villages to make electricity from rice husks, according to Seth DeBolt?

- Yes./Yes, it is.

3. What does Seth DeBolt say?

- A company in India, Husk Power Systems, is using small generators in villages to make electricity from rice husks./He says a company in India, Husk Power Systems, is using small generators in villages to make electricity from rice husks.

4. What is a company in India, Husk Power Systems, using in villages to make electricity from rice husks?

- Small generators./It is using small generators in villages to make electricity from rice husks.

5. Who says a company in India, Husk Power Systems, is using small generators in villages to make electricity from rice husks?

- Seth DeBolt./Seth DeBolt does.

SENTENCE 21. The process used is called gasification.

1. Is the process used called gasification?

- Yes./Yes, it is.

2. What is called gasification?

- The process used./The process used is.

SENTENCE 22. Heating plant matter in a low-oxygen chamber releases gases.

1. Does heating plant matter in a low-oxygen chamber release gases?

- Yes./Yes, it does.

2. What does heating plant matter in a low-oxygen chamber release?

- Gases./It releases gases.

3. What releases gases?

- Heating plant matter in a low-oxygen chamber./Heating plant matter in a low-oxygen chamber does.

SENTENCE 23. These (These gases) can be burned in an engine that turns a power-generating turbine.

1. Can these be burned in an engine that turns a power-generating turbine?

- Yes./Yes, they can.

2. What can be burned in an engine that turns a power-generating turbine?

- These gases./These gases can.

3. What turns a power-generating turbine?

- An engine./An engine does.

4. Where can these gases be burned?

- In an engine that turns a power-generating turbine./They can be burned in an engine that turns a power-generating turbine.

SENTENCE 24. Professor DeBolt says he and his team see possibilities for coconut and mango power.

1. Does Professor DeBolt say he and his team see possibilities for coconut and mango power?

- Yes./Yes, he does.

2. What does Professor DeBolt say?

- He and his team see possibilities for coconut and mango power./He says he and his team see possibilities for coconut and mango power .

3. What do Professor DeBolt and his team see?

- Possibilities for coconut and mango power./They see possibilities for coconut and mango power.

4. Who says he and his team see possibilities for coconut and mango power?

- Professor DeBolt./Professor DeBolt does.

5. Who see possibilities for coconut and mango power?

- Professor DeBolt and his team./Professor DeBolt and his team see do.

SENTENCE 25. They (Professor DeBolt and his team) published a study in the Proceedings of the National Academy of Sciences.

1. Did Professor DeBolt and his team publish a study in the Proceedings of the National Academy of Sciences?

- Yes./Yes, they did.

2. What did Professor DeBolt and his team publish in the Proceedings of the National Academy of Sciences?

- A study./They published a study.

3. Who published a study in the Proceedings of the National Academy of Sciences?

- Professor DeBolt and his team./Professor DeBolt and his team did.

SENTENCE 26. It (The study) says these small-scale production systems could provide as much as thirteen percent of the energy needs of a country like Indonesia.

1. Does the study say these small-scale production systems could provide as much as thirteen percent of the energy needs of a country like Indonesia?

- Yes./Yes, it does.

2. What does the study say?

- These small-scale production systems could provide as much as thirteen percent of the energy needs of a country like Indonesia./It says these small-scale production systems could provide as much as thirteen percent of the energy needs of a country like Indonesia.

3. What could these small-scale production systems provide according to the study?

- As much as thirteen percent of the energy needs of a country like Indonesia./They could provide as much as thirteen percent of the energy needs of a country like Indonesia.

4. What says these small-scale production systems could provide as much as thirteen percent of the energy needs of a country like Indonesia?

- The study./The study does.

SENTENCE 27. Other tropical countries with large crops of coconuts, mangoes and similar fruit could benefit, as well.

1 Could other tropical countries with large crops of coconuts, mangoes and similar fruit benefit, as well?

- Yes./Yes, they could.

2. What could benefit as well?

- Other tropical countries with large crops of coconuts, mangoes and similar fruit./Other tropical countries with large crops of coconuts, mangoes and similar fruit could.

SENTENCE 28. But Professor DeBolt says this is not a perfect solution.

1. Does Professor DeBolt say this is not a perfect solution?

- Yes./Yes, he does.

2. Is it not a perfect solution according to Professor DeBolt?

- No./No, it is not.

3. What does Professor DeBolt say?

- This is not a perfect solution./He says this is not a perfect solution.

4. Who says this is not a perfect solution?

- Professor DeBolt./Professor DeBolt does.

SENTENCE 29. There are technical questions, like how to safely deal with the hazardous waste that gasification can produce.

1. Are there technical questions, like how to safely deal with the hazardous waste that gasification can produce?

- Yes./Yes, there are.

2. What are there?

- Technical questions, like how to safely deal with the hazardous waste that gasification can produce./There are technical questions, like how to safely deal with the hazardous waste that gasification can produce.

SENTENCE 30. And there needs to be money to get these projects started.

1. Does there need to be money to get these projects started?

- Yes./Yes, there does.

2. What needs to be to get these projects started?

- Money./Money needs to be to get them started.

SENTENCE 31. For VOA Special English, I'm Alex Villarreal.

1. Is Alex Villarreal the radio presenter of this VOA report?

- Yes./Yes, she is.

2. Who is the radio presenter of this report?

- Alex Villarreal./Alex Villarreal is.

e. Questions sketch for practice with hints to the short answers hidden inside sample sentences

**SENTENCE 1. Seth DeBolt is a plant scientist at the University of Kentucky in
2
the United States.**

1. Is

2. Who

**SENTENCE 2. He (Seth DeBolt) and other scientists wanted to find a source of
4**

**fuel that poor people in rural areas of developing countries could use to make
2
electricity.**

1. Did

2. What

3. What

4. Who

SENTENCE 3. The United Nations Development Program says a billion and a half people have no electricity. 4
3

half people have no electricity.

2

1. Does

2. What

3. What

4. Who

SENTENCE 4. A billion others have an undependable supply.

3

2

1. Do

2. What

3. Who

SENTENCE 5. Professor DeBolt went on a study trip to rural Indonesia.

3

2

1. Did

2. Where

3. Who

SENTENCE 6. He (Professor DeBolt) saw that, everywhere he went, there was

3

2

very little waste in the use of agricultural products.

1. Did

2. What

3. Who

SENTENCE 7. Everything that farmers grew was used for something.

2

3

1. Was

2. What

3. What

SENTENCE 8. Even the remains of fruit that people did not eat were fed to

2

chickens.

3

1. Were

2. What

3. What

SENTENCE 9. Little waste meant there was little that could be used for fuel.

3

2

1. Does
2. What
3. What

SENTENCE 10. Growing a separate fuel crop would take land away from food

2

3

crops.

1. Would
2. What
3. What

SENTENCE 11. That (Growing a separate fuel crop) was something Professor

2

3

DeBolt did not want to do.

1. Was
2. What
3. Who

SENTENCE 12. He (Professor DeBolt) says the people at most risk of energy

4

3

poverty are often the same people who have food insecurity issues as well.

1. Does
2. Are
3. What
4. Who
5. Who

SENTENCE 13. Any change in food availability would hurt that group the

2

3

most.

1. Would
2. What
3. Whom

SENTENCE 14. But he (Professor DeBolt) found two items that were in

3,4

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plentiful supply and would not create competition between food and fuel.

2

- 1. Did
- 2. What
- 3. What
- 4. What
- 5. Who

SENTENCE 15. Coconut shells and mango pits are generally thrown out.

2

- 1. Are
- 2. What

SENTENCE 16. Yet Professor DeBolt says they (coconut shells and mango

5

3

4
pits) have a lot of energy stored in them.

- 1. Does
- 2. Do
- 3. What
- 4. What
- 5. Who

SENTENCE 17. He (Professor DeBolt) says they (coconut shells and mango

5

3

4
pits) have an "excellent" heating value which he compares to coal of low to

moderate grade.

- 1. Does
- 2. Do
- 3. What
- 4. What
- 5. Who

SENTENCE 18. The same is true for the pit of an olive, peach or cherry, or the

2

shell of an almond or walnut.

- 1. Is
- 2. What

SENTENCE 19. All someone needs is a way to release that energy.

2

1. Is
2. What

SENTENCE 20. Seth DeBolt says a company in India, Husk Power Systems, is

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3

4

using small generators in villages to make electricity from rice husks.

1. Does
2. Is
3. What
4. What
5. Who

SENTENCE 21. The process used is called gasification.

2

1. Is
2. What

SENTENCE 22. Heating plant matter in a low-oxygen chamber releases gases.

3

2

1. Does
2. What
3. What

SENTENCE 23. These (These gases) can be burned in an engine that turns a

2

3

power-generating turbine.

1. Can
2. What
3. What
4. Where

SENTENCE 24. Professor DeBolt says he and his team see possibilities for

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2

coconut and mango power.

1. Does
2. What

SENTENCE 30. And there needs to be money to get these projects started.

2

1. Does
2. What

SENTENCE 31. For VOA Special English, I'm Alex Villarreal.

2

1. Is
2. Who

Report 11: Nobel Prize... (Jean Tirole)

a. Transcript: Economics Report

Economists have studied how markets work for a long time. Generally, they work well. But markets do not always perform as expected. Jean Tirole of France won the Nobel Prize in Economics for studying why markets are imperfect, or inefficient, and what governments can do to regulate them. The Royal Swedish Academy of Sciences announced the \$1.1 million prize in Stockholm on Monday. It called Mr. Tirole “one of the most influential economists of our time.” The organization said he had done important research in a number of areas. But, it said, “most of all he has clarified how to understand and regulate industries with only a few powerful firms.” A small number of companies that control an industry is called an oligopoly. For about 30 years, Mr. Tirole researched periods when markets failed, that is, when they did not provide good results in price and competition. He looked at how a small number of large companies, or even a single company, can strongly influence industries. Banking and telecommunications were among the industries he studied. The Nobel committee said that unregulated markets often produce socially undesirable results. They can result in higher prices or companies that use their market position to block others. The committee said it chose Mr. Tirole because he thought about how best to regulate markets. Mr. Tirole works at the Toulouse School of Economics in Toulouse, France. He is 61 years old. The Royal Swedish Academy will honor Mr. Tirole at the Nobel Award ceremony in Stockholm, Sweden, December 10th.

b. Literal translation into Vietnamese

Các nhà kinh tế học đã nghiên cứu cách thị trường hoạt động trong một thời gian dài. Nói chung, chúng hoạt động tốt. Nhưng thị trường không phải lúc nào cũng thực hiện được như mong đợi. Jean Tirole của nước Pháp đã đoạt được giải Nobel về kinh tế học qua nghiên cứu tại sao thị trường không hoàn hảo hay không hiệu quả, và việc gì chính phủ có thể làm để điều hoà chúng. Viện Hàn Lâm Khoa Học Hoàng Gia Thụy Điển đã thông báo giải thưởng 1,1 triệu đô la ở Xtóc-khom ngày Thứ Hai. Viện này gọi Ông Tirole là “một trong những nhà kinh tế học có ảnh hưởng nhất trong thời đại của chúng ta”. Tổ chức này nói rằng ông đã thực hiện nghiên cứu quan trọng trong một số các lĩnh vực. Nhưng, viện này nói “trên hết ông đã làm sáng tỏ cách để hiểu được và điều hoà các ngành công nghiệp chỉ với vài công ty mạnh.” Một số lượng nhỏ công ty điều khiển được một ngành công nghiệp được gọi là một độc quyền nhóm.

Trong khoảng 30 năm, ông Tirole đã nghiên cứu những thời kỳ khi thị trường thất bại, nghĩa là khi chúng không cung cấp được kết quả tốt về giá và sự cạnh tranh. Ông xem xét cách mà một số lượng nhỏ các công ty lớn, hoặc kể cả một công ty duy nhất, có thể ảnh hưởng mạnh mẽ đến các ngành công nghiệp. Ngân hàng và viễn thông nằm trong số những ngành công nghiệp mà ông đã nghiên cứu. Ủy ban Nobel nói rằng những thị trường không được điều hoà thường tạo ra kết quả không mong muốn về mặt xã hội. Chúng có thể gây ra hậu quả là giá cả cao hơn hoặc các công ty sử dụng vị thế thị trường của chúng để phong toả các công ty khác. Ủy ban nói họ chọn ông Tirole do ông suy nghĩ về cách tốt nhất để điều hoà thị trường. Ông Tirole làm việc tại trường Đại Học Kinh Tế Toulouse ở TP Toulouse, Pháp. Ông 61 tuổi. Viện Hàn Lâm Hoàng Gia Thụy Điển sẽ vinh danh ông Tirole tại buổi lễ trao giải thưởng Nobel ở Xtóc-khom, Thụy Điển vào ngày 10 tháng 12.

c. Vocabulary

1. Economist
2. Market
3. Generally
4. Perform
5. Jean Tirole
6. Nobel Prize in Economics
7. Imperfect
8. Inefficient
9. Government
10. Regulate
11. Royal Swedish Academy of Sciences
12. Announce
13. Stockholm
14. Influential
15. Research
16. Area
17. Clarify
18. Firm
19. Oligopoly

20. Period
21. Fail
22. Price
23. Competition
24. Influence
25. Banking
26. Telecommunication
27. Committee
28. Unregulated
29. Socially
30. Undesirable
31. Result
32. Result in
33. Block
34. Toulouse: TP Toulouse (Pháp)
35. School of Economics
36. Royal Swedish Academy
37. Honor
38. Nobel Award ceremony
39. Sweden

d. Sentences, questions and answers for practice

SENTENCE 1. Economists have studied how markets work for a long time.

1. Have economists studied how markets work for a long time?

- Yes./Yes, they have.

2. What have economists studied?

- How markets work for a long time./They have studied how markets work for a long time.

SENTENCE 2. Generally, they (markets) work well.

1. Do markets work well, generally?

- Yes./Yes, they do.

2. How do markets work, generally?

- Well./Generally, they work well.

3. What work well, generally?

- Markets./Markets do, generally.

SENTENCE 3. But markets do not always perform as expected.

1. Do markets not always perform as expected?

- No./No, they don't.

2. How do markets not always perform?

- As expected./ They do not always perform as expected.

3. What not always perform as expected?

- Markets./Markets do not.

SENTENCE 4. Jean Tirole of France won the Nobel Prize in Economics for studying why markets are imperfect, or inefficient, and what governments can do to regulate them.

1. Did Jean Tirole of France win the Nobel Prize in Economics for studying why markets are imperfect, or inefficient, and what governments can do to regulate them?

- Yes./Yes, he did.

2. What did Jean Tirole of France win?

- The Nobel Prize in Economics./He won the Nobel Prize in Economics for studying why markets are imperfect, or inefficient, and what governments can do to regulate them.

3. Who won the Nobel Prize in Economics for studying why markets are imperfect, or inefficient, and what governments can do to regulate them?

- Jean Tirole of France./Jean Tirole of France did.

4. Why did Jean Tirole of France win the Nobel Prize in Economics?

- For studying why markets are imperfect, or inefficient, and what governments can do to regulate them./He won it for studying why markets are imperfect, or inefficient, and what governments can do to regulate them.

SENTENCE 5. The Royal Swedish Academy of Sciences announced the \$1.1 million prize in Stockholm on Monday.

1. Did the Royal Swedish Academy of Sciences announce the \$1.1 million prize in Stockholm on Monday?

- Yes./Yes, it did.

2. What did the Royal Swedish Academy of Sciences announce in Stockholm on Monday?

- The \$1.1 million prize./It announced the \$1.1 million prize there on Monday.

3. What organization announced the \$1.1 million prize in Stockholm on Monday?

- The Royal Swedish Academy of Sciences./The Royal Swedish Academy of Sciences did.

SENTENCE 6. It (The Royal Swedish Academy of Sciences) called Mr. Tirole “one of the most influential economists of our time.”

1. Did the Royal Swedish Academy of Sciences call Mr. Tirole “one of the most influential economists of our time”?

- Yes./Yes, it did.

2. What organization called Mr. Tirole “one of the most influential economists of our time”?

- The Royal Swedish Academy of Science./The Royal Swedish Academy of Sciences did.

3. Who was called “one of the most influential economists of our time”?

- Mr. Tirole./Mr. Tirole was.

4. Whom did the Royal Swedish Academy of Sciences call “one of the most influential economists of our time”?

- Mr. Tirole./It called Mr. Tirole “one of the most influential economists of our time”.

SENTENCE 7. The organization said he (Mr. Tirole) had done important research in a number of areas.

1. Did the organization say he had done important research in a number of areas?

- Yes./Yes, it did.

2. What did the organization say?

- He had done important research in a number of areas./It said he had done important research in a number of areas.

3. What had Mr. Tirole done?

- Important research in a number of areas./He had done important research in a number of areas.

4. Who had done important research in a number of areas?

- Mr. Tirole./Mr. Tirole had.

SENTENCE 8. But, it (the organization) said, “most of all he has clarified how to understand and regulate industries with only a few powerful firms.”

1. Did the organization say, “most of all he has clarified how to understand and regulate industries with only a few powerful firms”?

- Yes./Yes, it did.

2. What did the organization say?

- “Most of all he has clarified how to understand and regulate industries with only a few powerful firms./It said “most of all he has clarified how to understand and regulate industries with only a few powerful firms.”

3. What organization said, “most of all he has clarified how to understand and regulate industries with only a few powerful firms”?

- The Royal Swedish Academy of Sciences./The Royal Swedish Academy of Sciences did.

SENTENCE 9. A small number of companies that control an industry is called an oligopoly.

1. Is a small number of companies that control an industry called an oligopoly?

- Yes./Yes, it is.

2. What is called an oligopoly?

- A small number of companies that control an industry./A small number of companies that control an industry is.

SENTENCE 10. For about 30 years, Mr. Tirole researched periods when markets failed, that is, when they did not provide good results in price and competition.

1. Did Mr. Tirole research, for about 30 years, periods when markets failed, that is, when they did not provide good results in price and competition?

-Yes./Yes, he did.

2. How long did Mr. Tirole research periods when markets failed, that is, when they did not provide good results in price and competition?

- For about 30 years./He did them for about 30 years.

3. What did Mr. Tirole research, for about 30 years?

- Periods when markets failed, that is, when they did not provide good results in price and competition./He researched periods when markets failed, that is, when they did not provide good results in price and competition, for about 30 years.

4. Who researched periods when markets failed, that is, when they did not provide good results in price and competition, for about 30 years?

- Mr. Tirole./Mr. Tirole did.

SENTENCE 11. He (Mr. Tirole) looked at how a small number of large companies, or even a single company, can strongly influence industries.

1. Did he look at how a small number of large companies, or even a single company, can strongly influence industries?

- Yes./Yes, he did.

2. What did Mr. Tirole look at?

- How a small number of large companies, or even a single company, can strongly influence industries./He looked at how a small number of large companies, or even a single company, can strongly influence industries.

3. Who looked at how a small number of large companies, or even a single company, can strongly influence industries?

- Mr. Tirole./Mr. Tirole did.

SENTENCE 12. Banking and telecommunications were among the industries he studied.

