

## FCE – LISTENING

### Lesson 1

#### I. Đọc hiểu script

##### *Audioscript*

You will hear five short extracts in which teenagers are talking about performing in a school play. For questions **19-23**, choose from the list (**A-H**) what each speaker says about their experience of taking part. Use the letters only once. There are three extra letters which you do not need to use.

##### *Speaker 1*

I was keen to be in the play, even though I knew I'd be nervous. But I'd always felt I had a real talent for acting, if only someone would recognise it, and thought that this might be my chance. That feeling faded slightly after what happened in our first preparation session for the play. As a warm-up exercise, our drama teacher asked us to work together in groups and act out a scene. I thought I'd done brilliantly, but one look at her face told a different story. That damaged my confidence for a while, although in some ways it helped, 'cos I put in more effort when I finally performed on stage!

##### *Speaker 2*

When the idea of a school play was suggested, I wasn't sure how I felt about taking part, but I soon got swept up in all the preparations – making costumes and learning my lines. I was given quite a big part to play because my teacher said I had a really good memory and a loud voice! So I just hoped she was right about both of those, and as it turned out, she was! I think the whole process brought the school together, and I ended up collaborating with students I barely knew – that was fantastic. The audience were clearly impressed by the end of the performance too!

##### *Speaker 3*

Our school was putting on a historical play, and I was given a big speaking part – probably because I've got a powerful voice! I immediately assumed, though, I'd be too nervous to say anything once I got on the stage! We had loads of rehearsals, and soon everyone could remember their words perfectly. The nearer we got to performing to an audience, the more excited we became! Then finally, we all got to see what we were going to wear – and my outfit was magnificent. As soon as I put it on, I just turned into the person I was going to play, and all my thoughts of nervousness disappeared!

##### *Speaker 4*

I thought being in a play would be exciting, although I'd never performed on stage, so had no idea whether I'd be any good. Anyway, the teacher gave out the parts, but for some reason, she assumed I wouldn't want a leading role. I wasn't too disappointed, though. Anyway, I worked hard at learning my words, then we had a rehearsal – and it turned out I was a natural. The other actors in the play said I was pretty impressive. Then just before we performed in front of an audience, our star actor went off sick – so I played the leading role after all!

##### *Speaker 5*

Our teacher had chosen a classical play to perform to our parents. We really enjoyed reading through it together in class, as the story was great, even though some words in it were quite old-fashioned and unfamiliar. Anyway, I was thrilled to get a longish part to play. So imagine how I

felt when I just couldn't get the words into my head – even though I'd got the hang of saying them loudly enough for people to hear. Anyway, I was determined I wouldn't be defeated and practised loads, and by the time I went on stage, in my wonderful costume, I was word perfect – and super confident. And the audience loved it!

**Question 1–3 Trong bài, các học sinh đã có 3 trải nghiệm quan trọng khi tham gia vở kịch. Chọn 3 ý đúng.**

- A. Được giáo viên giao vai diễn quan trọng vì có giọng nói tốt
- B. Tham gia nhiều buổi luyện tập trước khi biểu diễn
- C. Có cơ hội hợp tác với những bạn trước đó không quen biết
- D. Nhận được phản hồi tích cực ngay từ buổi luyện tập đầu tiên

**Question 4–6 Trong bài, các học sinh thể hiện 3 cảm xúc / nhận xét quan trọng về việc tham gia vở kịch. Chọn 3 ý đúng.**

- A. Một số học sinh ban đầu cảm thấy thiếu tự tin hoặc lo lắng khi lên sân khấu
- B. Trang phục biểu diễn giúp một học sinh nhập vai và tự tin hơn
- C. Tất cả học sinh đều không gặp khó khăn gì khi học lời thoại
- D. Việc tham gia vở kịch giúp các học sinh trở nên tự tin và hài lòng hơn

**Question 7–12: Viết nghĩa tiếng việt của các câu sau (có 2 ví dụ mẫu)**

**A** I became amazingly confident in my costume.

*Tôi trở nên cực kỳ tự tin khi mặc trang phục biểu diễn.*

**B** I was praised for my acting ability.

*Tôi được khen ngợi về khả năng diễn xuất của mình.*

**C** I had problems speaking loudly enough.

**D** I was desperate to impress the audience.

**E** I became discouraged during an early rehearsal.

**F** I was determined not to be nervous.

**G** I loved working with other people.

**H** I found it hard to remember what I had to say.

## II. Dictation – Chép chính tả

**Chú ý: Không được xem lại nội dung trang trước**

### **Speaker 1**

I was \_\_\_\_\_ to be in the play, even though I knew I'd be nervous. But I'd always felt I had a real talent for acting, \_\_\_\_\_ someone would recognise it, and thought that this might be my chance. That feeling \_\_\_\_\_ slightly after what happened in our first preparation session for the play. As a \_\_\_\_\_ exercise, our drama teacher asked us to work together in groups and act out a scene. I thought I'd done \_\_\_\_\_, but one look at her face told a different story. That damaged my \_\_\_\_\_ for a while, although in some ways it helped, 'cos I put in more effort when I finally performed on stage!

### **Speaker 2**

When the idea of a school play was suggested, I wasn't sure how I felt about taking part, but I soon got \_\_\_\_\_ in all the preparations – making \_\_\_\_\_ and learning my lines. I was given quite a big part to play because my teacher said I had a really good \_\_\_\_\_ and a loud voice! So I just hoped she was right about both of those, and as it turned out, she was! I think the whole process brought the school together, and I ended up \_\_\_\_\_ with students I barely knew – that was fantastic. The audience were clearly \_\_\_\_\_ by the end of the performance too!

