

MS. CHI ENGLISH

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Class: S8

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GLOBAL ENGLISH 8: UNIT 1 – LANGUAGE OF THE WORLD VOCABULARY REVISION

1. A. HOMEWORK

I. Complete the missing words (which mean the languages) by filling in the blanks with suitable letters.

0. She spent nearly 7 years studying C a n a d i a n, but now she is teaching math at the university.

1. Most students took a foreign language they might actually be able to use someday, like M _____, or H _____, or S _____.

2. A _____ is the language spoken in Western Asia and North Africa.

3. She had her collection of antique I _____ jewelry, which she kept in a self-storage locker.

4. The letters all came from the English alphabet, but the Mounties suspected the plaintext was in Chinese, probably in C _____ *dialect (thổ ngữ)*.

5. People in India always say U _____ is this sweet language of poetry, but to me, it just sounds like my parents.

II. Fill in the blanks with the correct forms of the words given in the brackets.

0. Many teachers felt that no matter how creative they were in the classroom, it wouldn't make a difference (differ) anyway.

1. Just outside of it, there are two people who are completely at _____ (easy) and satisfied with where they are.

2. The two young people began to see each other _____ (society) and got married when Florence was seventeen.

3. Negotiations to end the war gave birth to a/an _____ (depend) nation: the United States of America.

4. Her children, ages five, three, and almost two, exhausted her, and she felt _____ (isolation) and unhappy.

5. An _____ (office) language is a language given supreme status in a particular country, state, or other *jurisdiction (quyền lực pháp lý)*.

III. Match the clauses in column A with the clauses in column B to complete the sentences.

0. <i>They were rich and poor, Shanghainese, Cantonese, northerners, and not just Chinese,</i>	a. and then a tall Indian man in jeans and a green shirt appeared.
1. Dad went out into the hall to see who it was and I heard voices	b. where it was used as the common language to communicate among all of the tribes.
2. Local television was always on,	c. I hope you got at least something out of it.
3. I had learned a little Arabic in Pinyudu,	d. even though most of the men couldn't understand Bahasa Malaysia.
4. According to the rules of Mensa France, the test instructions were delivered in French,	e. but foreigners and missionaries of every religion.
5. And if you were willing to go through all that trouble just to get a peek at me,	f. but I understood every word.

0 - e	1 -	2 -	3 -	4 -	5 -
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IV. Underline the errors in the sentences and correct them.

0. He surmised that traits that are passed on change and adapt accordance to what is needed for survival. → according
1. She was stunning, long and lean, each of her feature perfectly formed and smooth. → _____
2. The discussions are in the soon stage. → _____
3. Students from lower income families are less likely to continue their educate. → _____
4. The megafauna (*hà mã cổ*) probably became extinctively soon after humans reached Australia. → _____
5. It is growing harder to find drivers who are willingness to deliver the food as well. → _____

2. B. FCE PRACTICE

3.

FCE 1 – Test 1 – Reading part 5

You are going to read a magazine article about a famous pianist and the young student who became his pupil. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

A musician and his pupil

Paul Williams interviews the famous pianist Alfred Brendel.

Over six decades the pianist Alfred Brendel gradually built up and maintained a dominant position in the world of classical music. He was an intellectual, sometimes austere, figure who explored and recorded the mainstream European works for the piano. He wrote and played a great deal, but taught very little. Those who knew him best glimpsed a playful side to his character, but that was seldom on display in his concerts. It was a disciplined, never-ending cycle of study, travel and performance.

And then, four or five years ago, a young boy, Kit Armstrong, appeared backstage at one of Brendel's concerts and asked for lessons. Initially, Brendel didn't take the suggestion very seriously. He had had very few pupils and he saw no reason to start now. He quotes from another famous pianist: 'You don't employ a mountain guide to teach a child how to walk.' But there was something that struck him about the young boy – then about 14. He listened to him play. Brendel explained, 'He played remarkably well and by heart. Then he brought me a CD of a little recital he had given where he played so beautifully that I thought to myself, "I have to make time for him." It was a performance that really led you from the first to the last note. It's very rare to find any musician with this kind of overview and the necessary subtlety.'

As Brendel is bowing out of the public eye, so Kit is nudging his way into it – restrained by Brendel, ever nervous about the young man burning out early. Kit, now 19, is a restless, impatient presence away from the lessons – always learning new languages; taking himself off to study maths, writing computer code or playing tennis. All under the watchful eye of his ever-present mother. On top of

all this he composes. 'This was very important,' Brendel says. 'If you want to learn to read music properly it is helped by the fact that you try to write something yourself. Then I noticed that Kit had a phenomenal memory and that he was a phenomenal sight reader. But more than this is his ability to listen to his own playing, his sensitivity to sound and his ability to listen to me when I try to explain something. He not only usually understands what I mean, but he can do it. And when I tell him one thing in a piece, he will do it everywhere in the piece where it comes in later.'