1. Were banking and telecommunications among the industries he studied?

- Yes./Yes, they were.

2. What were among the industries he studied?

- Banking and telecommunications./Banking and telecommunications were.

SENTENCE 13. The Nobel committee said that unregulated markets often produce socially undesirable results.

1. Did the Nobel committee say that unregulated markets often produce socially undesirable results?

- Yes./Yes, it did.

2. What did the Nobel committee say?

- That unregulated markets often produce socially undesirable results./It said that unregulated markets often produce socially undesirable results.

3. What often produce socially undesirable results?

- Unregulated markets./Unregulated markets do.

SENTENCE 14. They (Socially undesirable results) can result in higher prices or companies that use their market position to block others.

1. Can they result in higher prices or companies that use their market position to block others?

- Yes./Yes, they can.

2. What can socially undesirable results result in?

- Higher prices or companies that use their market position to block others./They can result in higher prices or companies that use their market position to block others.

SENTENCE 15. The committee said it chose Mr. Tirole because he thought about how best to regulate markets.

1. Did the committee say it chose Mr. Tirole because he thought about how best to regulate markets?

- Yes./Yes, it did.

2. What did the committee say?

- It chose Mr. Tirole because he thought about how best to regulate markets./The committee said it chose Mr. Tirole because he thought about how best to regulate markets.

3. Who thought about how best to regulate markets?

- Mr. Tirole./Mr. Tirole did.

4. Why did the committee choose Mr. Tirole?

- Because he thought about how best to regulate markets./It chose him because he thought about how best to regulate markets.

SENTENCE 16. Mr. Tirole works at the Toulouse School of Economics in Toulouse, France.

1. Does Mr. Tirole work at the Toulouse School of Economics in Toulouse, France?

- Yes./Yes, he does.

2. Where does Mr. Tirole work?

- At the Toulouse School of Economics in Toulouse, France./He works at the Toulouse School of Economics in Toulouse, France.

3. Who works at the Toulouse School of Economics in Toulouse, France?

- Mr. Tirole./Mr. Tirole does.

SENTENCE 17. He (Mr. Tirole) is 61 years old.

1. Is Mr. Tirole 61 years old?

- Yes./Yes, he is.

2. How old is Mr. Tirole?

61./He is 61.

SENTENCE 18. The Royal Swedish Academy will honor Mr. Tirole at the Nobel Award ceremony in Stockholm, Sweden, December 10th.

1. Will the Royal Swedish Academy honor Mr. Tirole at the Nobel Award ceremony in Stockholm, Sweden, December 10th?

- Yes./Yes, it will.

2. What organization will honor Mr. Tirole at the Nobel Award ceremony in Stockholm, Sweden, December 10th?

- The Royal Swedish Academy./The Royal Swedish Academy will.

3. When will The Royal Swedish Academy honor Mr. Tirole at the Nobel Award ceremony in Stockholm, Sweden?

- December 10th./It will honor him at the Nobel Award ceremony in Stockholm, Sweden, December 10th.

4. Where will The Royal Swedish Academy honor Mr. Tirole on December 10th?

- At the Nobel Award ceremony in Stockholm, Sweden./It will honor him at the Nobel Award ceremony in Stockholm, Sweden, December 10th.

e. Questions sketch for practice with hints to the short answers hidden inside sample sentences

SENTENCE 1. Economists have studied how markets work for a long time.

2

1. Have
2. What

SENTENCE 2. Generally, they (markets) work well.

3

2

1. Do
2. How
3. What

SENTENCE 3. But markets do not always perform as expected.

3

2

1. Do
2. How
3. What

SENTENCE 4. Jean Tirole of France won the Nobel Prize in Economics for

3

2

studying why markets are imperfect, or inefficient, and what governments can

4

do to regulate them.

1. Did
2. What
3. Who
4. Why

SENTENCE 5. The Royal Swedish Academy of Sciences announced the \$1.1

3

2

million prize in Stockholm on Monday.

1. Did
2. What
3. What

SENTENCE 6. It (The Royal Swedish Academy of Sciences) called Mr. Tirole

2

3,4

“one of the most influential economists of our time.”

1. Did
2. What
3. Who
4. Whom

SENTENCE 7. The organization said he ⁴ (Mr. Tirole) had done important
₂
research in a number of areas.
₃

1. Did
2. What
3. What
4. Who

SENTENCE 8. But, it [the organization (the Royal Swedish Academy of
₃
Sciences)] said, “most of all he has clarified how to understand and regulate
₂
industries with only a few powerful firms.”

1. Did
2. What
3. What

SENTENCE 9. A small number of companies that control an industry is called
₂
an oligopoly.

1. Is
2. What

SENTENCE 10. For about 30 years, Mr. Tirole researched periods when
₂ ₄
markets failed, that is, when they did not provide good results in price and
₃
competition.

1. Did
2. How long
3. What did Mr. Tirole research, for about 30 years?
4. Who

SENTENCE 11. He (Mr. Tirole) looked at how a small number of large companies, or even a single company, can strongly influence industries.

3

2

1. Did
2. What
3. Who

SENTENCE 12. Banking and telecommunications were among the industries he studied.

2

1. Were
2. What

SENTENCE 13. The Nobel committee said that unregulated markets often produce socially undesirable results.

3

2

1. Did
2. What
3. What

SENTENCE 14. They (Socially undesirable results) can result in higher prices or companies that use their market position to block others.

2

1. Can
2. What

SENTENCE 15. The committee said it chose Mr. Tirole because he thought
about how best to regulate markets.

3

2

4

1. Did
2. What
3. Who
4. Why

SENTENCE 16. Mr. Tirole works at the Toulouse School of Economics in Toulouse, France.

3

2

1. Does
2. Where
3. Who

SENTENCE 17. He (Mr. Tirole) is 61 years old.

2

1. Is
2. How

SENTENCE 18. The Royal Swedish Academy will honor Mr. Tirole at the

2

Nobel Award ceremony in Stockholm, Sweden, December 10th.

4

3

1. Will
2. What
3. When
4. Where

Report 12: North Dakota Boom School

a. Transcript: Education Report

The oil industry is growing quickly in the American states of North Dakota and Montana. Removing oil from the ground has made a lot of money for the area and provided many jobs. The industry also has brought thousands of people to small rural cities. Williston, North Dakota, is a good example. The population growth has caused crowding in Williston's schools. John Monger was born and raised in the city. He has taught at Williston's Hagan Elementary School for 24 years. For the last three years, he has taught in a temporary structure called a trailer. The trailer classrooms are smaller than usual. He started the year with 16 students. Now Mr. Monger has 18. Viola LaFontaine leads Williston Public Schools. That area of schools is the smallest in North Dakota. But it is also growing the fastest. She says the schools increased their population by more than 1,000 students in the past four to five years. The majority is in elementary school. In addition, students come from all over the world. Ms. LaFontaine says it is difficult to deal with the continuing changes in the student population. The official says it is also hard to hire qualified teachers and pay for larger and more modern schools. She notes that the state is receiving a lot of money from oil. She has asked the state government for education assistance. Voters in Williston District One recently approved a measure to permit building a new high school. The measure will increase property taxes. But education activists say Williston taxes are less than in similar North Dakota communities. For VOA Learning English. I'm Carolyn Presutti.

b. Literal translation into Vietnamese

Ngành công nghiệp dầu hoả đang phát triển nhanh ở bang North Dakota và Montana, Mỹ. Lấy dầu từ đất làm ra nhiều tiền cho khu vực và cung cấp nhiều việc làm. Ngành công nghiệp này cũng mang hàng ngàn người đến các thành phố nhỏ nông thôn. Williston, North Dakota, là một ví dụ tốt. Sự tăng dân số đã gây ra sự đông đúc ở các trường học của Williston. John Monger sinh ra và được nuôi nấng trong thành phố này. Ông đã giảng dạy tại trường tiểu học Hagan của Williston trong 24 năm. Trong ba năm cuối cùng, ông đã dạy trong một cấu trúc tạm thời được gọi là toa kéo. Các lớp học trong toa kéo nhỏ hơn thông thường. Ông đã bắt đầu năm học với 16 học sinh. Bây giờ, ông Monger có 18 (học sinh). Viola LaFontaine lãnh đạo các trường công ở Williston. Khu vực trường học này là khu vực nhỏ nhất ở Bắc Dakota. Nhưng nó cũng là khu vực phát triển nhanh nhất. Bà nói rằng các trường học gia tăng sĩ số hơn 1.000 học sinh trong 4 đến 5 năm vừa qua. Đa số là ở trường tiểu học. Ngoài ra, học sinh còn đến từ khắp thế giới. Bà LaFontaine nói rằng khó đối phó với những thay đổi tiếp diễn trong sĩ số học sinh. Viên chức này nói rằng cũng khó thuê giáo viên có năng lực và chi trả cho những trường học lớn hơn và hiện đại hơn. Bà ghi nhận rằng tiểu bang đang nhận nhiều tiền từ dầu. Bà đã yêu cầu chính quyền tiểu bang hỗ trợ giáo dục. Cử tri ở địa phận 1 của Williston mới đây đã thông qua một biện pháp cho phép xây dựng một trường trung học mới. Biện pháp này sẽ làm tăng thuế bất động sản. Nhưng các nhà hoạt động giáo dục nói rằng thuế của Williston ít hơn so với những cộng đồng tương tự ở Bắc Dakota. Dành cho việc học tiếng Anh của VOA, tôi là Carolyn Presutti.

c. Vocabulary

1. Oil industry
2. North Dakota
3. Montana.
4. Remove
5. Ground
6. Area
7. Provide
8. Rural
9. Williston: TP Williston, bang North Dakota
10. Population growth
11. Cause
12. Crowding
13. John Monger
14. Hagan
15. Elementary school
16. Raise
17. Temporary
18. Structure

19. Trailer
20. Viola LaFontaine
21. Lead
22. Grow the fastest
23. Hire
24. Qualified
25. Majority
26. Assistance
27. Approve
28. Measure
29. Property tax
30. Similar
31. Community

d. Sentences, questions and answers for practice

SENTENCE 1. The oil industry is growing quickly in the American states of North Dakota and Montana.

1. Is the oil industry growing quickly in the American states of North Dakota and Montana?

- Yes./Yes, it is.

2. What is growing quickly in the American states of North Dakota and Montana?

- The oil industry./The oil industry is.

3. Where is the oil industry growing quickly?

- In the American states of North Dakota and Montana./It is growing quickly in the American states of North Dakota and Montana.

SENTENCE 2. Removing oil from the ground has made a lot of money for the area and provided many jobs.

1. Has removing oil from the ground made a lot of money for the area and provided many jobs?

- Yes./Yes, it has.

2. What has made a lot of money for the area and provided many jobs?

- Removing oil from the ground./Removing oil from the ground has.

3. What has removing oil from the ground made for the area?

- A lot of money./It has made a lot of money for it.

4. What has removing oil from the ground provided?

- Many jobs./It has provided many jobs.

5. What has removing oil from the ground made a lot of money for?

- The area./It has made a lot of it for the area.

SENTENCE 3. The industry also has brought thousands of people to small rural cities.

1. Has the industry also brought thousands of people to small rural cities?

- Yes./Yes, it has.

2. What has also brought thousands of people to small rural cities?

- The industry./The industry has.

3. What has the industry also brought to small rural cities?

- Thousands of people./It has also brought them thousands of people.

4. Where has the industry also brought thousands of people to?

- Small rural cities./It has also brought them to small rural cities.

SENTENCE 4. Williston, North Dakota, is a good example.

1. Is Williston, North Dakota, a good example?

- Yes./Yes, it is.

2. What is a good example?

- Williston, North Dakota./Williston, North Dakota is.

SENTENCE 5. The population growth has caused crowding in Williston's schools.

1. Has the population growth caused crowding in Williston's schools?

- Yes./Yes, it has.

2. What has caused crowding in Williston's schools?

- The population growth./The population growth has.

3. What has the population growth caused in Williston's schools?

- Crowding./It has caused crowding there.

4. Where has the population growth caused crowding?

- In Williston's schools./It has caused it in Williston's schools.

SENTENCE 6. John Monger was born and raised in the city.

1. Was John Monger born and raised in the city?

- Yes./Yes, he was.

2. Where was John Monger born and raised?

- In the city./He was born and raised in the city.

3. Who was born and raised in the city?

- John Monger./John Monger was.

SENTENCE 7. He (John Monger) has taught at Williston's Hagan Elementary School for 24 years.

1. Has John Monger taught at Williston's Hagan Elementary School for 24 years?

- Yes./Yes, he has.

2. How long has John Monger taught at Williston's Hagan Elementary School?

- For 24 years./He has taught there for 24 years.

3. Who has taught at Williston's Hagan Elementary School for 24 years?

- John Monger./John Monger has.

4. Where has John Monger taught for 24 years?

- At Williston's Hagan Elementary School./He has taught at Williston's Hagan Elementary School for 24 years.

SENTENCE 8. For the last three years, he (John Monger) has taught in a temporary structure called a trailer.

1. Has he taught in a temporary structure called a trailer for the last three years?

- Yes./Yes, he has.

2. How long has he taught in a temporary structure called a trailer?

- For the last three years./He has taught there for the last three years.

3. Where has he taught for the last three years?

- In a temporary structure called a trailer./He has taught in a temporary structure called a trailer for the last three years.

4. Who has taught in a temporary structure called a trailer for the last three years?

- John Monger./John Monger has.

SENTENCE 9. The trailer classrooms are smaller than usual.

1. Are the trailer classrooms smaller than usual?

- Yes./Yes, they are.

2. What are smaller than usual?

- The trailer classrooms./The trailer classrooms are.

SENTENCE 10. He (John Monger) started the year with 16 students.

1. Did he start the year with 16 students?

- Yes./Yes, he did.

2. How many students did John Monger start the year with?

- 16./He started it with 16 students.

3. Who started the year with 16 students?

- John Monger./John Monger did.

4. Whom did John Monger start the year with?

- 16 students./He started it with 16 students.

SENTENCE 11. Now Mr. Monger has 18 (students).

1. Does Mr. Monger have 18 students now?

- Yes./Yes, he does.

2. How many students does Mr. Monger have now?

- 18./Now he has 18.

3. Who has 18 students now?

- Mr. Monger./Mr. Monger does.

4. Whom does Mr. Monger have now?

- 18 students./Now he has 18 students.

SENTENCE 12. Viola LaFontaine leads Williston Public Schools.

1. Does Viola LaFontaine lead Williston Public Schools?

- Yes./Yes, she does.

2. What does Viola LaFontaine lead?

- Williston Public Schools./She leads Williston Public Schools.

3. Who leads Williston Public Schools?

- Viola LaFontaine./Viola LaFontaine does.

SENTENCE 13. That area of schools is the smallest (area of schools) in North Dakota.

1. Is that area of schools the smallest in North Dakota?

- Yes./Yes, it is.

2. How is that area of schools in North Dakota?

- The smallest./It is the smallest.

3. What is the smallest area of schools in North Dakota?

- That area of schools./That area of schools is.

SENTENCE 14. But it (that area of schools) is also growing the fastest.

1. Is it also growing the fastest?

- Yes./Yes, it is.

2. How is that area of schools?

- Also growing the fastest./It is also growing the fastest.

3. What is also growing the fastest?

- That area of schools./That area of schools is.

SENTENCE 15. She (Viola LaFontaine) says the schools increased their population by more than 1,000 students in the past four to five years.

1. Does Viola LaFontaine say the schools increased their population by more than 1,000 students in the past four to five years?

- Yes./Yes, she does.

2. How long did the schools increase their population by more than 1,000 students?

- In the past four to five years./They increased it by more than 1,000 students in the past four to five years.

3. How much did the schools increase their population in the past four to five years?

- By more than 1,000 students./They increased it by more than 1,000 students in the past four to five years.

4. What does Viola LaFontaine say?

- The schools increased their population by more than 1,000 students in the past four to five years./She says the schools increased their population by more than 1,000 students in the past four to five years.

5. Who says the schools increased their population by more than 1,000 students in the past four to five years?

- Viola LaFontaine./Viola LaFontaine does.

SENTENCE 16. The majority is in elementary school.

1. Is the majority in elementary school?

- Yes./Yes, it is.

2. How many are in elementary school?

- The majority./The majority is.

3. Who is in elementary school?

- The majority./The majority is.

4. Where is the majority?

- In elementary school./It is in elementary school.

SENTENCE 17. In addition, students come from all over the world.

1. Do students come from all over the world in addition?

- Yes./Yes, they do.

2. Where do students come from?

- All over the world./They come from all over the world.

3. Who come from all over the world in addition?

- The students./The students do.

SENTENCE 18. Ms. LaFontaine says it is difficult to deal with the continuing changes in the student population.

1. Does Ms. LaFontaine say it is difficult to deal with the continuing changes in the student population?

- Yes./Yes, she does.

2. What does Ms. LaFontaine say?

- It is difficult to deal with the continuing changes in the student population./She says it is difficult to deal with the continuing changes in the student population.

3. What is it difficult to deal with?

- The continuing changes in the student population./It is difficult to deal with the continuing changes in the student population.

4. Who says it is difficult to deal with the continuing changes in the student population?

- Ms. LaFontaine./Ms. LaFontaine does.

SENTENCE 19. The official says it is also hard to hire qualified teachers and pay for larger and more modern schools.

1. Does the official say it is also hard to hire qualified teachers and pay for larger and more modern schools?

- Yes./Yes, she does.

2. What does the official say?

- It is also hard to hire qualified teachers and pay for larger and more modern schools./She says it is also hard to hire qualified teachers and pay for larger and more modern schools.

3. What is it also hard?

- To hire qualified teachers and pay for larger and more modern schools./It is also hard to hire qualified teachers and pay for larger and more modern schools.

4. What is it also hard to pay for?

- Larger and more modern schools./It is also hard to pay for larger and more modern schools.

5. Who says it is also hard to hire qualified teachers and pay for larger and more modern schools?

- The official./The official does.

6. Whom is it also hard to hire?

- Qualified teachers./It is also hard to hire qualified teachers.

SENTENCE 20. She (Ms. LaFontaine) notes that the state is receiving a lot of money from oil.

1. Does she note that the state is receiving a lot of money from oil?

- Yes./Yes, she does.

2. How much money is the state receiving from oil?

- A lot of./It is receiving a lot of money from it.

3. What does Ms. LaFontaine note?

- That the state is receiving a lot of money from oil./She notes that the state is receiving a lot of money from oil.

4. What is the state receiving from oil?

- A lot of money./It is receiving a lot of money from it.

5. Who notes that the state is receiving a lot of money from oil?

- Ms. LaFontaine./Ms. LaFontaine does.

SENTENCE 21. She (Ms. LaFontaine) has asked the state government for education assistance.

1. Has she asked the state government for education assistance?

- Yes./Yes, she has.

2. What has she asked the state government for?

- Education assistance./She has asked the state government for education assistance.

3. What organization has she asked for education assistance?

- The state government./She has asked the state government for education assistance.

4. Who has asked the state government for education assistance?

- Ms. LaFontaine./Ms. LaFontaine has.

