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GLOBAL ENGLISH 9: UNIT 4 - SCIENCE

GRAMMAR REVISION

A. REVISION

***Lưu ý:** Các từ vựng mở rộng thầy cô cho ghi trong vở (nếu có) và các từ vựng mở rộng trong phiếu để có chủ thích nghĩa: con về nhà chép mỗi từ 1 dòng để ghi nhớ nhé.

I. Circle the correct option to complete the sentence.

0. Information technology is studied / studies in most universities.

1. Why are you shouting **in** / **at** me?
2. We **have bought** / **buys** a carpet.
3. The most amazing film I **ever watched** / **have ever watched** is Harry Potter.
4. I looked **at** / **into** colors in a different way after reading the article about colors.
5. **Have your parents read** / **Did your parents read** newspapers recently?

II. Complete the sentences with the correct form of the verbs in brackets.

0. What's Mark's sister like? – I've no idea. I have never met (never / meet) her.

1. I'm so hungry. I _____ (not eat) much today.
2. The Khue Van Pavilion (nhà rạp) _____ (build) inside the Temple of Literature (Văn Miếu).
3. Since he _____ (leave) here, no one _____ (see) him.
4. These bags _____ (made) in one week. Can you believe it?
5. What happened? – My dog _____ (hit) by a car.

III. Complete the sentence by filling in the blank ONE appropriate preposition.

0. I think that animals in zoos suffer from stress and boredom.

1. In zoos and wildlife parks, endangered species can be protected _____ dangers such as habitat loss and being killed by poachers and hunters.
2. Zoos are a good way of introducing people _____ the amazing variety of species.
3. But you should also listen _____ the experts who say that taking animals _____ the wild reduces genetic diversity.
4. People claim that human beings are responsible _____ climate change.
5. Breeding endangered species in zoos to release _____ the wild can save them _____ extinction.

IV. Write the words in the correct order to make sentences.

0. *stolen! / My / wallet / been / has*

→ **My wallet has been stolen!**

1. *bags / made / are / models / These / by hand.*

→ _____.

2. *not to / were / They / asked / do that.*

→ _____.

3. *The Hunger / were / books. / based / Games films / on / a series of*

→ _____.

4. *date / opening / yet. / not / They / announced / have / the*

→ _____.

5. *meteorite / A / over / the / seen / North Pole. / was*

→ _____.

V. Rewrite the following sentences into the passive voice.

0. *Lauren didn't eat any apples.*

→ **No apples were eaten by Lauren**

1. *A much larger company owns this company.*

→ _____.

2. *The boys pointed at the woman with a red hat.*

→ _____.

3. *After class, they always erase the chalkboard.*

→ _____.

4. *The headmaster gave each of us two exercise books.*

→ _____.

5. *The lion lights have helped the farmers.*

→ _____.

6. *Farmers have adopted Richard's invention to protect their animals.*

→ _____.

7. *Did someone tell the students about the trip?*

→ _____?

B. IELTS & FCE PRACTICE

The TRANS-SIBERIAN RAILWAY

A

The Trans-Siberian Railway has been described by some as the most memorable journey on Earth. Measuring nearly 9,300 km, it is the longest railway line in the world and takes approximately a week to complete. It is one incredible train journey from Red Square to the Great Wall, taking in Siberia, Mongolia, the Gobi Desert and arriving in the great city of Beijing. The journey has captured the imagination of travellers from far and wide since construction began in 1891.

B

Although officials have been building this line since 1891, it is still being expanded today. The original Trans-Siberian Railway was built from Moscow to Vladivostok on the orders of Tsar Alexander III. Building the line was not an easy task as there were only a few qualified engineers and the difficult climate often slowed progress. A lack of workmen meant that soldiers and convicts had to be conscripted to help. Up to 90,000 men were employed in its construction.

C

From the moment building began, the project faced many difficulties. Even though it was considered a technological marvel at the time, there were arguments about the quality of work. Rails were considered too light and bridges not strong enough. Many claimed convicts had sabotaged the line. Furthermore, the project also caused serious problems for the Russian economy.

D

Despite criticisms, however, the railway more than paid for itself in the twentieth century. The Siberian economy exploded when 2.5 million poor people moved there from European Russia between 1895 and 1916. The region quickly became famous for producing bread and butter. Without the Trans-Siberian Railway, Siberia's industrial revolution would not have happened.

E

Today, this service is used by both tourists and workers. Running at an average speed of 60 km/h, it is not designed for anyone in a hurry. Nor are the trains particularly glamorous. The trip could never be described as dull, however, with breathtaking views from the carriage window and the opportunity to talk to fellow passengers.

F

Although the trip certainly attracts many foreign tourists, today it gets most of its use from domestic passengers. It is responsible for 30% of Russian exports and carries more than 250,000 containers a year.

12 The reading passage 'Trans-Siberian Railway' has six paragraphs, A-F. Choose the correct heading for paragraphs A-F from the list of headings. Write the correct number, i-ix, in the boxes provided.

List of headings

- i The impact the railway line had on Siberia
- ii The reasons why peasants migrated to Siberia
- iii The construction of the line
- iv The speed and style of the train
- v The controversy which surrounded the building of the line
- vi The attraction of the Trans-Siberian Railway
- vii The role of prisoners and soldiers in the building of the project
- viii The length of time it took to build the line
- ix The role the line has in the local economy

- 1 Paragraph A ☐
- 2 Paragraph B ☐
- 3 Paragraph C ☐
- 4 Paragraph D ☐
- 5 Paragraph E ☐
- 6 Paragraph F ☐

- 1 You are going to read an article about graphic novels. Look at the title and the subheading. Which of these sentences summarises what the passage will say?