### **Speaker 3**

Our school was putting on a \_\_\_\_\_ play, and I was given a big speaking part – probably because I've got a powerful voice! I immediately assumed, though, I'd be too nervous to say anything once I got on the stage! We had loads of \_\_\_\_\_, and soon everyone could remember their words perfectly. The nearer we got to performing to an audience, the more excited we became! Then finally, we all got to see what we were going to \_\_\_\_\_ – and my outfit was \_\_\_\_\_. As soon as I put it on, I just turned into the person I was going to play, and all my thoughts of nervousness disappeared!

### **Speaker 4**

I thought being in a play would be exciting, \_\_\_\_\_ I'd never performed on stage, so had \_\_\_\_\_ whether I'd be any good. Anyway, the teacher gave out the parts, but for some reason, she assumed I wouldn't want a leading role. I wasn't too disappointed, though. Anyway, I worked hard at learning my words, then we had a rehearsal – and it turned out I was a \_\_\_\_\_. The other actors in the play said I was pretty impressive. Then just before we performed in front of an audience, our star actor went off sick – so I played the leading role after all!

### **Speaker 5**

Our teacher had chosen a \_\_\_\_\_ play to perform to our parents. We really enjoyed reading through it together in class, as the story was great, even though some words in it were quite old-fashioned and \_\_\_\_\_. Anyway, I was \_\_\_\_\_ to get a longish part to play. So imagine how I felt when I just couldn't get the words into my head – even though I'd got the hang of saying them \_\_\_\_\_ enough for people to hear. Anyway, I was \_\_\_\_\_. I wouldn't be defeated and practised loads, and by the time I went on stage, in my wonderful costume, I was word perfect – and super confident. And the audience loved it!

### III. Real test

You will hear five short extracts in which teenagers are talking about performing in a school play. For questions 19-23, choose from the list (A-H) what each speaker says about their experience of taking part. Use the letters only once. There are three extra letters which you do not need to use.

- |                                                          |                     |
|----------------------------------------------------------|---------------------|
| <b>A</b> I became amazingly confident in my costume.     | <b>19</b> Speaker 1 |
| <b>B</b> I was praised for my acting ability.            | <b>20</b> Speaker 2 |
| <b>C</b> I had problems speaking loudly enough.          | <b>21</b> Speaker 3 |
| <b>D</b> I was desperate to impress the audience.        | <b>22</b> Speaker 4 |
| <b>E</b> I became discouraged during an early rehearsal. | <b>23</b> Speaker 5 |
| <b>F</b> I was determined not to be nervous.             |                     |
| <b>G</b> I loved working with other people.              |                     |
| <b>H</b> I found it hard to remember what I had to say.  |                     |

## Part 2

You are going to read a review of a book about ornithology – the study of birds. Seven sentences have been removed from the article. Choose from the sentences **A–H** the one which fits each gap (9–15). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

### *The Wisdom of Birds* by Tim Birkhead

Review by Stephen Moss

You wait for one history of ornithology to come along and a whole flock appears over the horizon. **9** ..... However, in the past few years a clutch of scientists, journalists, taxonomists and birders (including myself) have turned their attentions to this fascinating and complex topic.

One of the most exciting things about the study of birds is that it is not yet complete. We may smile at the beliefs of our ancestors – such as the notion that swallows spent their winter hibernating underwater – yet there is still so much that we don't know. Writing almost a century ago, the German-American ornithologist Paul Bartsch drew attention to our ignorance about many aspects of bird behaviour: 'There are still many unsolved problems about bird life. Little, too, is known about the laws and routes of migration, and much less about the final disposition of the untold thousands which are annually produced.' **10** ..... For, despite great progress, modern bird studies often give rise to new and even more complex inquiries.

Tim Birkhead is well qualified to examine the ways successive generations have tried to answer the fundamental questions about birds. A professor at the University of Sheffield, he specializes in two very different disciplines: the study of animal behaviour and the history of science.

**11** ..... In it, he ranges from Aristotle to modern scientists such as Peter Berthold, whose migration studies have revealed much about how birds migrate round the world.

Unlike other histories of the subject, *The Wisdom of Birds* does not take a chronological approach. **12** ..... In other hands this might have been confusing, but Birkhead steers his narrative through this complex structure to tell a compelling story.

He is clearly passionate, not just about the birds themselves, but also about the people who have studied them, and the works they have produced. So *The Wisdom of Birds* is lavishly illustrated with examples of bird art, including many from the early works of ornithology.

**13** .....

If the book has a hero, it is an unlikely but deserving one. Birkhead begins and ends with a challenge to his colleagues: who is the greatest ever ornithologist? **14** ..... But Birkhead's own choice is an often neglected seventeenth-century Englishman, John Ray. He launched the revolutionary concept of studying living birds in the field, rather than dead ones in a museum.

**15** ..... John Ray travels through time to be the guest of honour at an International Ornithological Congress. As Birkhead says: 'He would be amazed by how much we know and, of course, by how much more there is still to learn about birds.' This is a fitting ending to a book that is one of the most entertaining, informative and enthusiastic accounts of the history of ornithology, and of the many different ways in which we have observed, studied and wondered about birds.

- A These two interests come together in *The Wisdom of Birds*.
- B *The Wisdom of Birds* concludes with a striking image.
- C Much the same could be said today.
- D Some of them come in for particular criticism in the book.
- E These, and the fine production of the book itself, add immensely to the reader's satisfaction.
- F The subject was neglected for decades.
- G The names they come up with are strong contenders.
- H Instead, Birkhead explores ornithological themes such as birdsong, the breeding cycle and migration, moving back and forth across the centuries.