SENTENCE 22. Voters in Williston District One recently approved a measure to permit building a new high school.

1. Did voters in Williston District One recently approve a measure to permit building a new high school?

- Yes./Yes, they did.

2. What did voters in Williston District One recently approve?

- A measure to permit building a new high school./They recently approved a measure to permit building a new high school.

3. Who in Williston District One recently approved a measure to permit building a new high school?

- Voters./Voters did.

SENTENCE 23. The measure will increase property taxes.

1. Will the measure increase property taxes?

- Yes./Yes, it will.

2. What will the measure increase?

- Property taxes./It will increase property taxes.

3. What will increase property taxes?

- The measure./The measure will.

SENTENCE 24. But education activists say Williston taxes are less than in similar North Dakota communities.

1. Do education activists say Williston taxes are less than in similar North Dakota communities?

- Yes./Yes, they do.

2. What do education activists say?

- Williston taxes are less than in similar North Dakota communities./They say Williston taxes are less than in similar North Dakota communities.

3. Where are Williston taxes less than?

- In similar North Dakota communities./They are less than in similar North Dakota communities.

4. Who say Williston taxes are less than in similar North Dakota communities?

- Education activists./Education activists do.

SENTENCE 25. For VOA Learning English, I'm Carolyn Presutti.

1. Is Carolyn Presutti the radio presenter of this report?

- Yes./Yes, she is.

2. Who is the radio presenter of this report?

- Carolyn Presutti is.

e. Questions sketch for practice with hints to the short answers hidden inside sample sentences

SENTENCE 1. The oil industry is growing quickly in the American states of

2

3

North Dakota and Montana.

1. Is

2. What

3. Where

SENTENCE 2. Removing oil from the ground has made a lot of money for the

2

3

area and provided many jobs.

5

4

1. Has

2. What

3. What

4. What

5. What

SENTENCE 3. The industry also has brought thousands of people to small

2

3

rural cities.

4

1. Has

2. What

3. What

4. Where

SENTENCE 4. Williston, North Dakota, is a good example.

2

1. Is
2. What

SENTENCE 5. The population growth has caused crowding in Williston's
schools.

2

3

4

1. Has
2. What
3. What
4. Where

SENTENCE 6. John Monger was born and in the city.

3

2

1. Was
2. Where
3. Who

SENTENCE 7. He (John Monger) has taught at Williston's Hagan Elementary
School for 24 years.

3

4

2

1. Has
2. How long
3. Who
4. Where

SENTENCE 8. For the last three years, he (John Monger) has taught in a
temporary structure called a trailer.

2

4

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1. Has
2. How long
3. Where
4. Who

SENTENCE 9. The trailer classrooms are smaller than usual.

2

1. Are
2. What

SENTENCE 10. He (John Monger) started the year with 16 students.

4

SENTENCE 16. The majority is in elementary school.

2,3 4

1. Is
2. How many
3. Who
4. Where

SENTENCE 17. In addition, students come from all over the world.

3 2

1. Do
2. Where
3. Who

SENTENCE 18. Ms. LaFontaine says it is difficult to deal with the continuing

4 2

3
changes in the student population.

1. Does
2. What
3. What
4. Who

SENTENCE 19. The official says it is also hard to hire qualified teachers and

5 2
4

pay for larger and more modern schools.

1. Does
2. What
3. What
4. What
5. Who
6. Whom

SENTENCE 20. She (Ms. LaFontaine) notes that the state is receiving a lot of

5 3 4
2

money from oil.

1. Does
2. How much
3. What
4. What
5. Who

SENTENCE 21. She (Ms. LaFontaine) has asked the state government for education assistance.

1. Has
2. What
3. What
4. Who

SENTENCE 22. Voters in Williston District One recently approved a measure to permit building a new high school.

1. Did
2. What
3. Who

SENTENCE 23. The measure will increase property taxes.

1. Will
2. What
3. What

SENTENCE 24. But education activists say Williston taxes are less than in similar North Dakota communities.

1. Do
2. What
3. Where
4. Who

SENTENCE 25. For VOA Learning English, I'm Carolyn Presutti.

1. Is
2. Who

Report 13: Number of Foreign Students in the US Hits High...

a. Transcript: Education Report

A new report says the number of foreign students in the United States reached a record high in two thousand eight. More than six hundred seventy thousand international students attended an American college or university last year. That was eight percent higher than the year before, the largest percentage increase since nineteen eighty.

The "Open Doors" report is published by the Institute of International Education, with support from the State Department. It says the number of international students last year was almost fifteen percent higher than the last record setting year, two thousand two.

In all, seven of the ten top countries sent more students last year, just as the economic downturn was worsening. For the eighth year, India remained the leader in sending students to the United States. More than one hundred thousand students from India attended American schools last year. That was nine percent more than the year before.

China again sent the second largest number, more than ninety-eight thousand, an increase of twenty-one percent. The biggest increases were in Chinese undergraduate students.

South Korea was third. The number of South Korean students increased nine percent to seventy-five thousand. Canada was the only non-Asian country in the top five. It rose two percent to fourth place. Almost thirty thousand Canadian students enrolled for the school year that began last autumn. Japan fell to fifth place. The

number of Japanese students in the United States decreased for the fourth year, to just over twenty-nine thousand.

Taiwan also sent fewer students, and the number from Mexico was nearly unchanged.

The University of Southern California in Los Angeles once again had the highest number of foreign students. The "Open Doors" report says nearly seven thousand five hundred attended U.S.C. last year. New York University and Columbia University, both in New York City, were second and third. The other schools in the top five were the University of Illinois at Urbana-Champaign and Purdue University in West Lafayette, Indiana.

Business and management were again the most popular areas of study for international students. The next most popular subjects are engineering, math and computer science.

And that's the VOA Special English Education Report, written by June Simms. You can find our Foreign Student Series with advice on studying in the United States at voaspecialenglish.com. I'm Steve Ember.

b. Literal translation into Vietnamese

Một báo cáo mới nói rằng số sinh viên nước ngoài tại Mỹ đã đạt một kỷ lục cao năm 2008. Hơn 670.000 sinh viên quốc tế đã theo học tại một trường đại học hay một viện đại học Mỹ năm rồi. Đó đã là 8% cao hơn năm trước, là sự tăng tỷ lệ % cao nhất kể từ 1980.

Bản báo cáo "Open Doors" được công bố bởi Viện Giáo Dục Quốc Tế, với sự ủng hộ của bộ Ngoại Giao Mỹ. Nó nói rằng số sinh viên quốc tế năm rồi gần như cao 15 % so với năm lập kỷ lục cuối cùng, 2002.

Tổng cộng, bảy trong 10 nước hàng đầu đã gửi đi nhiều sinh viên hơn trong năm rồi, khi mà sự suy sụp kinh tế đã trở nên tồi tệ hơn. Trong 8 năm liên tiếp Ấn Độ vẫn là nước dẫn đầu trong việc gửi sinh viên sang Mỹ. Hơn 100.000 sinh viên từ Ấn Độ đã theo học tại các trường học Mỹ năm rồi. Đó đã là 9% nhiều hơn năm trước. Một lần nữa Trung Quốc đã gửi số lượng lớn nhất thứ hai, hơn 98.000, một sự gia tăng 21%. Những sự gia tăng lớn nhất là trong những sinh viên học bậc đại học người Trung Quốc. Hàn Quốc đứng thứ 3. Số sinh viên Hàn Quốc tăng 9%, đạt 75.000. Ca-na-đa là quốc gia không thuộc châu Á duy nhất nằm trong năm nước đứng đầu. Nó tăng 2%, đạt vị trí thứ 4. Khoảng 30.000 sinh viên Ca-na-đa đã ghi danh cho năm học bắt đầu từ mùa thu vừa qua. Nhật rơi xuống vị trí thứ 5. Số sinh viên Nhật ở Mỹ đã giảm liên tiếp 4 năm, chỉ đạt trên 29.000. Đài Loan cũng đã gửi đi ít sinh viên hơn, và số lượng từ Mê-hi-cô hầu như không đổi.

Viện Đại học Nam Cali ở Los Angeles một lần nữa có số sinh viên nước ngoài cao nhất. Bản báo cáo "Open Doors" nói rằng gần 7.500 (sinh viên nước ngoài) đã theo học tại U.S.C. năm rồi. Đại học Niu-Yoóc và Đại học Columbia, cả hai đều ở TP Niu-Yoóc, đã đứng thứ 2 và 3. Những trường khác nằm trong top 5 hàng đầu là Viện Đại học Illinois ở Urbana-Champaign và Viện Đại học Purdue ở West Lafayette, bang Indiana. Thương mại và quản trị một lần nữa là những lãnh vực học phổ biến nhất đối với sinh viên quốc tế. Những ngành học phổ biến nhất tiếp theo là kỹ thuật, toán và khoa học máy tính. Và đó là bản tường trình giáo dục bằng Tiếng

Anh đặc biệt của VOA được viết bởi June Simms. Bạn có thể tìm thấy Loạt Bài về Sinh Viên Nước Ngoài với những lời khuyên về học tập ở Mỹ tại voaspecialenglish.com. Tôi là Steve Ember.

c. Vocabulary

1. Reach a record high
2. Attend
3. "Open Doors"
4. Publish
5. Institute
6. State Department (n. phr.): Bộ ngoại giao Mỹ
7. Record setting year
8. Economic downturn
9. Worsen
10. Remain
11. Undergraduate student
12. Non-Asian
13. Enroll
14. University of Southern California in Los Angeles
15. Columbia University
16. University of Illinois at Urbana-Champaign
17. Purdue University in West Lafayette, Indiana
18. Management
19. Engineering
20. June Simms /
21. Advice
22. Steve Ember

d. Sentences, questions and answers for practice

SENTENCE 1. A new report says the number of foreign students in the United States reached a record high in two thousand eight.

1. Does a new report say the number of foreign students in the United States reach a record high in two thousand eight?

- Yes./Yes, it does.

2. Did the number of foreign students in the United States reach a record high in two thousand eight?

- Yes./Yes, it did.

3. How was the number of foreign students in the United States in two thousand eight according to a new report?

- It reached a record high./It reached a record high according to a new report.

4. What says the number of foreign students in the United States reached a record high in two thousand eight?

- A new report./A new report does.

5. What does a new report say?

- The number of foreign students in the United States reached a record high in two thousand eight./It says the number of foreign students in the United States reached a record high in two thousand eight.

6. What reached a record high in two thousand eight in the United States?

- The number of foreign students./The number of foreign students did.

SENTENCE 2. More than six hundred seventy thousand international students attended an American college or university last year.

1. Did more than six hundred seventy thousand international students attend an American college or university last year?

- Yes./Yes, they did.

2. How many international students attended an American college or university last year?

- More than six hundred seventy thousand./More than six hundred seventy thousand did.

3. What is the number of international students attending an American college or university last year?

- More than six hundred seventy thousand./It is more than six hundred seventy thousand.

4. What did more than six hundred seventy thousand international students attend last year?

- An American college or university./They attended an American college or university last year.

5. When did more than six hundred seventy thousand international students attend an American college or university?

- Last year./They attended an American college or university last year.

6. Who attended an American college or university last year?

- More than six hundred seventy thousand international students./More than six hundred seventy thousand international students did.

SENTENCE 3. That was eight percent higher than the year before, the largest percentage increase since nineteen eighty.

1. Was that eight percent higher than the year before, the largest percentage increase since nineteen eighty?

- Yes./Yes, it was.

2. What was eight percent higher than the year before?

- That./That was eight percent higher than the year before.

3. What was the largest percentage increase since nineteen eighty?

- That./That was the largest percentage increase since nineteen eighty.

SENTENCE 4. The "Open Doors" report is published by the Institute of International Education, with support from the State Department.

1. Is the "Open Doors" report published by the Institute of International Education, with support from the State Department?

- Yes./Yes, it is.

2. What is published by the Institute of International Education, with support from the State Department?

- The "Open Doors" report./The "Open Doors" report is.

3. What is the "Open Doors" report published by?

- By the Institute of International Education, with support from the State Department./It is published by the Institute of International Education, with support from the State Department.

SENTENCE 5. It (The "Open Doors" report) says the number of international students last year was almost fifteen percent higher than the last record setting year, two thousand two.

1. Does it say the number of international students last year was almost fifteen percent higher than the last record setting year, two thousand two?

- Yes./Yes, it does.

2. Was the number of international students last year almost fifteen percent higher than the last record setting year, two thousand two?

- Yes./Yes, it was.

3. How was the number of international students last year?

- Almost fifteen percent higher than the last record setting year, two thousand two./It was almost fifteen percent higher than the last record setting year, two thousand two.

4. What says the number of international students last year was almost fifteen percent higher than the last record setting year, two thousand two?

- The "Open Doors" report./The "Open Doors" report does.

5. What does the "Open Doors" report say?

- The number of international students last year was almost fifteen percent higher than the last record setting year, two thousand two./It says the number of international students last year was almost fifteen percent higher than the last record setting year, two thousand two.

6. What was almost fifteen percent higher than the last record setting year, two thousand two?

- The number of international students./The number of international students was.

7. Which year is the last record setting year?

- Two thousand two./Two thousand two is.

SENTENCE 6. In all, seven of the ten top countries sent more students last year, just as the economic downturn was worsening.

1. Did seven of the ten top countries send more students in all last year, just as the economic downturn was worsening?

- Yes./Yes, they did.

2. How was the economic downturn?

- Worsening./It was worsening.

3. What countries sent more students last year?

- Seven of the ten top countries./Seven of the ten top countries did.

4. What did seven of the ten top countries send last year?

- More students./They sent more students last year.

5. What was worsening?

- The economic downturn./The economic downturn was.

6. When did seven of the ten top countries send more students?

- Last year./They sent more students last year.

SENTENCE 7. For the eighth year, India remained the leader in sending students to the United States.

1. Did India remain the leader for the eighth year in sending students to the United States?

- Yes./Yes, it did.

2. What did India remain the leader in?

- Sending students to the United States./It remained the leader in sending students to the United States.

3. Which country remained the leader in sending students to the United States?

- India./India did.

4. Which country did India remain the leader in sending students to?

- The United States./It remained the leader in sending students to the United States.

5. Whom did India remain the leader in sending to the United States?

- Students./It remained the leader in sending students to the United States.

SENTENCE 8. More than one hundred thousand students from India attended American schools last year.

1. Did more than one hundred thousand students from India attend American schools last year?

- Yes./Yes, they did.

2. How many students from India attended American schools last year?

- More than one hundred thousand./More than one hundred thousand did.

3. What did more than one hundred thousand students from India attend last year?

- American schools./They attended American schools last year.

4. When did more than one hundred thousand students from India attend American schools?

- Last year./They attended them last year.

5. Who attended American schools last year?

- More than one hundred thousand students from India./More than one hundred thousand students from India did.

SENTENCE 9. That was nine percent more than the year before.

1. Was that nine percent more than the year before?

- Yes./Yes, it was.

2. What was nine percent more than the year before?

- That./That was.

SENTENCE 10. China again sent the second largest number, more than ninety-eight thousand, an increase of twenty-one percent.

1. Did China again send the second largest number, more than ninety-eight thousand, an increase of twenty-one percent?

- Yes./Yes, it did.

2. Did China again send the second largest number?

- Yes./Yes, it did.

3. How many students did China send?

- More than ninety-eight thousand./It sent more than ninety-eight thousand students.

4. Which country again sent the second largest number, more than ninety-eight thousand, an increase of twenty-one percent?

- China./China did.

SENTENCE 11. The biggest increases were in Chinese undergraduate students.

1. Were the biggest increases in Chinese undergraduate students?

- Yes./Yes, they were.

2. What were in Chinese undergraduate students?

- The biggest increases./The biggest increases were.

3. Whom the biggest increases were in?

- Chinese undergraduate students./They were in Chinese undergraduate students.

SENTENCE 12. South Korea was third.

1. Was South Korea third?

- Yes./Yes, it was.

2. Which country was third?

- South Korea./South Korea was.

SENTENCE 13. The number of South Korean students increased nine percent to seventy-five thousand.

1. Did the number of South Korean students increase nine percent to seventy-five thousand?

- Yes./Yes, it did.

2. How was the number of South Korean students?

- Increased nine percent to seventy-five thousand./It increased nine percent to seventy-five thousand.

3. What increased nine percent to seventy-five thousand?

- The number of South Korean students./The number of South Korean students did.

SENTENCE 14. Canada was the only non-Asian country in the top five.

1. Was Canada the only non-Asian country in the top five?

- Yes./Yes, it was.

2. Which country was the only non-Asian country in the top five?

- Canada./Canada was.

SENTENCE 15. It (Canada) rose two percent to fourth place.

1. Did Canada rise two percent to fourth place?

- Yes./Yes, it did.

2. Which country rose two percent to fourth place?

- Canada./Canada did.

SENTENCE 16. Almost thirty thousand Canadian students enrolled for the school year that began last autumn.

1. Did almost thirty thousand Canadian students enroll for the school year that began last autumn?

- Yes./Yes, they did.

2. How many Canadian students enrolled for the school year that began last autumn?

- Almost thirty thousand./Almost thirty thousand did.

3. What did almost thirty thousand Canadian students enroll for?

- The school year that began last autumn/They enrolled for the school year that began last autumn.

4. Who enrolled for the school year that began last autumn?

- Almost thirty thousand./Almost thirty thousand did.

SENTENCE 17. Japan fell to fifth place.

1. Did Japan fall to fifth place?

- Yes./Yes, it did.

2. Which country fell to fifth place?

- Japan./Japan did.

SENTENCE 18. The number of Japanese students in the United States decreased for the fourth year, to just over twenty-nine thousand.

1. Did the number of Japanese students in the United States decrease for the fourth year, to just over twenty-nine thousand?

- Yes./Yes, it did.

2. What decreased for the fourth year, to just over twenty-nine thousand?

- The number of Japanese students in the United States./The number of Japanese students in the United States did.

3. How much did the number of Japanese students in the United States decrease for the fourth year to?

- Just over twenty-nine thousand./It decreased for the fourth year, to just over twenty-nine thousand.

SENTENCE 19. Taiwan also sent fewer students, and the number from Mexico was nearly unchanged.

1. Did Taiwan also send fewer students?

- Yes./Yes, it did.

2. Was the number from Mexico nearly unchanged?

- Yes./Yes, it was.

3. How was the number from Mexico?

- Nearly unchanged./It was nearly unchanged.

4. Which country also sent fewer students?

- Taiwan./Taiwan did.

5. Which country the number was nearly unchanged from?

- Mexico./It was nearly unchanged from Mexico.

SENTENCE 20. The University of Southern California in Los Angeles once again had the highest number of foreign students.

1. Did the University of Southern California in Los Angeles once again have the highest number of foreign students?

- Yes./Yes, it did.

2. Which university once again had the highest number of foreign students?

- The University of Southern California in Los Angeles./The University of Southern California in Los Angeles did.

3. What did the University of Southern California in Los Angeles once again have?

- The highest number of foreign students./It once again had the highest number of foreign students.

SENTENCE 21. The "Open Doors" report says nearly seven thousand five hundred (foreign students) attended U.S.C. last year.