- a Graphic novels are generally a good thing.
- b Graphic novels are generally a bad thing.

Now quickly read through the passage to check your answer.

Graphic novels

People who think graphic novels are just comics with a different name should think again

- A** Graphic novels, as the name suggests, are books written and illustrated in the style of a comic book. The term graphic novel was first used in 1978 by author and artist Will Eisner to distinguish a comic novel he had written and illustrated from newspaper comic strips. He described graphic novels as consisting of 'sequential art' – a series of illustrations which, when viewed in order, tell a story.
- B** Although today's graphic novels are a recent phenomenon, this basic way of telling stories has been used in various forms for centuries. Early cave drawings, hieroglyphics and medieval tapestries are examples of this. The term graphic novel is now generally used to describe any book in a comic format that resembles a novel in length and narrative development.
- C** Many adults feel that graphic novels are not the type of reading material that will help young people become good readers. They believe that graphic novels are somehow a bad influence that prevent 'real' reading. In other words, they think that they are not 'real' books.
- D** However, many quality graphic novels are now being seen as a method of storytelling on the same level as novels, films or audio books. From originally appealing to a small following of enthusiasts, they are now being accepted by librarians and teachers as proper literature for children and young adults. The main advantages are that they promote literacy, and attract and motivate young people to read.
- E** How do we know this? In the last few years, teachers and school libraries have reported outstanding success getting children to read with graphic novels. Many have mentioned the motivational factor of the graphic novel. This has been especially true with children who are usually reluctant to read, especially boys. The colourful pictures attract them, and then encourage them to find out what the story is about. Providing

young people of all abilities with a wide range of reading materials, including graphic novels, can help them become lifelong readers.

- F** Furthermore, one of the main benefits of a graphic novel is that it can help students who are learning a foreign language, and who are having problems improving their reading skills. This is because the pictures provide clues to the meaning of the words. Language learners are therefore more motivated by graphic novels, and will acquire new vocabulary more quickly.
- G** Many teachers have reported great success when they have used graphic novels with their students, especially in the areas of English, social studies and art. They have discovered that, just like traditional forms of literature, they can be useful tools for helping students examine aspects of history, science, literature and art.
- H** The idea that graphic novels are too simple to be regarded as serious reading is no longer valid. The excellent graphic novels available today demand many of the same skills that are needed to understand traditional works of fiction. Often they actually contain more sophisticated vocabulary than traditional books. Reading them can help students develop the skills that are necessary to read more challenging works.

- 2 Now look at these questions, and underline the key words in each one. Then answer Questions 1–7.

Questions 1–7

The Reading passage has eight paragraphs, A–H.

Which paragraph contains the following information?

Write the correct letter, A–H.

NB You may use any letter more than once.

- 1 people with negative attitudes towards graphic novels
- 2 a variety of school subjects where graphic novels can play an important role
- 3 why a graphic novel's visual element speeds up learning
- 4 a modern definition of graphic novels
- 5 graphic novels are as good as any other method of telling a story
- 6 graphic novels sometimes use advanced words
- 7 the historical use of pictures as a method of storytelling

Các con mở link nghe sau bằng máy tính:

<https://www.youtube.com/watch?v=1XU4E9mPFAU&t=1077s>

(24:09 – 29:52)

You will hear Leonie Steiner talking to an interviewer about her work as a music teacher in a school. For questions **24–30**, choose the best answer (**A, B or C**). **[You will need to play this recording twice.]**

- 24** Leonie first starting learning the piano
A with a relative.
B at primary school.
C with a private teacher.
- 25** Leonie started giving music lessons
A for the pleasure of seeing others learn.
B because she needed some extra money.
C to see if she was suited to teaching.
- 26** Leonie most likes to teach students who
A have great natural talent at an early age.
B need good teaching to develop their talent.
C have previously been taught badly.
- 27** Leonie thinks that schools should
A employ far more music teachers.
B buy good musical instruments.
C ensure that all their pupils pass music exams.
- 28** Leonie thinks the problem with singing in schools is that
A many students are too embarrassed to sing.
B few students want to learn how to sing.
C singing is not often taught in them nowadays.
- 29** Leonie believes her success as a music teacher is a result of
A choosing a particular age group of children to teach.
B the training she received as a student teacher.
C a natural ability to communicate with young people.
- 30** What decision did Leonie find difficult to make?
A to turn down the offer of a job abroad
B to refuse promotion in the school
C to continue teaching when she felt tired

I. Fill in the blank with ONE appropriate preposition.

1. When we went to the tourist office, the girl provided us _____ lots of useful information.
2. I've been reflecting _____ what you said yesterday. It was very interesting.
3. Living abroad doesn't appeal _____ me. Life would be so different there.
4. Don't blame me _____ scratching the car. It wasn't my fault.

II. Make sentences using the given words. You can make any changes to the given words or add more words if necessary.

1. holiday camp, / our children / engaged / lots / different activities.

→ _____.

2. The / Adams / will / provide / Sam / room.

→ _____.

3. He / succeed / win / first round.

→ _____.

***Lưu ý:** Với những từ con không nhớ và viết sai, con viết từ đó vào vở 2 dòng.