

# Tổng hợp bài tập PTE Fill In The Blanks

## Reading 1 – PTE Fill In Blanks

Social reforms are normally initiated as a result of \_\_\_rational/process/statistical/structural\_\_\_ analyses of factors such as crime rates and poverty levels etc.

Large-scale population can result from \_\_\_inspections/projections/observation/evaluation\_\_\_ devised by statisticians. Manufacturers can provide better products at lower costs by

\_\_\_using/maintaining/retaining/convicting\_\_\_ statistical control tools, such as control charts. Diseases are controlled through analyses designed to

\_\_\_cure/practice/participate/anticipate\_\_\_ epidemics.

Endangered species of fish and other wildlife are \_\_\_rescued/managed/protected/hunted\_\_\_ through regulations and laws that react to statistical estimates of changing population sizes. \_\_\_Even/Through/In spite of/Therefore\_\_\_ statistical analysis of fatality rates, legislators can better justify laws, such as those

governing air pollution, auto inspections, seat belt and airbag use, and drunk driving.

## **Reading 2 – Đề từ PTE Reading Fill In The Blanks Exercises**

The purpose of the workforce plan is to enable a business to achieve its overall objective by successfully putting its corporate strategies into \_\_\_action/business/order/bargain\_\_\_. So it is these whole business objective and strategies that are the \_\_\_triggering/sensible/starting/objective\_\_\_point for assessing the number and type of staff of workers that will be needed in the future. Where growth is the objective, the business may be planning to increase sales by targeting new markets for \_\_\_introducing/launching/producing/generating\_\_\_ new products. The workforce plan will need to set out how the people required to make this happen will be recruited, retained, developed or relocated if cost minimization is the goal, and if workforce \_\_\_deficiency/capacity/efficiency/capability\_\_\_ is one of

the strategies, plans will need to be in place to  
\_\_decrease/develop/launch/boost\_\_ productivity, cut  
wages bills or delays the organizational structure.

### **Reading 3 – Đề tử PTE Reading Fill In Blanks**

Professor Richard Kimbell directed the DES funded Assessment of Performance Unit research project in Design and Technology. In 1990 he  
\_\_announced/introduced/founded/followed\_\_ the Technology Education Research Unit (TERU) at Goldsmiths College, University of London, which is now running a wide range of funded research projects in design and technology and IT. He has published widely in the field, including reports  
\_\_challenge/commissioned/correlated/supplement\_\_ by the Congress of the United States, UNESCO and NATO; he has written and presented television programs and regularly lectures internationally. His latest book Assessing Technology: International Trends in Curriculum and Assessment won the international technology education book of the year

award from the Council for Technology Teacher Education at ITEA in 1999 in Minneapolis, USA. Kay Stables is Reader in Design and Technology Education and former Head of the Design Department at Goldsmiths College, University of London. She started her career as a textiles teacher, moving to Goldsmiths as a \_\_form/alternative/nature/part\_\_ of the APU D&T research team. From 1990–1992, she was Project Director for the Key Stage 1 Technology SAT developments and \_\_improved/followed/started/advanced\_\_ this as Research Associate on the Understanding Technological Approaches project which built case studies of D&T work from children aged 5–16. Most recently she has conducted, with Richard Kimbell, an evaluation of the \_\_benefits/advances/impact/difficulty\_\_ of a technology education initiative in South Africa and is currently researching into the use of handling collections in developing D&T

\_\_leading/reliability/evolutionary/capability\_\_ and literacy.

## **Reading 4 – ĐỀ PTE Fill In Blanks**

Recently, research into embryonic development has given us an even better insight into how major structural changes might occur in a given population of organisms. We now understand that there are two major types of genes: developmental and “housekeeping” genes. Developmental genes are those that are expressed during embryonic development, and their proteins \_\_deal with/delineate/control/organise\_\_ the symmetry, skeletal development, organ placement, and overall form of the developing animal. \_\_According to/For/Additionally/In contrast, “housekeeping” genes are expressed during the animal’s daily life to generate proteins which keep the cells, tissues, and organs in the body functioning properly.

\_\_As/Besides/After/Within you might suspect, mutations in developmental genes can have radical

consequences for body form and function, whereas mutations in “housekeeping” genes tend to \_\_\_effect/spread/affect/diffuse\_\_\_ the health and reproductive success of the post-embryonic animal.

## **Reading 5 – Đề tử PTE Reading Fill In Blanks**

The desire to build big is nothing new. Big buildings have been used to show off power and wealth; to honor leaders or religious beliefs; to stretch the limits of what’s possible; and even as simple \_\_\_understanding/idea/competition/antagonist\_\_\_ among owners, families, architects, and builders. Some of the most \_\_\_dramatic/drastic/theatrical/natural\_\_\_ buildings of the past include the pyramids in Egypt, the skinny towers stretching towards the sky in Italian hill towns, and the gothic cathedrals of France. While these types of buildings may look very different from each other, they all have one thing in \_\_\_general/average/common/ordinary\_\_\_. They were built with masonry or stone walls supporting most of the weight (so-called load-bearing walls), including that

of the floors, the people, and everything the rooms contained. Because of this, the height of these buildings was limited by how massive and heavy they had to be at the base. Two \_\_\_developments/expansions/progressions/enlargements\_\_\_ in the 19th century paved the way for a whole new type of building: the skyscraper. The first was the development of a safe elevator. Primitive elevators of various designs had been used for centuries, and starting in the mid-19th century, steam-operated elevators were used to move materials in factories, mines, and warehouses. But these elevators were not \_\_\_measurably/considered/only/perceptively\_\_\_ safe for people; if the cable broke, they would plummet to the bottom of the elevator shaft.

## **Reading 6 – Đề tử Reading Fill In Blanks**

One of the most important things to remember is that “classic” does not necessarily translate to “favorite” or “bestselling”. Literature is instead considered classic when it has stood the test of time and it stands the test

of time when the artistic quality it expresses – be it an  
\_\_indication/expression/impression/evidence\_\_ of life,  
truth, beauty, or anything about the universal human  
condition – continues to be relevant, and continues to  
inspire emotional responses, no matter the period in  
which the work was written. Indeed, classic literature is  
considered as such  
\_\_despite/because/consisting/regardless\_\_ of book  
sales or public popularity. That said, classic  
literature\_\_apparently/significantly/usually/dramatically  
\_\_ merits lasting recognition from critics and other  
people in a position to influence such decisions and  
has a universal appeal. And, while effective use of  
language as well as technical excellence is a must, not  
everything that is well-written or is characterized by  
technical achievement or critical acclaim will  
automatically be considered a classic. Conversely,  
works that have not been acknowledged or received  
\_\_negatively/proudly/positively/actively\_\_ by the



writer's contemporaries or critics can still be considered as classics.

## **Đáp án Reading Fill In Blanks**

### **Reading 1**

1. statistical
2. projections
3. using
4. anticipate
5. protected
6. Through

### **Reading 2**

1. action
2. starting
3. launching
4. efficiency

5. boost

### **Reading 3**

1. founded

2. commissioned

3. part

4. followed

5. impact

6. capability

### **Reading 4**

1. control

2. In contrast

3. As

4. affect

### **Reading 5**

1. competition

2. dramatic

3. common

4. developments

5. considered

## **Reading 6**

1. expression

2. regardless

3. usually

4. positively