1. Does the "Open Doors" report say nearly seven thousand five hundred foreign students attended U.S.C. last year?

- Yes./Yes, it does.

2. How many foreign students attended U.S.C. last year?

- Nearly seven thousand five hundred./Nearly seven thousand five hundred did.

3. What says nearly seven thousand five hundred foreign students attended U.S.C. last year?

- The "Open Doors" report./The "Open Doors" report does.

4. What did nearly seven thousand five hundred foreign students attend last year?

- U.S.C../They attended U.S.C. last year.

5. When did nearly seven thousand five hundred foreign students attend U.S.C.?

- Last year./They attended it last year.

SENTENCE 22. New York University and Columbia University, both in New York City, were second and third.

1. Were New York University and Columbia University, both in New York City, second and third?

- Yes./Yes, they were.

2. Where are New York University and Columbia University?

- In New York City./They are in New York City.

3. Which university was second?

- New York University./New York University was.

4. Which university was third?

- Columbia University./Columbia University was.

SENTENCE 23. The other schools in the top five were the University of Illinois at Urbana-Champaign and Purdue University in West Lafayette, Indiana.

1. Were the other schools in the top five the University of Illinois at Urbana-Champaign and Purdue University in West Lafayette, Indiana?

- Yes./Yes, they were.

2. What other schools were in the top five?

- University of Illinois at Urbana-Champaign and Purdue University in West Lafayette, Indiana./They were the University of Illinois at Urbana-Champaign and Purdue University in West Lafayette, Indiana.

3. Which state is Purdue University in?

- Indiana./It is in the state of Indiana.

SENTENCE 24. Business and management were again the most popular areas of study for international students.

1. Were business and management again the most popular areas of study for international students?

- Yes./Yes, they were.

2. What were again the most popular areas of study for international students?

- Business and management./Business and management were.

3. Whom were business and management again the most popular areas of study for?

- International students./They were again the most popular areas of study for international students.

SENTENCE 25. The next most popular subjects are engineering, math and computer science.

1. Are the next most popular subjects engineering, math and computer science?

- Yes./Yes, they are.

2. What are the next most popular subjects?

- Engineering, math and computer science./Engineering, math and computer science are.

SENTENCE 26. And that's the VOA Special English Education Report, written by June Simms.

1. Is that the VOA Special English Education Report, written by June Simms?

- Yes./Yes, it is.

2. Whom is this VOA Special English Education Report written by?

- June Simms./It is written by June Simms.

SENTENCE 27. You can find our Foreign Student Series with advice on studying in the United States at voaspecialenglish.com.

1. Can you find our Foreign Student Series with advice on studying in the United States at voaspecialenglish.com?

- Yes./Yes, we can.

2. What can you find at voaspecialenglish.com.?

- Your Foreign Student Series with advice on studying in the United States./We can find your Foreign Student Series with advice on studying in the United States.

SENTENCE 28. I'm Steve Ember.

1. Is the radio presenter of this VOA Special English report Steve Ember?

- Yes./Yes, he is.

2. Who is the radio presenter of this VOA Special English report?

- Steve Ember./Steve Ember is.

e. Questions sketch for practice with hints to the short answers hidden inside sample sentences

SENTENCE 1. A new report says the number of foreign students in the United States reached a record high in two thousand eight.

1. Does
2. Did
3. How
4. What
5. What
6. What

SENTENCE 2. More than six hundred seventy thousand international students attended an American college or university last year.

1. Did
2. How many
3. What
4. What
5. When
6. Who

SENTENCE 3. That was eight percent higher than the year before, the largest percentage increase since nineteen eighty.

1. Was
2. What
3. What

SENTENCE 4. The "Open Doors" report is published by the Institute of International Education, with support from the State Department.

1. Is
2. What

3. What

_____ 6 _____
SENTENCE 5. It (The "Open Doors" report) says the number of international
4
_____ 5 _____
students last year was almost fifteen percent higher than the last record setting
3
_____ 7 _____
year, two thousand two.

1. Does
2. Was
3. How
4. What
5. What
6. What
7. Which

SENTENCE 6. In all, seven of the ten top countries sent more students last
3 4 6
year, just as the economic downturn was worsening.
5 2

1. Did
2. How
3. What
4. What
5. What

SENTENCE 7. For the eighth year, India remained the leader in sending
3 2
_____ 5 _____ 4 _____
students to the United States

1. Did
2. What
3. Which
4. Which
5. Whom

_____ 5 _____
SENTENCE 8. More than one hundred thousand students from India attended

2

American schools last year.

3 4

1. Did
2. How many
4. When
5. Who

SENTENCE 9. That was nine percent more than the year before.

2

1. Was
2. What

SENTENCE 10. China again sent the second largest number, more than

4 3

ninety-eight thousand, an increase of twenty-one percent.

1. Did
2. Did China
3. How many
4. Which

SENTENCE 11. The biggest increases were in Chinese undergraduate

2 3

students.

1. Were
2. What
3. Whom

SENTENCE 12. South Korea was third.

2

1. Was
2. Which

SENTENCE 13. The number of South Korean students increased nine percent

3 2

to seventy-five thousand.

1. Did
2. How
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SENTENCE 14. Canada was the only non-Asian country in the top five.

2

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2. Which

SENTENCE 15. It (Canada) rose two percent to fourth place.

2

1. Did

2. Which

SENTENCE 16. Almost thirty thousand Canadian students enrolled for the

2,4

school year that began last autumn.

3

1. Did

2. How many

4. Who

SENTENCE 17. Japan fell to fifth place.

2

1. Did

2. Which

SENTENCE 18. The number of Japanese students in the United States

2

decreased for the fourth year, to just over twenty-nine thousand.

3

1. Did

2. What

3. How much

SENTENCE 19. Taiwan also sent fewer students, and the number from Mexico

4

5

was nearly unchanged.

3

1. Did

2. Was

3. How

4. Which

5. Which

SENTENCE 20. The University of Southern California in Los Angeles once

2

again had the highest number of foreign students.

3

1. Did

2. Which

3. What

SENTENCE 21. The "Open Doors" report says nearly seven thousand five
3 2
hundred (foreign students) attended U.S.C. last year.
4 5

1. Does
2. How many
3. What
4. What
5. When

SENTENCE 22. New York University and Columbia University, both in New
3 4 2
York City, were second and third.

1. Were
2. Where
3. Which
4. Which

SENTENCE 23. The other schools in the top five were the University of Illinois
at Urbana-Champaign and Purdue University in West Lafayette, Indiana.
2 3

1. Were
2. What
3. Which

SENTENCE 24. Business and management were again the most popular areas
2
of study for international students.
3

1. Were
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3. Whom

SENTENCE 25. The next most popular subjects are engineering, math and
2
computer science.

1. Are
2. What

SENTENCE 26. And that's the VOA Special English Education Report,

written by June Simms.

2

1. Is
2. Whom

SENTENCE 27. You can find our Foreign Student Series with advice on studying in the United States at voaspecialenglish.com.

2

1. Can
2. What

SENTENCE 28. I'm Steve Ember.

2

1. Is
2. Who

Report 14: One World Trade Center

a. Transcript: Education Report

Thirteen years have passed since the September 11th, 2001, terrorist attacks that destroyed the World Trade Center in New York City. Now its replacement has opened for business. One World Trade Center is America's tallest building at 104 floors, or stories. The company Conde Nast Publishing recently moved into offices there. Conde Nast says it will have 2,300 employees spread among 24 floors of the building. The building still raises safety concerns among some people who remember what happened on the site. But those arriving for work soon after Conde Nast offices opened expressed no concerns about their safety. On that first day the building opened for business, Conde Nast, Port Authority and construction company officials praised the new skyscraper.

Conde Nast's chief executive, Charles Townsend, called it "a wonderful day for New York City." Steve Plate is director of One World Trade Center Construction. He says it was important to rebuild what was lost. He sees the building as "a gift of remembrance", both for the people who lost their lives there, and to remember how people pulled together afterwards. One World Trade Center is 541 meters high. There are 279,000 square meters of space within the building. Sixty percent of the space has been rented, or leased, by a number of publishing, technology and communications companies. One World Trade Center cost \$3.9 billion to build. It is one of the world's costliest structures. The One World Trade Center website says the structure uses the newest safety and security systems.

b. Literal translation into Vietnamese

Mười ba năm đã trôi qua kể từ khi các cuộc tấn công khủng bố ngày 9 tháng 11 năm 2011 đã phá huỷ Trung Tâm Thương Mại Thế Giới tại Thành phố Niu-Yoóc. Bây giờ, toà nhà thay thế nó đã mở cửa cho dịch vụ thương mại. Một Trung Tâm Thương Mại Thế Giới là toà nhà cao nhất nước Mỹ với 104 tầng. Công ty Conde Nast Publishing mới đây đã dọn văn phòng đến đó. Conde Nast nói rằng sẽ có 2.300 nhân viên rải rác khắp 24 tầng của toà nhà. Toà nhà vẫn còn đầy lên những lo ngại về sự an toàn ở một số người nhớ lại sự việc đã xảy ra tại địa điểm này. Nhưng những người đến làm việc liền sau khi các văn phòng của Conde Nast khai trương đã bày tỏ không lo ngại về sự an toàn của họ. Vào ngày đầu tiên đó khi toà nhà mở cửa cho dịch vụ thương mại, các viên chức của Conde Nast, Port Authority và công ty xây dựng đã ca ngợi toà nhà chọc trời mới.

Giám đốc điều hành Conde Nast, Charles Townsend, đã gọi ngày đó là “một ngày tuyệt vời của Thành phố Niu-Yoóc”. Ông nói điều quan trọng là xây dựng lại cái đã mất. Ông xem toà nhà như là “một món quà để hồi tưởng lại”, vừa cho những người đã tử nạn tại đó, vừa để nhớ lại cách mà người ta đã gắn kết với nhau sau đó. Một Trung Tâm Thương Mại Thế Giới cao 541 mét. Có 279.000 mét vuông không gian trống bên trong toà nhà. 60% khoảng không gian trống này đã được thuê bởi một số công ty xuất bản, công nghệ và truyền thông. Tốn 3,9 tỷ đô la để xây dựng Một Trung Tâm Thương Mại Thế Giới. Đó là một trong những công trình kiến trúc tốn kém nhất thế giới. Trang web của Một Trung Tâm Thương Mại Thế Giới nói rằng công trình kiến trúc này sử dụng những hệ thống an toàn và an ninh mới nhất.

c. Vocabulary

1. Pass
2. Terrorist attack
3. Destroy
4. World Trade Center
5. Replacement
6. One World Trade Center
7. Story
8. Conde Nast Publishing : Công ty xuất bản Conde Nast
9. Employee
10. Spread
11. Raise safety concerns
12. Site
13. Express no concerns
14. Port Authority
15. Authority
16. Praise
17. Skyscraper
18. Chief executive
19. Charles Townsend
20. Steve Plate
21. Remembrance

- 22. Lose one's life
- 23. Pull together
- 24. Space
- 25. Rent
- 26. Lease
- 27. Publishing company
- 28. Communication company
- 29. Costly

d. Sentences, questions and answers for practice

SENTENCE 1. Thirteen years have passed since the September 11th, 2001, terrorist attacks that destroyed the World Trade Center in New York City.

1. Have thirteen years passed since the September 11th, 2001, terrorist attacks that destroyed the World Trade Center in New York City?

- Yes./Yes, they have.

2. How many years have passed since the September 11th, 2001, terrorist attacks that destroyed the World Trade Center in New York City?

- 13./13 years have.

3. What was destroyed by the terrorist attacks on September 11th, 2001 in New York City?

- The World Trade Center./The World Trade Center in New York City was.

SENTENCE 2. Now its replacement has opened for business.

1. Has its replacement opened for business now?

- Yes./Yes, it has.

2. What has opened for business now?

- Its replacement./Its replacement has.

3. What has its replacement opened for?

- Business./It has opened for business.

SENTENCE 3. One World Trade Center is America's tallest building at 104 floors, or stories.

1. Is One World Trade Center America's tallest building at 104 floors, or stories?

- Yes./Yes, it is.

2. How many floors does One World Trade Center have?

- 104 floors./It has 104 floors.

3. What is America's tallest building at 104 floors, or stories?

- One World Trade Center./One World Trade Center is.

SENTENCE 4. The company Conde Nast Publishing recently moved into offices there.

1. Did the company Conde Nast Publishing recently move into offices there?

- Yes./Yes, it did.

2. What company recently moved into offices there?

- Conde Nast Publishing./Conde Nast Publishing did.

3. Where did the company Conde Nast Publishing recently move into?

- Offices there./It recently moved into offices there.

SENTENCE 5. Conde Nast says it will have 2,300 employees spread among 24 floors of the building.

1. Does Conde Nast say it will have 2,300 employees spread among 24 floors of the building?

- Yes./Yes, it does.

2. How many employees spread among 24 floors of the building will Conde Nast have?

- 2,300 employees./It will have 2,300 employees spread among them.

3. What does Conde Nast say?

- It will have 2,300 employees spread among 24 floors of the building./It says it will have 2,300 employees spread among 24 floors of the building.

SENTENCE 6. The building still raises safety concerns among some people who remember what happened on the site.

1. Does the building still raise safety concerns among some people who remember what happened on the site?

- Yes./Yes, it does.

2. What does the building still raise?

- Safety concerns among some people who remember what happened on the site./It still raises safety concerns among some people who remember what happened on the site.

3. What still raises safety concerns among some people who remember what happened on the site?

- The building./The building still does.

SENTENCE 7. But those arriving for work soon after Conde Nast offices opened expressed no concerns about their safety.

1. Did those arriving for work soon after Conde Nast offices opened express any concerns about their safety?

- No./No, they didn't.

2. What did those arriving for work soon after Conde Nast offices opened express?

- No concerns about their safety./They expressed no concerns about their safety.

3. Who expressed no concerns about their safety?

- Those arriving for work soon after Conde Nast offices opened./Those arriving for work soon after Conde Nast offices opened did.

SENTENCE 8. On that first day the building opened for business, Conde Nast, Port Authority and construction company officials praised the new skyscraper.

1. Did Conde Nast, Port Authority and construction company officials praise the new skyscraper on that first day the building opened for business?

- Yes./Yes, they did.

2. What did Conde Nast, Port Authority and construction company officials praise on that first day the building opened for business?

- The new skyscraper./They praised the new skyscraper on that first day the building opened for business.

3. When did Conde Nast, Port Authority and construction company officials praise the new skyscraper?

- On that first day the building opened for business./They did it on that first day the building opened for business.

4. Who praised the new skyscraper on that first day the building opened for business?

- Conde Nast, Port Authority and construction company officials./Conde Nast, Port Authority and construction company officials did.

SENTENCE 9. Conde Nast's chief executive, Charles Townsend, called it "a wonderful day for New York City."

1. Did Conde Nast's chief executive, Charles Townsend, call it "a wonderful day for New York City"?

- Yes./Yes, he did.

2. What did Conde Nast's chief executive, Charles Townsend, call it?

- "A wonderful day for New York City./He called it "a wonderful day for New York City."

3. Who called it "a wonderful day for New York City"?

- Conde Nast's chief executive, Charles Townsend./Conde Nast's chief executive, Charles Townsend, did.

SENTENCE 10. Steve Plate is director of One World Trade Center Construction.

1. Is Steve Plate director of One World Trade Center Construction?

- Yes./Yes, he is.

2. What is Steve Plate director of?

- One World Trade Center Construction./He is director of One World Trade Center Construction.

3. Who is director of One World Trade Center Construction?

- Steve Plate./Steve Plate is.

SENTENCE 11. He (Steve Plate) says it was important to rebuild what was lost.

1. Does he say it was important to rebuild what was lost?

- Yes./Yes, he does.

2. What does he say?

- It was important to rebuild what was lost./He says it was important to rebuild what was lost.

3. What was important according to Steve Plate?

- To rebuild what was lost./According to Steve Plate, to rebuild what was lost was important.

4. Who says it was important to rebuild what was lost?

- Steve Plate./Steve Plate does.

SENTENCE 12. He (Steve Plate) sees the building as “a gift of remembrance”, both for the people who lost their lives there, and to remember how people pulled together afterwards.

1. Does he see the building as “a gift of remembrance”, both for the people who lost their lives there, and to remember how people pulled together afterwards?

- Yes./Yes, he does.

2. What does Steve Plate see?

- The building as “a gift of remembrance”, both for the people who lost their lives there, and to remember how people pulled together afterwards./He sees the building as “a gift of remembrance”, both for the people who lost their lives there, and to remember how people pulled together afterwards.

3. Who sees the building as “a gift of remembrance”, both for the people who lost their lives there, and to remember how people pulled together afterwards?

- Steve Plate./Steve Plate does.

SENTENCE 13. One World Trade Center is 541 meters high.

1. Is One World Trade Center 541 meters high?

- Yes./Yes, it is.

2. How high is One World Trade Center?

- 541 meters./It is 541 meters high.

3. What is 541 meters high?

- One World Trade Center./One World Trade Center is.

SENTENCE 14. There are 279,000 square meters of space within the building.

1. Are there 279,000 square meters of space within the building?

- Yes./Yes, there are.

2. How many square meters of space are there within the building?

279,000./There are 279,000 square meters of space within it.

3. What are there within the building?

279,000 square meters of space./There are 279,000 square meters of space within it.

4. Where are there 279,000 square meters of space?

- Within the building./There are 279,000 square meters of space within the building.

SENTENCE 15. Sixty percent of the space has been rented, or leased, by a number of publishing, technology and communications companies.

1. Has sixty percent of the space has been rented, or leased, by a number of publishing, technology and communications companies?

- Yes./Yes, it has.

2. How much the space has been rented, or leased, by a number of publishing, technology and communications companies?

- Sixty percent./Sixty percent has.

3. What has been rented, or leased, by a number of publishing, technology and communications companies?

- Sixty percent of the space./Sixty percent of the space has.

4. What companies has sixty percent of the space been rented, or leased, by?

- A number of publishing, technology and communications companies./60% of the space has been rented, or leased, by a number of publishing, technology and communications companies.

SENTENCE 16. One World Trade Center cost \$3.9 billion to build.

1. Did One World Trade Center cost \$3.9 billion to build?

- Yes./Yes, it did.

2. How much did One World Trade Center cost to build?

\$3.9 billion./It cost \$3.9 billion to build.

3. What cost \$3.9 billion to build?

- One World Trade Center./One World Trade Center did.

SENTENCE 17. It (One World Trade Center) is one of the world's costliest structures.

1. Is it one of the world's costliest structures?

- Yes./Yes, it is.

2. What is one of the world's costliest structures?

- One World Trade Center./One World Trade Center is.

SENTENCE 18. The One World Trade Center website says the structure uses the newest safety and security systems.

1. Does the One World Trade Center website say the structure uses the newest safety and security systems?

- Yes./Yes, it does.

2. What says the structure uses the newest safety and security systems?

- The One World Trade Center website./The One World Trade Center website does.