Brendel catches himself and looks at me severely. *line 31*
'Now I don't want to raise any expectations. I'm very cross if some newspapers try to do this. There was one article which named him as the future great pianist of the 21st century, I mean, really, it's the worst thing. One doesn't say that in a newspaper. And it has done a great deal of harm. As usual, with gifted young players, he can play certain things amazingly well, while others need more time and experience. It would be harmful if a critic was there expecting the greatest perfection.'

It is touching to see the mellowness of Brendel in his post-performing years. He explains 'When I was very young, I didn't have the urge to be famous in five years' time, but I had the idea I would like to have done certain things by the age of 50. And when I was 50, I thought that I had done most of those things, but there was still some leeway for more, so I went on. Although I do not have the physical power to play now, in my head, there are always things going on, all sorts of pieces that I've never played. I don't play now but it's a very nice new career.'

- 31 What is the writer emphasising in the first paragraph?
- A the wide range of music that Brendel has played
 - B the total dedication of Brendel to his art
 - C the reluctance of Brendel to take on pupils
 - D the light-hearted nature of Brendel's character
- 32 Brendel uses the quotation about the mountain guide to illustrate that
- A it is not always easy to teach people the basics.
 - B it is unwise to try to teach new skills before people are ready.
 - C people can learn new skills without help from others.
 - D it is unnecessary for an expert to teach people the basics.
- 33 What made Brendel first decide to accept Kit as a pupil?
- A He seemed so young and serious.
 - B He was so determined and persistent.
 - C He could play without the music.
 - D He had an extraordinary talent.
- 34 Which of Kit's musical abilities does Brendel admire the most?
- A He is able to write music himself.
 - B He is able to understand and respond to advice.
 - C He can play a piece of music the first time he sees it.
 - D He is able to remember all the music he has ever played.
- 35 Why does the writer use the phrase 'catches himself' in line 50?
- A He realises he has said too much to a journalist.
 - B He doesn't enjoy giving interviews to journalists.
 - C He wants to be careful he doesn't upset any music critics.
 - D He resents the way that he has often been misquoted.
- 36 What is Brendel doing in the final paragraph?
- A justifying his lack of ambition when he was young
 - B expressing regret at the loss of his physical strength
 - C describing his present state of mind
 - D explaining which pieces he prefers to play now

4. FCE 1 – Test 1 – Listening part 4
Các con mở link nghe bằng máy tính nhé:
<https://tinyurl.com/356p6mrm>

You will hear an interview with a woman called Patricia Jones, who is a naturalist. For questions 24–30, choose the best answer (A, B or C).

- 24 Looking back at her work, Patricia feels
- A surprised that her projects still attract volunteers.
 - B proud of the wide influence she's had.
 - C pleased by how she's regarded in Africa.
- 25 How does Patricia spend her time nowadays?
- A persuading people to alter their behaviour
 - B advising governments on conservation
 - C studying wildlife in its natural habitat
- 26 How does Patricia feel about zoos?
- A They all ought to be closed down.
 - B They should have an educational purpose.
 - C They still have a role to play in conservation.
- 27 In her new book, Patricia hopes to give
- A encouragement to young scientists.
 - B advice on helping endangered animals.
 - C guidance to other environmentalists.
- 28 Patricia believes that children should spend time in the natural world because
- A it is the only way to find out about it.
 - B it is essential for their development.
 - C it is a chance to change their view of animals.
- 29 The organisation called *In Touch* encourages young people to
- A be tolerant of each other.
 - B actively work for change.
 - C talk about their problems.
- 30 What does Patricia particularly want to do next?
- A to help girls who want to be scientists
 - B to get scientists to be more responsible
 - C to change people's attitudes to science

C. MINITEST

I. Rearrange the words to complete the sentences.

1. an amazing/ to stretch/ The tape/ had/ ability/ .

→ _____

2. Mandarin/ told stories/ His language/ he always/ in/ but/ was Cantonese,/ .

→ _____

3. ancient epic poem// was the other/ that lots of Indians/ the Ramayana/ knew/ .

→ _____

4. children lose/ into public society/ Today / a degree of 'individuality'/ by becoming assimilated (*đồng hoá*)/ .

→ _____

5. over my shoulder,/ His eyes/ something/ starts walking/ focus on/ and he/ .

→ _____

II. Circle the correct words/ phrases to complete the sentences.

1. He finally read it and he wanted to **do revision/ make revision**.

2. They are dark-skinned and have **facial features/ features face** very much like Cambodians.

3. "I hope I have helped in some small way to put your mind **on ease/ at ease**. If there is any other service I might perform, you need only ask."

4. These traders **focus on/ focus onto** demand, and so have little contact with artists.

5. A population may also **come extinct/ become extinct** due to exceptionally high mortality rates.