3. What does the One World Trade Center website say?

- The structure uses the newest safety and security systems./It says the structure uses the newest safety and security systems.

e. Questions sketch for practice with hints to the short answers hidden inside sample sentences

SENTENCE 1. Thirteen years have passed since the September 11th, 2001,

2

terrorist attacks that destroyed the World Trade Center in New York City.

3

1. Have

2. How many

3. What

SENTENCE 2. Now its replacement has opened for business.

2

3

1. Has

2. What

3. What

SENTENCE 3. One World Trade Center is America's tallest building at 104
3 2
floors, or stories.

1. Is
2. How many
3. What

SENTENCE 4. The company Conde Nast Publishing recently moved into
2
offices there.

1. Did
2. What
3. Where

SENTENCE 5. Conde Nast says it will have 2,300 employees spread among 24
3
2

floors of the building.

1. Does
2. How many
3. What

SENTENCE 6. The building still raises safety concerns among some people
3 2
who remember what happened on the site.

1. Does
2. What
3. What

SENTENCE 7. But those arriving for work soon after Conde Nast offices
3
opened expressed no concerns about their safety.

1. Did
2. What
3. Who

SENTENCE 8. On that first day the building opened for business, Conde Nast,
3
Port Authority and construction company officials praised the new skyscraper.

4

2

- 1. Did
- 2. What
- 3. When
- 4. Who

SENTENCE 9. Conde Nast's chief executive, Charles Townsend, called it
"a wonderful day for New York City."

3

2

- 1. Did
- 2. What
- 3. Who

SENTENCE 10. Steve Plate is director of One World Trade Center
Construction.

3

2

- 1. Is
- 2. What
- 3. Who

SENTENCE 11. He (Steve Plate) says it was important to rebuild what was
lost.

3

4

2

lost.

- 1. Does
- 2. What
- 3. What
- 4. Who

SENTENCE 12. He (Steve Plate) sees the building as "a gift of remembrance",
both for the people who lost their lives there, and to remember how people
pulled together afterwards.

3

2

- 1. Does
- 2. What
- 3. Who

SENTENCE 13. One World Trade Center is 541 meters high.

3

2

- 1. Is

2. How
3. What

SENTENCE 14. There are 279,000 square meters of space within the building.

1. Are
2. How many
3. What
4. Where

SENTENCE 15. Sixty percent of the space has been rented, or leased, by a number of publishing, technology and communications companies.

1. Has
2. How many
3. How much
4. What
5. What

SENTENCE 16. One World Trade Center cost \$3.9 billion to build.

1. Did
2. How much
3. What

SENTENCE 17. It (One World Trade Center) is one of the world's costliest structures.

1. Is
2. What

SENTENCE 18. The One World Trade Center website says the structure uses the newest safety and security systems.

1. Does
2. What
3. What

Report 15: Raw chocolate

a. Transcript: Health report

Is chocolate good for our health? Or does it just taste good? Many experts warn that the sugar in chocolate is not good for us. But doctors say there are also healthful substances in chocolate, like antioxidants. Some experts say uncooked, pure chocolate may contain just the right balance. The biggest value in eating cocoa and dark chocolate may be their ability to lower blood pressure. This comes from the experience of cocoa butter melting in your mouth. That happy feeling may also add to chocolate's anti-depressant qualities, says Kim Hoffman. Ms. Hoffman is a dietician, a person who advises people about healthy eating. She says the phenethylamines in dark chocolate makes us feel better.

Phenethylamines are also naturally produced by the brain. She says they create a happy feeling. But, not all chocolate is equal. The process of producing chocolate affects its health benefits. The heat required to process most chocolate can be as high as 130 degrees centigrade. Some researchers say such high temperatures can actually lower the effectiveness of chocolate's healthful chemicals. Business owner Anthony Grid makes chocolate at his store in Cape Town, South Africa.

He keeps the temperature of his uncooked chocolate below 42 degrees. He says many food experts support lower cooking temperatures. Chocolate makers can also decrease healthfulness by adding sugar to cocoa. That reduces the amount of the antioxidant polyphenol in cocoa. And, as food science writer Leonie Joubert notes, sugar is connected to weight-related disease.

b. Literal translation into Vietnamese

Sô-cô-la có tốt cho sức khoẻ của chúng ta không? Hay nó chỉ có vị ngon? Nhiều chuyên gia cảnh báo rằng đường trong sô-cô-la là không tốt đối với chúng ta. Nhưng bác sĩ nói cũng có những chất có lợi cho sức khoẻ trong sô-cô-la, như chất chống ô-xi-hoá. Vài chuyên gia nói rằng sô-cô-la chưa nấu chín, nguyên chất có thể chứa chính cân bằng đúng. Giá trị lớn nhất khi ăn cacao và sô-cô-la đậm màu có thể là khả năng làm hạ huyết áp của chúng. Việc này xuất phát từ trải nghiệm để bơ cacao tan chảy trong miệng của bạn. Cảm giác sung sướng đó có thể tăng thêm phẩm chất chống trầm cảm của sô-cô-la, Kim Hoffman nói. Cô Hoffman là một chuyên viên về chế độ ăn uống, một người tư vấn người ta về việc ăn sao để tốt cho sức khoẻ. Cô nói chất phenethylamine trong sô-cô-la đậm màu làm cho chúng ta cảm thấy khoẻ hơn.

Phenethylamine là những chất được sản xuất ra tự nhiên bởi não. Cô nói chúng tạo ra một cảm giác sung sướng. Nhưng không phải tất cả sô-cô-la đều bằng nhau. Quá trình sản xuất sô-cô-la ảnh hưởng đến các lợi ích về sức khoẻ của nó. Nhiệt cần để chế biến hầu hết sô-cô-la có thể cao đến 130 độ C. Một số nhà nghiên cứu nói rằng nhiệt độ cao như thế có thể làm giảm tính hiệu quả các hoá chất có lợi cho sức khoẻ của sô-cô-la. Chủ cửa hàng kinh doanh Anthony Grid sản xuất sô-cô-la tại cửa hàng của ông ở Cape Town, Cộng Hoà Nam Phi. Ông giữ nhiệt độ sô-cô-la chưa nấu chín của ông ở 42 độ. Ông nói nhiều chuyên gia thực phẩm ủng hộ nhiệt độ nấu chín thấp hơn. Những người sản xuất sô-cô-la có thể cũng làm giảm sự có ích cho sức khoẻ bằng cách cho thêm đường vào cacao. Và, như nhà văn về khoa học thực phẩm Leonie Joubert ghi nhận, đường có liên quan đến những bệnh về trọng lượng cơ thể.

c. Vocabulary

1. Chocolate
2. Taste good
3. Expert
4. Healthy
5. Substance
6. Antioxidant
7. Warn
8. Pure
9. Value
10. Cacao
11. Dark
12. Ability
13. Lower
14. Blood pressure
15. Experience
16. Melt
17. Feeling
18. Anti-depressant
19. Kim Hoffman
20. Dietician

21. Phenethylamine
22. Naturally produced
23. Brain
24. Process
25. Affect
26. Benefit
27. Heat
28. Degree centigrade
29. Temperature
30. Actually
31. Effectiveness
32. Chemical
33. Anthony Grid
34. Owner
35. Healthfulness
36. Amount
37. Food science writer
38. Connect
39. Weight-related disease

d. Sentences, questions and answers for practice

SENTENCE 1. Is chocolate good for our health?

SENTENCE 2. Or does it just taste good?

SENTENCE 3. Many experts warn that the sugar in chocolate is not good for us.

1. Do many experts warn that the sugar in chocolate is not good for us?

- Yes./Yes, they do.

2. What do many experts warn?

- That the sugar in chocolate is not good for us./They warn that the sugar in chocolate is not good for us.

3. What in chocolate is not good for us?

- Sugar./Sugar is.

4. Who warn that the sugar in chocolate is not good for us?

- Many experts./Many experts do.

SENTENCE 4. But doctors say there are also healthful substances in chocolate, like antioxidants.

1. Do doctors say there are also healthful substances in chocolate, like antioxidants?

- Yes./Yes, they do.

2. What do doctors say?

- There are also healthful substances in chocolate, like antioxidants./They say there are also healthful substances in chocolate, like antioxidants.

3. What are there also in chocolate?

- Healthful substances, like antioxidants./There are also healthful substances, like antioxidants in it.

4. Who say there are also healthful substances in chocolate, like antioxidants?

- Doctors./Doctors do.

SENTENCE 5. Some experts say uncooked, pure chocolate may contain just the right balance.

1. Do some experts say uncooked, pure chocolate may contain just the right balance?

- Yes./Yes, they do.

2. What do some experts say?

- Uncooked, pure chocolate may contain just the right balance./They say uncooked, pure chocolate may contain just the right balance.

3. What may uncooked, pure chocolate contain?

- Just the right balance./It may contain just the right balance.

4. Who say uncooked, pure chocolate may contain just the right balance?

- Some experts./Some experts do.

SENTENCE 6. The biggest value in eating cocoa and dark chocolate may be their ability to lower blood pressure.

1. May the biggest value in eating cocoa and dark chocolate be their ability to lower blood pressure?

- Yes./Yes, it may.

2. What may be their ability to lower blood pressure?

- The biggest value in eating cocoa and dark chocolate./The biggest value in eating cocoa and dark chocolate may.

3. What may be the biggest value in eating cocoa and dark chocolate?

- Their ability to lower blood pressure./Their ability to lower blood pressure may.

SENTENCE 7. This comes from the experience of cocoa butter melting in your mouth.

1. Does this come from the experience of cocoa butter melting in your mouth?

- Yes./Yes, it does.

2. What does this come from?

- The experience of cocoa butter melting in your mouth./It comes from the experience of cocoa butter melting in your mouth.

SENTENCE 8. That happy feeling may also add to chocolate's anti-depressant qualities, says Kim Hoffman.

1. Does Kim Hoffman say that happy feeling may also add to chocolate's anti-depressant qualities?

- Yes./Yes, she does.

2. May that happy feeling also add to chocolate's anti-depressant qualities according to Kim Hoffman?

- Yes./Yes, it may.

3. What may also add to chocolate's anti-depressant qualities according to Kim Hoffman?

- That happy feeling./That happy feeling may.

4. What may that happy feeling also add to according to Kim Hoffman?

- Chocolate's anti-depressant qualities./It may also add to chocolate's anti-depressant qualities according to Kim Hoffman.

5. Who says that that happy feeling may also add to chocolate's anti-depressant qualities?

- Kim Hoffman./Kim Hoffman does.

SENTENCE 9. Ms. Hoffman is a dietician, a person who advises people about healthy eating.

1. Is Ms. Hoffman is a dietician, a person who advises people about healthy eating?

- Yes./Yes, she is.

2. What is a dietician?

- A person who advises people about healthy eating./She or he is a person who advises people about healthy eating.

3. Who is a dietician?

- Ms. Hoffman./Ms. Hoffman is.

SENTENCE 10. She (Ms. Hoffman) says the phenethylamines in dark chocolate make us feel better.

1. Does she say the phenethylamines in dark chocolate make us feel better?

- Yes./Yes, she does.

2. What does Ms. Hoffman say?

- The phenethylamines in dark chocolate make us feel better./She says the phenethylamines in dark chocolate make us feel better.

3. What in dark chocolate make us feel better?

- The phenethylamines in dark chocolate./The phenethylamines in dark chocolate do.

4. Who says the phenethylamines in dark chocolate make us feel better?

- Ms. Hoffman./Ms. Hoffman does.

SENTENCE 11. Phenethylamines are also naturally produced by the brain.

1. Are phenethylamines also naturally produced by the brain?

- Yes./Yes, they are.

2. What are also naturally produced by the brain?

- Phenethylamines./Phenethylamines are.

3. What are phenethylamines also naturally produced by?

- The brain./They are also naturally produced by the brain.

SENTENCE 12. She (Ms. Hoffman) says they (phenethylamines) create a happy feeling.

1. Does she say they create a happy feeling?

- Yes./Yes, she does.

2. Do they create a happy feeling according to her?

- Yes./Yes, they do.

3. What does Ms Hoffman say?

- Phenethylamines create a happy feeling./She says phenethylamines create a happy feeling.

4. What do phenethylamines create according to Ms. Hoffman?

- A happy feeling./They create a happy feeling according to her.

5. Who says phenethylamines create a happy feeling?

- Ms. Hoffman./Ms. Hoffman does.

SENTENCE 13. But, not all chocolate is equal.

1. Is all chocolate equal?

- No./No, it isn't.

2. What is not equal?

- All chocolate./All chocolate is not.

SENTENCE 14. The process of producing chocolate affects its health benefits.

1. Does the process of producing chocolate affect its health benefits?

- Yes./Yes, it does.

2. What affects its health benefits?

- The process of producing chocolate./The process of producing chocolate does.

3. What does the process of producing chocolate affect?

- Its health benefits./It affects its health benefits.

SENTENCE 15. The heat required to process most chocolate can be as high as 130 degrees centigrade.

1. Can the heat required to process most chocolate be as high as 130 degrees centigrade?

- Yes./Yes, it can.

2. How high can the heat required to process most chocolate?

- As high as 130 degrees centigrade./It can be as high as 130 degrees centigrade.

3. What can be as high as 130 degrees centigrade?

- The heat required to process most chocolate./The heat required to process most chocolate can.

SENTENCE 16. Some researchers say such high temperatures can actually lower the effectiveness of chocolate's healthful chemicals.

1. Do some researchers say such high temperatures can actually lower the effectiveness of chocolate's healthful chemicals?

-Yes./Yes, they do.

2. Can such high temperatures actually lower the effectiveness of chocolate's healthful chemicals according to some researchers?

- Yes./Yes, they can.

3. What do some researchers say?

- Such high temperatures can actually lower the effectiveness of chocolate's healthful chemicals./They say such high temperatures can actually lower the effectiveness of chocolate's healthful chemicals.

4. What can actually lower the effectiveness of chocolate's healthful chemicals according to some researchers?

- Such high temperatures./Such high temperatures can.

5. What can such high temperatures actually lower according to some researchers?

- The effectiveness of chocolate's healthful chemicals./They can actually lower the effectiveness of chocolate's healthful chemicals according to some researchers.

6. Who say such high temperatures can actually lower the effectiveness of chocolate's healthful chemicals?

- Some researchers./Some researchers do.

SENTENCE 17. Business owner Anthony Grid makes chocolate at his store in Cape Town, South Africa.

1. Does business owner Anthony Grid make chocolate at his store in Cape Town, South Africa?

- Yes./Yes, he does.

2. What does business owner Anthony Grid make at his store in Cape Town, South Africa?

- Chocolate./He makes chocolate there.

3. Where does business owner Anthony Grid make chocolate?

- At his store in Cape Town, South Africa./He makes it at his store in Cape Town, South Africa.

4. Who makes chocolate at his store in Cape Town, South Africa?

- Business owner Anthony Grid./Business owner Anthony Grid does.

SENTENCE 18. He (Business owner Anthony Grid) keeps the temperature of his uncooked chocolate below 42 degrees.

1. Does he keep the temperature of his uncooked chocolate below 42 degrees?

- Yes./Yes, he does.

2. What does business owner Anthony Grid keep?

- The temperature of his uncooked chocolate below 42 degrees./He keeps the temperature of his uncooked chocolate below 42 degrees.

3. Who keeps the temperature of his uncooked chocolate below 42 degrees?

- Business owner Anthony Grid./Business owner Anthony Grid does.

SENTENCE 19. He (Business owner Anthony Grid) says many food experts support lower cooking temperatures.

1. Does he say many food experts support lower cooking temperatures?

- Yes./Yes, he does.

2. Do many food experts support lower cooking temperatures according to him?

- Yes./Yes, they do.

3. What does business owner Anthony Grid say?

- Many food experts support lower cooking temperatures./He says many food experts support lower cooking temperatures.

4. Who says many food experts support lower cooking temperatures?

- Business owner Anthony Grid./Business owner Anthony Grid does.

5. Who support lower cooking temperatures according to business owner Anthony Grid?

- Many food experts./Many food experts do.

SENTENCE 20. Chocolate makers can also decrease healthfulness by adding sugar to cocoa.

1. Can chocolate makers also decrease healthfulness by adding sugar to cocoa?

- Yes./Yes, they can.

2. How can chocolate makers also decrease healthfulness?

- By adding sugar to cocoa./They can also decrease healthfulness by adding sugar to cocoa.

3. What can chocolate makers also decrease?

- Healthfulness by adding sugar to cocoa./They can also decrease healthfulness by adding sugar to cocoa.

4. Who can also decrease healthfulness by adding sugar to cocoa?

- Chocolate makers./Chocolate makers can.

SENTENCE 21. That reduces the amount of the antioxidant polyphenol in cocoa.

1. Does that reduce the amount of the antioxidant polyphenol in cocoa?

- Yes./Yes, it does.

2. What does that reduce?

- The amount of the antioxidant polyphenol in cocoa./That reduces the amount of the antioxidant polyphenol in cocoa.

SENTENCE 22. And, as food science writer Leonie Joubert notes, sugar is connected to weight-related disease.

1. Does food science writer Leonie Joubert note that sugar is connected to weight-related disease?

- Yes./Yes, she does.

2. Is sugar connected to weight-related disease according to food science writer Leonie Joubert?

- Yes./Yes, it is.

3. What does food science writer Leonie Joubert note?

- Sugar is connected to weight-related disease./She notes that sugar is connected to weight-related disease.

4. What is connected to weight-related disease according to food science writer Leonie Joubert?

- Sugar./Sugar is.

e. Questions sketch for practice with hints to the short answers hidden inside sample sentences

SENTENCE 1. Is chocolate good for our health?

SENTENCE 2. Or does it just taste good?

SENTENCE 3. Many experts warn that the sugar in chocolate is not good for
4 2

us.

1. Do
2. What
3. What
4. Who

SENTENCE 4. But doctors say there are also healthful substances in chocolate,
4 2

like antioxidants.

1. Do
2. What
3. What
4. Who

SENTENCE 5. Some experts say uncooked, pure chocolate may contain just
4 2

the right balance.

1. Do
2. What
3. What
4. Who

SENTENCE 6. The biggest value in eating cocoa and dark chocolate may be
2
their ability to lower blood pressure.

1. May
2. What
3. What

SENTENCE 7. This comes from the experience of cocoa butter melting in your
2
mouth.

1. Does
2. What

SENTENCE 8. That happy feeling may also add to chocolate's anti-depressant qualities, says Kim Hoffman.

1. Does
2. May
3. What
4. What
5. Who

SENTENCE 9. Ms. Hoffman is a dietician, a person who advises people about healthy eating.

1. Is
2. What
3. Who

SENTENCE 10. She (Ms. Hoffman) says the phenethylamines in dark chocolate makes us feel better.

1. Does
2. What
3. What
4. Who

SENTENCE 11. Phenethylamines are also naturally produced by the brain.

1. Are
2. What
3. What

SENTENCE 12. She (Ms. Hoffman) says they (phenethylamines) create a happy feeling.

1. Does
2. Do
3. What
4. What

5. Who

SENTENCE 13. But, not all chocolate is equal.

2

1. Is
2. What

SENTENCE 14. The process of producing chocolate affects its health benefits.

2

3

1. Does
2. What
3. What

SENTENCE 15. The heat required to process most chocolate can be as high as

3

2

130 degrees centigrade.

1. Can
2. How
3. What

SENTENCE 16. Some researchers say such high temperatures can actually

6

3

lower the effectiveness of chocolate's healthful chemicals.

1. Do
2. Can
3. What
4. What
5. What
6. Who

SENTENCE 17. Business owner Anthony Grid makes chocolate at his store in

4

2

Cape Town, South Africa.

3

1. Does
2. What
3. Where
4. Who

SENTENCE 18. He (Business owner Anthony Grid) keeps the temperature of

3

his uncooked chocolate below 42 degrees.

2

1. Does
2. What
3. Who

SENTENCE 19. He (Business owner Anthony Grid) says many food experts
support lower cooking temperatures.

3

1. Does
2. Do
3. What
4. Who
5. Who

SENTENCE 20. Chocolate makers can also decrease healthfulness by adding
sugar to cocoa.

1. Can
2. How
3. What
4. Who

SENTENCE 21. That reduces the amount of the antioxidant polyphenol in
cocoa.

1. Does
2. What

SENTENCE 22. And, as food science writer Leonie Joubert notes, sugar is
connected to weight-related disease.

1. Does
2. Is
3. What
4. What

Report 16: Turning Unused City Lots...

a. Transcript: Agriculture Report

Farms are spreading to unused city lots and old properties across the United States. These urban farms grow crops in areas where people rarely buy fresh fruits and vegetables.

They have the power to change what people eat. They also have the power to influence troubled neighborhoods. ECO City Farms is an educational, nonprofit organization in Prince George's County, Maryland. It seeks to help the local community by teaching economic development, job training and a healthier way of living.

The group has set up farms near automobile repair businesses and fast food stores in urban neighborhoods. Social activist Margaret Morgan Hubbard founded ECO City Farms. She says the lack of fresh fruits and vegetables is a health problem for children and their families who live in nearby Bladensburg, Maryland.

ECO City Farms offers several programs, including educational activities on agriculture, food and finding jobs with environmentally friendly businesses. People can also learn how to cook healthier foods and teach others how to prepare meals. Recently, Philip Sidibe demonstrated his cooking skills. He prepared aloco, a popular food in Cameroon, where he grew up.

He and other young people not only cook their food, they also grow it in a large garden next to the Autumn Woods Apartments.

Margaret Morgan Hubbard says the urban garden is an agent for change and the young people are its newest supporters. She says young people work throughout the year helping with the farm. They are not only farming food, but also making that

food available to people who live in the community. For VOA Learning English, I'm Laurel Bowman.

b. Literal translation in Vietnamese

Nông trại đang lan rộng sang những lô đất không sử dụng ở thành phố và những tài sản cũ khắp Hoa Kỳ. Các nông trại thành thị này trồng các cây trồng trong những khu vực mà người ta hiếm khi mua trái cây và rau cải tươi. Chúng có sức mạnh làm thay đổi cái mà người ta ăn. Chúng cũng có sức mạnh để ảnh hưởng đến những khu lân cận hỗn loạn. ECO City Farms là một tổ chức giáo dục phi lợi nhuận ở hạt Prince George's, bang Maryland. Nó tìm cách giúp đỡ cộng đồng địa phương qua giảng dạy sự phát triển kinh tế, sự đào tạo việc làm và một lối sống lành mạnh hơn. Nhóm này đã thiết lập các nông trại gần các cửa hàng sửa chữa xe hơi và cửa hàng thức ăn nhanh ở các khu lân cận thành thị. Nhà hoạt động xã hội Margaret Morgan Hubbard đã thành lập ECO City Farms. Bà nói rằng sự thiếu trái cây và rau cải tươi là một vấn đề sức khỏe đối với trẻ con và gia đình của chúng sống gần Bladensburg, bang Maryland.

ECO City Farms đưa ra nhiều chương trình, bao gồm các hoạt động giáo dục về nông nghiệp, thức ăn và tìm việc làm với những cơ sở kinh doanh thân thiện với môi trường. Người ta cũng có thể học cách nấu thức ăn tốt cho sức khỏe hơn và dạy người khác cách chuẩn bị các bữa ăn.

Mới đây, Philip Sidibe đã biểu diễn kỹ năng nấu ăn của anh. Anh đã chuẩn bị món "aloco", một thức ăn phổ biến ở Ca-mê-run, nơi anh đã lớn lên.

Anh và những người trẻ tuổi khác không chỉ nấu thức ăn của họ, họ còn trồng nó trong một khu vườn lớn kế bên Autumn Woods Apartments.

Margaret Morgan Hubbard nói rằng khu vườn thành thị là một tác nhân cho thay đổi mà những người trẻ tuổi là những người ủng hộ mới nhất của nó. Bà nói những người trẻ tuổi lao động quanh năm giúp đỡ nông trại. Họ hiện không những đang canh tác lương thực mà còn đang làm cho lương thực này có sẵn cho những người sống trong cộng đồng. Cho việc học tiếng Anh trên VOA, tôi là Laurel Bowman.

c. Vocabulary

1. Agriculture
2. Spread
3. Lot
4. Property
5. ECO City Farms
6. Prince George's County
7. Maryland
8. Urban
9. Crop
10. Rarely
11. Power
12. Change
13. Influence

14. Troubled
15. Neighborhood
16. Nonprofit
17. County
18. Community
19. Healthy
20. Way of living
21. Set up
22. Automobile
23. Repair
24. Social activist
25. Margaret Morgan Hubbard
26. Lack
27. Bladensburg
28. Environmentally friendly
29. Healthy
30. Philip Sidibe
31. Cameroon
32. Autumn Woods Apartments
33. Aloco (n): Món ăn ở Ca-mê-run
34. Agent
35. Supporter
36. Available
37. Community
- 38. Laurel Bowman**

d. Sentences, questions and answers for practice

SENTENCE 1. Farms are spreading to unused city lots and old properties across the United States.

1. Are farms spreading to unused city lots and old properties across the United States?

- Yes./Yes, they are.

2. What are spreading to unused city lots and old properties across the United States?

- Farms./Farms are.

3. Where are farms spreading to?

- Unused city lots and old properties across the United States./They are spreading to unused city lots and old properties across the United States.

SENTENCE 2. These urban farms grow crops in areas where people rarely buy fresh fruits and vegetables.

1. Do these urban farms grow crops in areas where people rarely buy fresh fruits and vegetables?

- Yes./Yes, they do.

2. What grow crops in areas where people rarely buy fresh fruits and vegetables?

- These urban farms./These urban farms do.

3. What do these urban farms grow in areas where people rarely buy fresh fruits and vegetables?

- Crops./They grow crops.

4. What do people rarely buy?

- Fresh fruits and vegetables./They rarely buy fresh fruits and vegetables.

5. Where do these urban farms grow crops?

- In areas where people rarely buy fresh fruits and vegetables./They grow crops in areas where people rarely buy fresh fruits and vegetables.

6. Who rarely buy fresh fruits and vegetables?

- People./People do.

SENTENCE 3. They (Urban farms) have the power to change what people eat.

1. Do urban farms have the power to change what people eat?

- Yes./Yes, they do.

2. What have the power to change what people eat?

- Urban farms./Urban farms do.

3. What do urban farms have?

- The power to change what people eat./They have the power to change what people eat.

4. What do urban farms have the power to?

- Change what people eat./They have the power to change what people eat.

SENTENCE 4. They (Urban farms) also have the power to influence troubled neighborhoods.

1. Do urban farms also have the power to influence troubled neighborhoods?

- Yes./Yes, they do.

2. What also have the power to influence troubled neighborhoods?

- Urban farms./Urban farms do.

3. What do urban farms also have?

- The power to influence troubled neighborhoods./They also have the power to influence troubled neighborhoods.

4. What do urban farms also have the power to?

- Influence troubled neighborhoods./They also have the power to influence troubled neighborhoods.

SENTENCE 5. ECO City Farms is an educational, nonprofit organization in Prince George's County, Maryland.

1. Is ECO City Farms an educational, nonprofit organization in Prince George's County, Maryland?

- Yes./Yes, it is.

2. What is ECO City Farms?

- An educational, nonprofit organization in Prince George's County, Maryland./It is an educational, nonprofit organization in Prince George's County, Maryland.

3. Where is ECO City Farms?

- In Prince George's County, Maryland./It is in Prince George's County, Maryland.

SENTENCE 6. It (ECO City Farms) seeks to help the local community by teaching economic development, job training and a healthier way of living.

1. Does ECO City Farms seek to help the local community by teaching economic development, job training and a healthier way of living?

- Yes./Yes, it does.

2. How does ECO City Farms seek to help the local community?

- By teaching economic development, job training and a healthier way of living./It seeks to help it by teaching economic development, job training and a healthier way of living.

3. What seeks to help the local community by teaching economic development, job training and a healthier way of living?

- ECO City Farms./ECO City Farms does.

4. Whom does ECO City Farms seek?

- To help the local community./It seeks to help the local community.

5. Whom does ECO City Farms seek to help?

- The local community./It seeks to help the local community.

SENTENCE 7. The group has set up farms near automobile repair businesses and fast food stores in urban neighborhoods.

1. Has the group set up farms near automobile repair businesses and fast food stores in urban neighborhoods?

- Yes./Yes, it has.

2. What has set up farms near automobile repair businesses and fast food stores in urban neighborhoods?

- The group./The group has.

3. What has the group set up near automobile repair businesses and fast food stores in urban neighborhoods?

- Farms./It has set up farms near automobile repair businesses and fast food stores in urban neighborhoods.

4. Where has the group set up farms?

- Near automobile repair businesses and fast food stores in urban neighborhoods./It has set them up near automobile repair businesses and fast food stores in urban neighborhoods.

SENTENCE 8. Social activist Margaret Morgan Hubbard founded ECO City Farms.

1. Did social activist Margaret Morgan Hubbard found ECO City Farms?

- Yes./Yes, she did.

2. What did social activist Margaret Morgan Hubbard found?

- ECO City Farms./She founded ECO City Farms.

3. Who founded ECO City Farms?

- Social activist Margaret Morgan Hubbard./Social activist Margaret Morgan Hubbard did.

SENTENCE 9. She (Social activist Margaret Morgan Hubbard) says the lack of fresh fruits and vegetables is a health problem for children and their families who live in nearby Bladensburg, Maryland.

1. Does social activist Margaret Morgan Hubbard say the lack of fresh fruits and vegetables is a health problem for children and their families who live in nearby Bladensburg, Maryland?

- Yes./Yes, she does.

2. Is the lack of fresh fruits and vegetables a health problem for children and their families who live in nearby Bladensburg, Maryland?

- Yes./Yes, it is.

3. What does social activist Margaret Morgan Hubbard say?

- The lack of fresh fruits and vegetables is a health problem for children and their families who live in nearby Bladensburg, Maryland./She says the lack of fresh fruits and vegetables is a health problem for children and their families who live in nearby Bladensburg, Maryland.

4. What is a health problem for children and their families who live in nearby Bladensburg, Maryland?

- The lack of fresh fruits and vegetables./The lack of fresh fruits and vegetables is.

5. Who says the lack of fresh fruits and vegetables is a health problem for children and their families who live in nearby Bladensburg, Maryland?

- Social activist Margaret Morgan Hubbard./Social activist Margaret Morgan Hubbard does.

SENTENCE 10. ECO City Farms offers several programs, including educational activities on agriculture, food and finding jobs with environmentally friendly businesses.

1. Does ECO City Farms offer several programs, including educational activities on agriculture, food and finding jobs with environmentally friendly businesses?

- Yes./Yes, it does.

2. What offers several programs, including educational activities on agriculture, food and finding jobs with environmentally friendly businesses?

- ECO City Farms./ECO City Farms does.

3. What does ECO City Farms offer?

- Several programs, including educational activities on agriculture, food and finding jobs with environmentally friendly businesses./It offers several programs, including educational activities on agriculture, food and finding jobs with environmentally friendly businesses.

SENTENCE 11. People can also learn how to cook healthier foods and teach others how to prepare meals.

1. Can people also learn how to cook healthier foods and teach others how to prepare meals?

- Yes./Yes, they can.

2. What can people also learn?

- How to cook healthier foods and teach others how to prepare meals./They can also learn how to cook healthier foods and teach others how to prepare meals.

3. Who can also learn how to cook healthier foods and teach others how to prepare meals?

- People./People can.

SENTENCE 12. Recently, Philip Sidibe demonstrated his cooking skills.

1. Did Philip Sidibe demonstrate his cooking skills recently?

- Yes./Yes, he did.

2. What did Philip Sidibe demonstrate recently?

- His cooking skills./He demonstrated his cooking skills recently.

3. When did Philip Sidibe demonstrate his cooking skills?

- Recently./He demonstrated them recently.

4. Who recently demonstrated his cooking skills?

- Philip Sidibe./Philip Sidibe did.

SENTENCE 13. He (Philip Sidibe) prepared alogo, a popular food in Cameroon, where he grew up.

1. Did Philip Sidibe prepare alogo, a popular food in Cameroon, where he grew up?

- Yes./Yes, he did.

2. Did Philip Sidibe grow up in Cameroon?

- Yes./Yes, he did.

3. Is alogo a popular food in Cameroon?

- Yes./Yes, it is.

4. What did Philip Sidibe prepare?

- Alogo, a popular food in Cameroon, where he grew up/He prepared alogo, a popular food in Cameroon, where he grew up.

5. What is alogo?

- A popular food in Cameroon, where Philip Sidibe grew up./It is a popular food in Cameroon, where Philip Sidibe grew up.

6. Where did Philip Sidibe grow up?

- In Cameroon./He grew up in Cameroon.

7. Who prepared alogo, a popular food in Cameroon, where he grew up?

- Philip Sidibe./Philip Sidibe did.

SENTENCE 14. He (Philip Sidibe) and other young people not only cook their food, they also grow it (their food) in a large garden next to the Autumn Woods Apartments.

1. Do Philip Sidibe and other young people cook their food?

- Yes./Yes, they do.

2. Do Philip Sidibe and other young people also grow their food in a large garden next to the Autumn Woods Apartments?

- Yes./Yes, they also do.

3. What do Philip Sidibe and other young people cook?

- Their food./They cook their food.

4. What do Philip Sidibe and other young people also grow in a large garden next to the Autumn Woods Apartments?

- Their food./They also grow their food there.

- 5. Where** do Philip Sidibe and other young people also grow their food?
 - In a large garden next to the Autumn Woods Apartments./They also grow it in a large garden next to the Autumn Woods Apartments.
- 6. Who** cook their food?
 - Philip Sidibe and other young people./Philip Sidibe and other young people do.
- 7. Who** also grow their food in a large garden next to the Autumn Woods Apartments?
 - Philip Sidibe and other young people./Philip Sidibe and other young people do.

SENTENCE 15. Margaret Morgan Hubbard says the urban garden is an agent for change and the young people are its newest supporters.

- 1. Does** Margaret Morgan Hubbard say the urban garden is an agent for change and the young people are its newest supporters?
 - Yes./Yes, she does.
- 2. Is** the urban garden an agent for change?
 - Yes./Yes, it is.
- 3. Are** the young people its newest supporters?
 - Yes./Yes, they are.
- 4. What** does Margaret Morgan Hubbard say?
 - The urban garden is an agent for change and the young people are its newest supporters./She says the urban garden is an agent for change and the young people are its newest supporters.
- 5. What** is the urban garden?
 - An agent for change./It is an agent for change.
- 6. What** are the young people?
 - Its newest supporters./They are its newest supporters.
- 7. Who** says the urban garden is an agent for change and the young people are its newest supporters?
 - Margaret Morgan Hubbard./Margaret Morgan Hubbard does.

SENTENCE 16. She (Margaret Morgan Hubbard) says young people work throughout the year helping with the farm.

- 1. Does** Margaret Morgan Hubbard say young people work throughout the year helping with the farm?
 - Yes./Yes, she does.
- 2. Do** young people work throughout the year helping with the farm?
 - Yes./Yes, they do.
- 3. What** does Margaret Morgan Hubbard say?
 - Young people work throughout the year helping with the farm./She says young people work throughout the year helping with the farm.
- 4. Who** says young people work throughout the year helping with the farm?
 - Margaret Morgan Hubbard./Margaret Morgan Hubbard does.

SENTENCE 17. They (young people) are not only farming food, but also making that food available to people who live in the community.

1. Are young people not only farming food, but also making that food available to people who live in the community?

- Yes./Yes, they are.

2. Are young people farming food?

- Yes./Yes, they are.

3. Are young people also making that food available to people who live in the community?

- Yes./Yes, they are.

4. Who are farming food?

- Young people./Young people are.

5. Who are also making that food available to people who live in the community?

- Young people./Young people are.

6. Who are not only farming food, but also making that food available to people who live in the community?

- Young people./Young people are.

7. Whom are young people also making that food available to?

- People who live in the community./They are also making it available to people who live in the community.

SENTENCE 18. For VOA Learning English, I'm Laurel Bowman.

1. Is Laurel Bowman the radio presenter of this VOA Special English report?

- Yes./Yes, she is.

2. Who is the radio presenter of this VOA Special English report?

- Laurel Bowman./Laurel Bowman is.

e. Questions sketch for practice with hints to the short answers hidden inside sample sentences

SENTENCE 1. Farms are spreading to unused city lots and old properties across the United States.

2

3

1. Are

2. What

3. Where

6

5

SENTENCE 2. These urban farms grow crops in areas where people rarely

2

3

buy fresh fruits and vegetables.

4

1. Do

2. What

3. What

- 4. What
- 5. Where
- 6. Who

SENTENCE 3. They (Urban farms) have the power to change what people eat.

2 3 4

- 1. Do
- 2. What
- 3. What
- 4. What

SENTENCE 4. They (Urban farms) also have the power to influence troubled

2 3 4

neighborhoods.

- 1. Do
- 2. What
- 3. What
- 4. What

SENTENCE 5. ECO City Farms is an educational, nonprofit organization in

2

Prince George's County, Maryland.

3

- 1. Is
- 2. What
- 3. Where

SENTENCE 6. It (ECO City Farms) seeks to help the local community by

3 4 5

teaching economic development, job training and a healthier way of living.

2

- 1. Does
- 2. How
- 3. What
- 4. What
- 5. What

SENTENCE 7. The group has set up farms near automobile repair businesses

2 3 4

and fast food stores in urban neighborhoods.

1. Has
2. What
3. What
4. Where

SENTENCE 8. Social activist Margaret Morgan Hubbard founded ECO City
3 2

Farms.

1. Did
2. What
3. Who

SENTENCE 9. She (Social activist Margaret Morgan Hubbard) says the lack
5

4
of fresh fruits and vegetables is a health problem for children and their
3

families who live in nearby Bladensburg, Maryland.

1. Does
2. Is
3. What
4. What
5. Who

SENTENCE 10. ECO City Farms offers several programs, including
2

educational activities on agriculture, food and finding jobs with
3

environmentally friendly businesses.

1. Does
2. What
3. What

SENTENCE 11. People can also learn how to cook healthier foods and teach
3 2

others how to prepare meals.

1. Can
2. What
3. Who

SENTENCE 12. Recently, Philip Sidibe demonstrated his cooking skills.

1. Did
2. What
3. When
4. Who

SENTENCE 13. He (Philip Sidibe) prepared aloco, a popular food in

_____6_____
_____5_____
Cameroon, where he grew up.

1. Did
2. Did
3. Is
4. What did Philip Sidibe prepare?
5. What is aloco?
6. Where
7. Who

SENTENCE 14. He (Philip Sidibe) and other young people not only cook their
food, they also grow it (their food) in a large garden next to the Autumn Woods
_____6,7_____ _____3_____
_____4_____ _____5_____
Apartments.

1. Do
2. Do
3. What
4. What
5. Where
6. Who
7. Who

SENTENCE 15. Margaret Morgan Hubbard says the urban garden is an agent
_____7_____ _____5_____
_____6_____
for change and the young people are its newest supporters.

1. Does
2. Is
3. Are

4. What
5. What
6. What
7. Who

SENTENCE 16. She (Margaret Morgan Hubbard) says young people work throughout the year helping with the farm.

4

3

1. Does
2. Do
3. What
4. Who

SENTENCE 17. They (young people) are not only farming food, but also making that food available to people who live in the community.

4,5,6

7

1. Are
2. Are
3. Are
4. Who
5. Who
6. Who
7. Whom

SENTENCE 18. For VOA Learning English, I'm Laurel Bowman.

2

1. Is
2. Who

Report 17: Typing against Writing

a. Transcript

Many college students have stopped taking class notes by hand. Instead, they type on computers. But scientists say typing notes is less effective. If you need to remember something, they say, write it down. Writing notes by hand is much better for the long-term memory of ideas, or conceptual information. That is the finding of a 2014 study published in the journal *Psychological Science*. So, turn off your computer if you want to remember something. Computers can take your attention away from your work. If you have a computer you might send an email or check a sports score. Scientists also say computers may hurt performance in school. Their research showed that students who type notes often transcribe the information. That means they record what the professor says word-for-word. They may not think about what they are typing. The study found that electronic notes contained more words. But scientists say the act is "mindless." However, students who take notes by writing them first process the information they hear. Then they record just the main points. This process leads to a deeper understanding, researchers say. In the study, students listened to a teacher and then took a test. Some students typed their notes; others wrote them. Both groups performed about the same in remembering facts. But students who typed did much worse on questions that require understanding of an idea. Researchers found that those who wrote their notes also remembered the tested information better a week later.

b. Literal translation into Vietnamese

Nhiều sinh viên đại học đã ngừng không ghi chép bằng tay. Thay vào đó họ thường đánh lên máy vi tính. Các nhà khoa học nói rằng đánh lên vi tính các ghi chép ít hiệu quả hơn. Nếu bạn cần nhớ điều gì, họ nói, hãy viết nó ra. Ghi chép bằng tay thì tốt hơn cho sự nhớ lâu dài các ý tưởng, hay là thông tin khái niệm. Đó là phát hiện của một nghiên cứu năm 2014 được công bố trong tạp chí Khoa học Tâm ý. Do đó, hãy tắt máy vi tính của bạn nếu bạn muốn nhớ điều gì đó. Máy vi tính có thể lấy đi sự chú ý của bạn từ việc học của bạn. Nếu bạn có một máy vi tính bạn có thể gửi một email hay kiểm tra một tỷ số thể thao. Các nhà khoa học cũng nói máy vi tính có thể làm hại thành tích ở trường. Nghiên cứu của họ chứng minh rằng sinh viên đánh máy vi tính lời giảng thường chép lại thông tin. Điều đó có nghĩa là họ ghi lại điều mà giáo sư nói theo từng chữ. Họ có thể không suy nghĩ về cái mà họ đang đánh lên máy vi tính. Nghiên cứu đã phát hiện các ghi chép điện tử chứa nhiều từ hơn. Nhưng các nhà khoa học cho rằng hành vi này (ghi chép bằng máy vi tính) là “không cần động não.” Tuy nhiên, các sinh viên ghi chú bằng cách viết thì trước hết là xử lý thông tin mà họ nghe. Sau đó họ chỉ ghi lại những điểm chính. Quá trình này dẫn đến một sự hiểu sâu sắc hơn, các nhà nghiên cứu nói. Trong nghiên cứu (này) các sinh viên đã lắng nghe giáo viên và sau đó làm bài kiểm tra. Vài sinh viên đánh máy lời ghi chú; các người khác thì viết chúng ra. Cả hai nhóm có thành tích gần như nhau trong việc nhớ lại các sự kiện. Nhưng những sinh viên đánh máy trả lời tệ hơn nhiều các câu hỏi đòi hỏi sự hiểu một ý tưởng. Các nhà nghiên cứu đã phát hiện ra rằng những người đã viết những lời ghi chép của họ cũng nhớ thông tin đã kiểm tra tốt hơn một tuần sau đó.

c. Vocabulary

1. To take notes
2. Conceptual information
3. Psychological
4. Performance
5. To transcribe
6. Word-for-word
7. Mindless

d. Sentences, questions and answers for practice

SENTENCE 1. Many college students have stopped taking class notes by hand.

1. Have many college students stopped taking class notes by hand?

- Yes./Yes, they have.

2. What have many college students stopped taking by hand?

- Class notes./They have stopped taking class notes by it.

3. Who have stopped taking class notes by hand?

- Many college students./Many college students have.

SENTENCE 2. Instead, they (students) type on computers.

1. Do they type on computers, instead?

- Yes./Yes, they do.

2. **What** do students type on instead?
- Computers./They type on computers instead.
3. **Who** type on computers instead?
- Students./Students do.

SENTENCE 3. But scientists say typing notes is less effective.

1. **Do** scientists say typing notes is less effective?
- Yes./Yes, they do.
2. **Is** typing notes less effective according to scientists?
- Yes./Yes, it is.
3. **What** do scientists say?
- Typing notes is less effective./They say typing notes is less effective.
4. **Who** say typing notes is less effective?
- Scientists./Scientists do.

SENTENCE 4. If you need to remember something, they (scientists) say, write it down.

1. **Do** scientists say if you need to remember something, write it down?
- Yes./Yes, they do.
2. **What** do you do if you need to remember something according to scientists?
- I write it down./If I need to remember something, I write it down according to them.
3. **Who** say if you need to remember something, write it down?
- Scientists./Scientists do.

SENTENCE 5. Writing notes by hand is much better for the long-term memory of ideas, or conceptual information.

1. **Is** writing notes by hand is much better for the long-term memory of ideas, or conceptual information?
- Yes./Yes, it is.
2. **What** is much better for the long-term memory of ideas, or conceptual information?
- Writing notes by hand./Writing notes by hand is.

SENTENCE 6. That is the finding of a 2014 study published in the journal Psychological Science.

1. **Is** that the finding of a 2014 study published in the journal Psychological Science?
- Yes./Yes, it is.
2. **What** was published in the journal Psychological Science?
- The finding of a 2014 study./The finding of a 2014 study was.

SENTENCE 7. So, turn off your computer if you want to remember something.

1. **Do** you turn off your computer if you want to remember something?
- Yes./Yes, I do.

2. What do you do if you want to remember something?

- I turn off my computer./I turn off my computer if I want to remember something.

SENTENCE 8. Computers can take your attention away from your work.

1. Can computers take your attention away from your work?

- Yes./Yes, they can.

2. What can take your attention away from your work?

- Computers./Computers can.

3. What can computers take away from your work?

- My attention./They can take away my attention from it.

SENTENCE 9. If you have a computer, you might send an email or check a sports score.

1. Might you send an email or check a sports score if you have a computer?

- Yes./Yes, I might.

2. What can you do if you have a computer?

- I might send an email or check a sports score./If I have it, I might send an email or check a sports score.

3. What can you send if you have a computer?

- An email./If I have it, I can send an email.

4. What can you check if you have a computer?

- A sports score./If I have it, I can check a sports score.

SENTENCE 10. Scientists also say computers may hurt performance in school.

1. Do scientists also say computers may hurt performance in school?

- Yes./Yes, they do.

2. May computers hurt performance in school according to scientists?

- Yes./Yes, they may.

3. What do scientists also say?

- Computers may hurt performance in school./They also say computers may hurt performance in school.

4. What can computers hurt according to scientists?

- Performance in school./They can hurt performance in school.

SENTENCE 11. Their research showed that students who type notes often transcribe the information.

1. Did their research show that students who type notes often transcribe the information?

- Yes./Yes, it did.

2. Do students who type notes often transcribe the information according to scientists?

- Yes./Yes, they do.

3. What did their research show?

- That students who type notes often transcribe the information/It showed that students who type notes often transcribe the information.

4. What showed that students who type notes often transcribe the information?

- Their research./Their research did.

SENTENCE 12. That means they (the students) record what the professor says word-for-word.

1. Does that mean the students record what the professor says word-for-word?

- Yes./Yes, it does.

2. What does that mean?

- The students record what the professor says word-for-word./It means the students record what the professor says word-for-word.

3. What do the students do according to that?

- Record what the professor says word-for-word./They record what the professor says word-for-word according to that.

SENTENCE 13. They (The students) may not think about what they are typing.

1. May the students not think about what they are typing?

- No./No, they may not.

2. What may the students not think about?

- What they are typing./They may not think about what they are typing.

3. Who may not think about what they are typing?

- The students./The students may not.

SENTENCE 14. The study found that electronic notes contained more words.

1. Did the study find that electronic notes contained more words?

- Yes./Yes, it did.

2. Did electronic notes contain more words according to the study?

- Yes./Yes, they did.

3. What did the study find?

- That electronic notes contained more words./It found that electronic notes contained more words.

4. What found that electronic notes contained more words?

- The study./The study did.

SENTENCE 15. But scientists say the act is "mindless."

1. Do scientists say the act is "mindless"?

- Yes./Yes they do.

2. Is the act "mindless"?

- Yes./Yes, it is.

3. What do scientists say?

- The act is "mindless"./They say the act is "mindless."

4. Who say the act is "mindless"?

- Scientists./Scientists do.

SENTENCE 16. However, students who take notes by writing them first process the information they hear.

1. Do students who take notes by writing them first process the information they hear?

- Yes./Yes, they do.

2. What do students who take notes by writing them first process?

- The information they hear./They process the information they hear.

3. Who first process the information they hear?

- Students who take notes by writing them./Students who take notes by writing them do.

SENTENCE 17. Then they (the students) record just the main points.

1. Do the students record just the main points?

- Yes./Yes, they do.

2. What do the students record?

- Just the main points./They record just the main point.

3. Who record just the main points?

- The students./The students do.

SENTENCE 18. This process leads to a deeper understanding, researchers say.

1. Do researchers say this process leads to a deeper understanding?

- Yes./Yes, they do.

2. Does this process lead to a deeper understanding, according to researchers?

- Yes./Yes, it does.

3. What do researchers say?

- This process leads to a deeper understanding./They say this process leads to a deeper understanding.

4. What does this process lead to according to researchers?

- A deeper understanding./It leads to a deeper understanding according to researchers.

5. Who say this process leads to a deeper understanding?

- Researchers./Researchers do.

SENTENCE 19. In the study, students listened to a teacher and then took a test.

1. Did students listen to a teacher and then take a test in the study?

- Yes./Yes, they did.

2. What did the students do according to the study?

- Listened to a teacher and then took a test./They listened to a teacher and then took a test according to it.

3. Who listened to a teacher and then took a test?

- Students./Students did.

4. Whom did the students listen to?

- A teacher./They listened to a teacher.

SENTENCE 20. Some students typed their notes; others (other students) wrote them (notes).

1. Did some students type their notes?

- Yes./Yes, they did.

2. Did others write notes?

- Yes./Yes, they did.

3. What did some students type?

- Their notes./They typed their notes.

4. What did others do?

- Wrote notes./They wrote notes.

5. Who typed notes?

- Some students./Some students did.

6. Who wrote notes?

- Other students./Other students did.

SENTENCE 21. Both groups performed about the same in remembering facts.

1. Did both groups perform about the same in remembering facts?

- Yes./Yes, they did.

2. How did both groups perform?

- About the same in remembering facts./They performed about the same in remembering facts.

3. Who performed about the same in remembering facts?

- Both groups./Both groups did.

SENTENCE 22. But students who typed did much worse on questions that require understanding of an idea.

1. Did students who typed do much worse on questions that require understanding of an idea?

- Yes./Yes, they did.

2. How did students who typed do on questions that require understanding of an idea?

- Much worse./They did much worse on them.

3. Who did much worse on questions that require understanding of an idea?

- Students who typed./Students who typed did.

SENTENCE 23. Researchers found that those who wrote their notes also remembered the tested information better a week later.

1. Did researchers find that those who wrote their notes also remembered the tested information better a week later?

- Yes./Yes, they did.

2. What did researchers find?

- That those who wrote their notes also remembered the tested information better a week later./They found that those who wrote their notes also remembered the tested information better a week later.

3. Who found that those who wrote their notes also remembered the tested information better a week later?

- Researchers./Researchers did.

4. Who remembered the tested information better a week later according to researchers?

- Those who wrote their notes./Those who wrote their notes did.

e. Questions sketch for practice with hints to the short answers hidden inside sample sentences

SENTENCE 1. Many college students have stopped taking class notes by hand.
3 2

1. Have many
2. What
3. What
4. Who

SENTENCE 2. Instead, they (students) type on computers.
3 2

1. Do
2. What
3. Who

SENTENCE 3. But scientists say typing notes is less effective.
4 3

1. Do
2. Is
3. What
4. Who

SENTENCE 4. If you need to remember something, they (scientists) say, write it down.
3 2

1. Do
2. What
3. Who

SENTENCE 5. Writing notes by hand is much better for the long-term memory of ideas, or conceptual information.
2

1. Is
2. What

SENTENCE 6. That is the finding of a 2014 study published in the journal
2

Psychological Science.

1. Is
2. What

SENTENCE 7. So, turn off your computer if you want to remember
2

something.

1. Do
2. What

SENTENCE 8. Computers can take your attention away from your work.
2 3

1. Can
2. What
3. What

SENTENCE 9. If you have a computer you might send an email or check a
3 2

4
sports score.

1. Might
2. What
3. What
4. What

SENTENCE 10. Scientists also say computers may hurt performance in school.
4 3

1. Do
2. May
3. What
4. What

SENTENCE 11. Their research showed that students who type notes often
4 3
transcribe the information.

1. Did
2. Do
3. What
4. What

SENTENCE 12. That means they (the students) record what the professor says
3 2

word-for-word.

3. Who

4. Who

Report 18: Want to Lose Weight

a. Transcript

This is the VOA Special English Health Report. How many calories we eat appears to be more important than what we eat when we eat too much. That was the finding of a new study that should be satisfying to anyone who counts calories for weight control. More than one billion adults are overweight. The World Health Organization calls obesity a global epidemic. Government researchers have just reported their latest estimates for the United States. The good news: obesity rates have not increased much in recent years. The bad news: they have not decreased either. More than one-third of adults were obese in two thousand nine and two thousand ten. Anyone who has ever tried to lose weight knows there are all kinds of conflicting diet plans. Some tell people not to eat carbohydrates. Others say not to eat fats. Still others say to eat more protein. Or to eat less protein. Dr. George Bray at the Pennington Biomedical Research Center in Louisiana led the new study. He wanted to know if protein affects weight gain. Twenty-five healthy adults were in the study. They were overfed by almost a thousand calories a day over an eight-week period. Calories in food are a measure of energy. The people followed diets with low, normal or high levels of protein. Normal was defined as fifteen percent of energy from protein. Dr. Bray says all of them gained weight: "Fat storage was exactly the same with all three levels of protein. It was the calories that they ate that affected the body fat that they stored." Those who ate a higher percentage of protein gained more lean body mass. Dr. Bray says the opposite happened on a low protein diet: "If your protein intake's low, you'll actually lose body mass even though you're

eating an excess amount of calories."He tells his patients to weigh themselves regularly so they can know quickly if they gain weight. His study appeared in the Journal of the American Medical Association. Dr. Dariush Mozaffarian at the Harvard School of Public Health studies the relationship between diet and conditions like heart disease and diabetes. He says, "We don't need to go down a list of 'avoid this, avoid that' -- become, you know, food police. It's really actually mostly foods that should be increased. It's fruits, vegetables, whole grains, fish, vegetable oils and nuts." He says increasing these six foods by about one serving each day would reduce obesity and help slow the epidemic of obesity-related diseases. For VOA Special English, I'm Alex Villarreal. You can find a video about the study at voaspecialenglish.com.

b. Literal translation into Vietnamese

Đây là bản tường trình về sức khỏe của VOA Special English. Bao nhiêu calo chúng ta ăn có vẻ quan trọng hơn là cái gì chúng ta ăn khi chúng ta ăn quá nhiều. Đây đã là phát hiện của một nghiên cứu mới có lẽ sẽ làm vừa lòng bất cứ ai đếm calo để kiểm soát trọng lượng (cơ thể). Hơn một tỷ người trưởng thành bị thừa cân. Tổ chức Y Tế Thế Giới gọi béo phì là nạn dịch toàn cầu. Các nhà nghiên cứu vừa mới báo cáo những ước lượng gần đây nhất của họ cho Hoa Kỳ. Tin tốt lành: tỷ lệ béo phì đã không gia tăng nhiều trong những năm gần đây. Tin xấu: chúng nó cũng đã không giảm. Hơn 1/3 người trưởng thành bị béo phì trong năm 2009 và 2010. Bất cứ ai đã từng thử giảm cân đều biết có đủ mọi loại kế hoạch chế độ ăn uống mâu thuẫn nhau. Một số (kế hoạch) bảo người ta đừng ăn cacbôhidrát. Một số khác nói đừng ăn chất béo. Còn một số khác nói nên ăn thêm protêin. Hoặc ăn ít protêin hơn. Tiến sĩ George Bray tại Trung tâm Nghiên cứu Sinh Y Pennington, bang Louisiana lãnh đạo nghiên cứu mới. Ông đã muốn biết liệu protêin có ảnh hưởng đến sự tăng cân không. 25 người trưởng thành mạnh khỏe nằm trong nghiên cứu. Họ đã được cho ăn vượt mức khoảng 1.000 calo mỗi ngày trong thời kỳ 8 tuần. Calo trong thức ăn là thước đo năng lượng. Những người này đã tuân theo những chế độ ăn uống với những mức protêin thấp, bình thường hay cao. Bình thường được định nghĩa như là 15% năng lượng từ protêin. Tiến sĩ Bray nói tất cả họ đều tăng cân: "Sự tích lũy chất béo là giống hệt nhau với tất cả 3 mức protêin. Chính calo mà họ đã ăn mới ảnh hưởng đến chất béo cơ thể mà họ đã tích lũy". Những người đã ăn tỷ lệ % protêin cao hơn thì tăng trọng lượng cơ thể nạc nhiều hơn. Tiến sĩ Bray nói việc ngược lại đã xảy ra với chế độ ăn protêin thấp: "Nếu sự đưa protêin vào cơ thể bạn thấp, thực tế bạn sẽ mất đi trọng lượng cơ thể (sụt cân) mặc dù bạn đang ăn một lượng calo dư thừa." Ông bảo các bệnh nhân của ông là hãy cân mình thường xuyên để học có thể biết nhanh chóng liệu họ có lên cân hay không. Nghiên cứu của ông xuất hiện trong Tạp chí của Hiệp Hội Y Khoa Hoa Kỳ. Tiến sĩ Dariush Mozaffarian tại trường Đại học Y Tế Cộng Đồng Harvard nghiên cứu mối quan hệ giữa chế độ ăn uống và những tình trạng như bị bệnh tim và tiểu đường. Ông nói: "Chúng ta không cần đưa ra một danh sách 'tránh (ăn) cái này, tránh (ăn) cái kia'...trở thành, như bạn biết đó, cảnh sát thực phẩm. Thật ra về mặt thực tế là nên chủ yếu tăng các thực phẩm này. Đó là trái cây, rau cải, hạt còn nguyên, cá, dầu thực vật và hạnh nhân." Ông nói tăng 6 thực phẩm này khoảng 1 phần ăn mỗi ngày

sẽ giảm được béo phì và giúp làm chậm lại nạn dịch các bệnh liên quan đến béo phì. Cho VOA Special English, tôi là Alex Villarreal. Bạn có thể tìm thấy 1 video về nghiên cứu này tại voaspecialenglish.com.

c. Vocabulary

1. To satisfy
2. Overweight
3. Obesity
4. Global Epidemic
5. Estimate
6. Obese
7. To conflict
8. Diet
9. Carbohydrate
10. Dr. George Bray
11. Pennington Biomedical Research Center
12. To affect
13. Weight gain
14. To overfeed
15. Measure of energy
16. To define
17. Storage
18. Lean body mass
19. Intake
20. Excess amount
21. Dariush Mozaffarian
22. Diabetes
23. Whole grain
24. Nut

d. Sentences, questions and answers for practice

SENTENCE 1. This is the VOA Special English Health Report.

1. Is this the VOA Special English Health Report?

- Yes./Yes, it is.

2. What is this report about?

- It's about health.

SENTENCE 2. How many calories we eat appears to be more important than what we eat when we eat too much.

1. Does how many calories we eat appear to be more important than what we eat when we eat too much?

- Yes./Yes, it does.

2. What appears to be more important than what we eat when we eat too much?

- How many calories we eat./ How many calories we eat does.

SENTENCE 3. That was the finding of a new study that should be satisfying to anyone who counts calories for weight control.

1. Was that the finding of a new study that should be satisfying to anyone who counts calories for weight control?

- Yes./Yes, it was.

2. What should be satisfying to anyone who counts calories for weight control?

- The finding of a new study./The finding of a new study should.

3. Whom should the finding of a new study be satisfying to?

- Anyone who counts calories for weight control./It should be satisfying to anyone who counts calories for weight control.

SENTENCE 4. More than one billion adults are overweight.

1. Are more than one billion adults overweight?

- Yes./Yes, they are.

2. How are more than one billion adults?

- Overweight./They are overweight.

3. Who are overweight?

- More than one billion adults./More than one billion adults are.

SENTENCE 5. The World Health Organization calls obesity a global epidemic.

1. Does the World Health Organization call obesity a global epidemic?

- Yes./Yes, it does.

2. What organization calls obesity a global epidemic?

- The World Health Organization./The World Health Organization does.

3. What does the World Health Organization call obesity?

- A global epidemic./It calls it a global epidemic.

SENTENCE 6. Government researchers have just reported their latest estimates for the United States.

1. Have researchers just reported their latest estimates for the United States?

- Yes./Yes, they have.

2. What have researchers just reported for the United States?

- Their latest estimates./They have just reported their latest estimates for it.

3. Which country have researchers just reported their latest estimates for?

- The United States./They have just reported them for the United States.

SENTENCE 7. The good news: “Obesity rates have not increased much in recent years”.

1. Is “Obesity rates have not increased much in recent years.” the good news?

- Yes./Yes, it is.

2. Have obesity rates not increased much in recent years?

- No./No, they have not.

3. What is the good news?

- “Obesity rates have not increased much in recent years”./It is “Obesity rates have not increased much in recent years”.

SENTENCE 8. The bad news: “They (Obesity rates) have not decreased either”.

1. Is “Obesity rates have not decreased either.” the bad news?

- Yes./Yes, it is.

2. Have obesity rates not decreased either?

- No./No, they have not either.

3 What is the bad news?

- “Obesity rates have not decreased either.”/It is “Obesity rates have not decreased either”.

SENTENCE 9. More than one-third of adults were obese in two thousand nine and two thousand ten.

1. Were more than one-third of adults obese in two thousand nine and two thousand ten?

- Yes./Yes, they were.

2. How many adults were obese in two thousand nine and two thousand ten?

- More than one-third./More than one-third of them were.

3. When were more than one-third of adults obese?

- In two thousand nine and two thousand ten./They were obese in two thousand nine and two thousand ten.

SENTENCE 10. Anyone who has ever tried to lose weight knows there are all kinds of conflicting diet plans.

1. Does anyone who has ever tried to lose weight know there are all kinds of conflicting diet plans?

- Yes./Yes, she or he does.

2. What does anyone who has ever tried to lose weight know?

- There are all kinds of conflicting diet plans./She or he knows there are all kinds of conflicting diet plans.

3. Who knows there are all kinds of conflicting diet plans?

- Anyone who has ever tried to lose weight./Anyone who has ever tried to lose weight does.

SENTENCE 11. Some (Diet plans) tell people not to eat carbohydrates.

1. Do some diet plans tell people not to eat carbohydrates?

- Yes./Yes, they do.

2 What tell people not to eat carbohydrates?

- Some diet plans./Some diet plans do.

3. What do some diet plans tell people?

- Not to eat carbohydrates./They tell them not to eat carbohydrates.

4. Whom do some diet plans tell not to eat carbohydrates?

- People./They tell people not to do so.

SENTENCE 12. Others (Other diet plans) say not to eat fats.

1. Do other diet plans say not to eat fats?

- Yes./Yes, they do.

2 What say not to eat fats?

- Other diet plans./Other diet plans do.

3. What do other diet plans say?

- Not to eat fats./They say not to eat fats.

SENTENCE 13. Still others (other diet plans) say to eat more protein or to eat less protein.

1. Do other diet plans say not to eat more protein or to eat less protein, still?

- Yes./Yes, they do.

2. What say to eat more protein or to eat less protein, still?

- Other diet plans./Other diet plans do.

SENTENCE 14. Dr. George Bray at the Pennington Biomedical Research Center in Louisiana led the new study.

1. Did Dr. George Bray lead the new study?

- Yes./Yes, he did.

2. What did Dr. George Bray at the Pennington Biomedical Research Center in Louisiana lead?

- The new study./He led the new study there.

3. Where did Dr. George Bray lead the new study?

- At the Pennington Biomedical Research Center in Louisiana./He led it at the Pennington Biomedical Research Center in Louisiana.

4. Who at the Pennington Biomedical Research Center in Louisiana led the new study?

- Dr. George Bray at the Pennington Biomedical Research Center in Louisiana./Dr. George Bray at the Pennington Biomedical Research Center in Louisiana did.

SENTENCE 15. He (Dr. George Bray) wanted to know if protein affects weight gain.

1. Did Dr. George Bray want to know if protein affects weight gain?

- Yes./Yes, he did.

2. What did Dr. George Bray want to know?

- If protein affects weight gain./He wanted to know if protein affects weight gain.

3. Who wanted to know if protein affects weight gain?

- Dr. George Bray./Dr. George Bray did.

SENTENCE 16. Twenty-five healthy adults were in the study.

1. Were 25 healthy adults in the study?

- Yes./Yes, they were.

2. How many healthy adults were in the study?

- 25./25 were.

3. Who were in the study?

- 25 healthy adults./25 healthy adults were.

SENTENCE 17. They (Twenty-five healthy adults) were overfed by almost a thousand calories a day over an eight-week period.

1. Were twenty-five healthy adults overfed by almost a thousand calories a day over an eight-week period?

- Yes./Yes, they were.

2. What were twenty-five healthy adults overfed by?

- Almost a thousand calories a day over an eight-week period./They were overfed by almost a thousand calories a day over an eight-week period.

3. Who were overfed by almost a thousand calories a day over an eight-week period?

- Twenty-five healthy adults./Twenty-five healthy adults were.

SENTENCE 18. Calories in food are a measure of energy.

1. Are calories in food a measure of energy?

- Yes./Yes, they are.

2. What are calories in food?

- A measure of energy./They are a measure of energy.

3. What are a measure of energy?

- Calories in food./Calories in food are.

SENTENCE 19. The people followed diets with low, normal or high levels of protein.

1. Did the people follow diets with low, normal or high levels of protein?

- Yes./Yes, they did.

2. What did the people follow?

- Diets with low, normal or high levels of protein./They followed diets with low, normal or high levels of protein.

3. Who followed diets with low, normal or high levels of protein?

- The people./The people did.

SENTENCE 20. Normal was defined as fifteen percent of energy from protein.

1. Was normal defined as fifteen percent of energy from protein?

- Yes./Yes, it was.

2. What was defined as fifteen percent of energy from protein?

- Normal./Normal was.

3. What was normal defined as fifteen percent of energy from?

- Protein./It was defined as such from protein.

SENTENCE 21. Dr. Bray says all of them gained weight: "Fat storage was exactly the same with all three levels of protein".

1. Does Dr. Bray say all of them gained weight: "Fat storage was exactly the same with all three levels of protein"?

- Yes./Yes, he does.

2. Was fat storage exactly the same with all three levels of protein according to Dr. Bray?

- Yes./Yes, it was.

3. What does Dr. Bray say?

- All of them gained weight: "Fat storage was exactly the same with all three levels of protein"./He says all of them gained weight: "Fat storage was exactly the same with all three levels of protein".

4. Who says all of them gained weight: "Fat storage was exactly the same with all three levels of protein"?

- Dr. Bray./Dr. Bray does.

SENTENCE 22. It was the calories that they ate that affected the body fat that they stored.

1. Was it the calories that they ate that affected the body fat that they stored?

- Yes./Yes, it was.

2. What affected the body fat that they stored?

- The calories that they ate./The calories that they ate did.

3. What did they store?

- The body fat./They stored the body fat.

SENTENCE 23. Those who ate a higher percentage of protein gained more lean body mass.

1. Did those who ate a higher percentage of protein gain more lean body mass?

- Yes./Yes, they did.

2. What did those who gained more lean body mass eat?

- A higher percentage of protein./They ate a higher percentage of protein.

3. Who gained more lean body mass?

- Those who ate a higher percentage of protein./Those who ate a higher percentage of protein did.

SENTENCE 24. Dr. Bray says the opposite happened on a low protein diet: "If your protein intake's low, you'll actually lose body mass even though you're eating an excess amount of calories."

1. Does Dr. Bray say the opposite happened on a low protein diet: "If your protein intake's low, you'll actually lose body mass even though you're eating an excess amount of calories."?

- Yes./Yes, he does.

2. What does Dr. Bray say?

- The opposite happened on a low protein diet: "If your protein intake's low, you'll actually lose body mass even though you're eating an excess amount of calories."./He says the opposite happened on a low protein diet: "If your protein intake's low, you'll actually lose body mass even though you're eating an excess amount of calories."

3. What will happen to you if your protein intake's low according to Dr. Bray?

- I'll actually lose body mass./If my protein intake's low, I'll actually lose body mass according to Dr. Bray.

4. Who says the opposite happened on a low protein diet: "If your protein intake's low, you'll actually lose body mass even though you're eating an excess amount of calories."?

- Dr. Bray./Dr. Bray does.

SENTENCE 25. He (Dr. Bray) tells his patients to weigh themselves regularly so they can know quickly if they gain weight.

1. Does Dr. Bray tell his patients to weigh themselves regularly so they can know quickly if they gain weight?

- Yes./Yes, he does.

2. What does Dr. Bray tell his patients?

- To weigh themselves regularly so they can know quickly if they gain weight./He tells them to weigh themselves regularly so they can know quickly if they gain weight.

3. Who tells his patients to weigh themselves regularly so they can know quickly if they gain weight?

- Dr. Bray./Dr. Bray does.

4. Whom does Dr. Bray tell to weigh themselves regularly so they can know quickly if they gain weight?

- His patients./He tells his patients to do so.

SENTENCE 26. His (Dr. Bray's) study appeared in the Journal of the American Medical Association.

1. Did Dr. Bray's study appear in the Journal of the American Medical Association?

- Yes./Yes, it did.

2. What appeared in the Journal of the American Medical Association?

- Dr. Bray's study./Dr. Bray's study did.

3. Where did Dr. Bray's study appear?

- In the Journal of the American Medical Association./It appeared in the Journal of the American Medical Association.

4. Whose study appeared in the Journal of the American Medical Association?

- Dr. Bray's./Dr. Bray's did.

SENTENCE 27. Dr. Dariush Mozaffarian at the Harvard School of Public Health studies the relationship between diet and conditions like heart disease and diabetes.

1. Does Dr. Dariush Mozaffarian at the Harvard School of Public Health study the relationship between diet and conditions like heart disease and diabetes?

- Yes./Yes, he does.

2. What does Dr. Dariush Mozaffarian at the Harvard School of Public Health study?

- The relationship between diet and conditions like heart disease and diabetes./He studies the relationship between diet and conditions like heart disease and diabetes.

3. Who studies the relationship between diet and conditions like heart disease and diabetes?

- Dr. Dariush Mozaffarian at the Harvard School of Public Health./Dr. Dariush Mozaffarian at the Harvard School of Public Health does.

SENTENCE 28. He (Dr. Dariush Mozaffarian) says, "We don't need to go down a list of 'avoid this, avoid that' -- become, you know, food police".

1. Does Dr. Dariush Mozaffarian say, "We don't need to go down a list of 'avoid this, avoid that' -- become, you know, food police"?

- Yes./Yes, he does.

2. What does Dr. Dariush Mozaffarian say?

- "We don't need to go down a list of 'avoid this, avoid that' -- become, you know, food police"./He says "We don't need to go down a list of 'avoid this, avoid that' -- become, you know, food police".

3. Who says "We don't need to go down a list of 'avoid this, avoid that' -- become, you know, food police"?

- Dr. Dariush Mozaffarian./Dr. Dariush Mozaffarian does.

SENTENCE 29. It's really actually mostly foods that should be increased.

1. Is it really actually mostly foods that should be increased?

- Yes./Yes, it is.

2. What should be increased?

- Mostly foods./Mostly foods should.

SENTENCE 30. It's fruits, vegetables, whole grains, fish, vegetable oils and nuts.

1. Is it fruits, vegetables, whole grains, fish, vegetable oils and nuts?

- Yes./Yes, it is.

2. What is it?

- Fruits, vegetables, whole grains, fish, vegetable oils and nuts./It's fruits, vegetables, whole grains, fish, vegetable oils and nuts.

SENTENCE 31. He (Dr. Dariush Mozaffarian) says increasing these six foods by about one serving each day would reduce obesity and help slow the epidemic of obesity-related diseases.

1. Does Dr. Dariush Mozaffarian say increasing these six foods by about one serving each day would reduce obesity and help slow the epidemic of obesity-related diseases?

- Yes./Yes, he does.

2. What does Dr. Dariush Mozaffarian say?

- Increasing these six foods by about one serving each day would reduce obesity and help slow the epidemic of obesity-related diseases./He says increasing these six foods by about one serving each day would reduce obesity and help slow the epidemic of obesity-related diseases.

3. What would reduce obesity and help slow the epidemic of obesity-related diseases according to Dr. Dariush Mozaffarian?

- Increasing these six foods by about one serving each day./Increasing these six foods by about one serving each day would.

4. Who says increasing these six foods by about one serving each day would reduce obesity and help slow the epidemic of obesity-related diseases?

- Dr. Dariush Mozaffarian./Dr. Dariush Mozaffarian does.

SENTENCE 32. For VOA Special English, I'm Alex Villarreal.

1. Is Alex Villarreal the radio presenter of this report?

- Yes./Yes, she is.

2. Who is the radio presenter of this report?

- Alex Villarreal./Alex Villarreal is.

SENTENCE 33. You can find a video about the study at voaspecialenglish.com.

1. Can you find a video about the study at voaspecialenglish.com?

- Yes./Yes, I can.

2. What can you find at voaspecialenglish.com?

- A video about the study./I can find a video about the study there.

3. Where can you find a video about the study?

- At voaspecialenglish.com./I can find it at voaspecialenglish.com.

e. Questions sketch for practice with hints to the short answers hidden inside sample sentences

SENTENCE 1. This is the VOA Special English Health Report.

2

1. Is

2. What

SENTENCE 2. How many calories we eat appears to be more important than

2

what we eat when we eat too much.

1. Does

2. What

SENTENCE 3. That was the finding of a new study that should be satisfying to

2

anyone who counts calories for weight control.

3

1. Was

2. What

3. Whom

SENTENCE 4. More than one billion adults are overweight.

3

2

1. Are

2. How

3. Who

SENTENCE 5. The World Health Organization calls obesity a global epidemic.

2

3

1. Does
2. What
3. What

SENTENCE 6. Government researchers have just reported their latest
2
estimates for the United States.

3

1. Have
2. What
3. Which

SENTENCE 7. The good news: “Obesity rates have not increased much in
3
recent years”.

1. Is
2. Have
3. What

SENTENCE 8. The bad news: “They (Obesity rates) have not decreased
3
either”.

1. Is
2. Have
3. What

SENTENCE 9. More than one-third of adults were obese in two thousand nine
2 3
and two thousand ten.

1. Were
2. How many
3. When

SENTENCE 10. Anyone who has ever tried to lose weight knows there are all
3
kinds of conflicting diet plans.

2

1. Does
2. What

SENTENCE 11. Some (Diet plans) tell people not to eat carbohydrates.
2 4 3

1. Do

- 2. What
- 3. Who

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- 1. Does
- 2. Was
- 3. What
- 4. Who

SENTENCE 22. It was the calories that they ate that affected the body fat that they stored.

- 1. Was
- 2. What
- 3. What

SENTENCE 23. Those who ate a higher percentage of protein gained more lean body mass.

3
down a list of 'avoid this, avoid that' -- become, you know, food police’.
2

1. Does
2. What
3. Who

SENTENCE 29. It's really actually mostly foods that should be increased.
2

1. Is
2. What

SENTENCE 30. It's fruits, vegetables, whole grains, fish, vegetable oils and
2
nuts.

1. Is
2. What

SENTENCE 31. He (Dr. Dariush Mozaffarian) says increasing these six foods
4

3
by about one serving each day would reduce obesity and help slow the
2
epidemic of obesity-related diseases.

1. Does
2. What
3. What
4. Who

SENTENCE 32. For VOA Special English, I'm Alex Villarreal.
2

1. Is
2. Who

SENTENCE 33. You can find a video about the study at voaspecialenglish.com.
2 3

1. Can
2. What
3. Where

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4. Voaspecialenglish.com
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